

MINUTES OF THE MEETING
EDUCATION SUBCOMMITTEE
50TH LEGISLATURE

January 30, 1987

The meeting of the Education Subcommittee was called to order by Chairman Dennis Nathe at 8:10 a.m. on Friday, January 30, 1987 in the SRS Auditorium.

ROLL CALL: All members were present. Also present were Dori Nielson and Jane Hamman of the Legislative Fiscal Analyst office, Sib Clack of the Office of Budget and Program Planning, and Deb Thompson, Secretary.

UNIVERSITY OF MONTANA

President Koch discussed the University of Montana. He stated that the alumni distribution was the first in the United States. Excellence in athletics, biological research, and the repertory theater were mentioned. He displayed charts that listed research projects that encompassed the entire state. A list of firms that created new jobs for economic development were directly related to the university. The budget was discussed and the decline in resources. The faculty size had decreased, the utility costs increased, and the institution was unable to deal with deferred maintenance. He pointed out that faculty salaries were clearly related to quality. The best faculty were being lost to higher paying jobs. Another fact was that Montana was spending less per student than any other western state in student support. The difficulty in dealing with further cuts was discussed. Planned reductions in programs would be carried out, but was not possible abruptly by July 1. (322) He discussed the various programs and the value to the student and the community. President Koch recommended flexibility in the budget that would permit reinvestment of savings and a return of indirect costs (594).

Representative Bob Ream (1-B) testified in support of the university funding. He said increased revenues were necessary for the state. He was concerned about the morale on the campus. He suggested a 10 cent prescription fee to save the pharmacy school.

Dr. Tom Roy, chairman of the faculty senate, spoke about the erosion of education. He said adequate funding for the university was a necessity.

Professor Fred McGlynn, president of the university teachers union (112), said the crisis in education if eroded further

would result in irreparable damage. Salaries were not adequate (Exhibit 1).

Paul Tuss, president of associated students at UM (206), was concerned about future cuts. If the university system is underfunded there will be a migration to find an education elsewhere. Those that leave will remain out of state for most of their productive years. (Exhibit 2)

Vicki Cocchiarella testified about the greater workloads at the university when positions are vacated. (275)

Dan Marinkovich, president of the alumni association, (388) spoke about his concern for quality education. He urged funding to ensure quality education. He said that education is the key for economic enterprise (Exhibit 3).

Jim Murry, executive secretary of AFL-CIO, (491) urged continued support for the university and higher education. He said the cutbacks are shortsighted and are not a solution to Montana's problems. (Exhibit 4)

(2-A) Ian Davidson, of D.A.Davidson, spoke about the economic impact. He said that higher education is a solution and an investment in the future.

Elmer Hausken, (092) of the American Association of Retired Persons, said a main priority is to contain the cost of medical services as part of medicine. His concern was the average cost of prescription drugs would go up if there were no further graduates from the school of pharmacy. (Exhibit 5)

Duane Bohling said the pharmacy program is a way to keep costs down for people who need the service. He pointed out that the small town pharmacies will be hurt the worst (Exhibit 6).

Larry Anderson, administrative assistant to the mayor of Missoula, spoke about the close ties between the university and the city of Missoula. He presented a resolution to the legislature in support of the scholastic service to the state by the university. (Exhibit 7)

Ray Hart, chairman of the department of religious studies, read a brief statement by a student, Mary Lisa Prine, in support of the university. He discussed religious studies as being essential to a liberal arts college.

Joseph Brown discussed Native American religions (293). He told a Coyote story as an example of values told through stories.

Frank Pettinato, dean of the pharmacy school (369), spoke about his concern for the budget crisis. He recommended funding at the 1986 level. He said acceptance of the executive proposal would be tragic for the university. He spoke about the elimination of the school of pharmacy that had served for 80 years and had 100 percent placement of their graduates. The consequences of eliminating that school would result in an increase in health care costs. Smaller communities would be affected. The faculty and staff would no longer be a resource.

Eric Stinnett testified that the state would lose its source of pharmacists. Pharmacy students will be forced to go out of state to continue their program.

Laurie Morin teaches business courses at the school of pharmacy. She pointed out the 100 percent placement of pharmacy graduates. She said it would cost \$8 million to replace the school and that it would be a mistake to close the school. She recommended restoring the budget to 1985 level.

Janet Bower-Hune spoke in support of funding for the health sciences and physical therapy program (566) (Exhibit 9, 9a).

Barbara Bennett testified in support of the university. She submitted written testimony (Exhibit 10).

Neal Blakely from the physical therapy program at the university said he was attracted to job opportunities in other states. He urged support of the physical therapy program (Exhibit 11).

Susan Sheely, board of trustees of the multiple sclerosis society, said that physical therapy makes a difference in people's lives so they can lead functional lives. She supports adequate funding.

Barbara Shaver testified for students who could not attend the hearing. (Exhibit 12)

Barbara Bain, chairman of the department of communication sciences and disorders, said that this was one of the programs that was slated for possible elimination. The communication sciences and disorders program at the university provide a state resource. In addition to training speech pathologists and audiologists, service is provided across the state to clients who have speech language and hearing problems. Faculty members serve as consultants to clinics. State law mandates that clinicians in the field get continuing education and that is available through the program. Without the program, clinicians would have to go

out-of-state, and spend money out-of-state, to continue working in Montana. She urges support of the program through continued funding (Exhibit 13).

Sheila Leith testified about the concern for the impact on the population the program serves. She recommended a reevaluation of the proposed cuts before eliminating a valuable program (Exhibit 14).

Judy Kovats, from Stevensville, cannot accept the elimination of the program. She said speech therapy was a major path to normal growth and can affect success or failure of a client. (Exhibit 15)

Richard Boehmler, a taxpayer, testified in support of funding for the program.

Glenn Kolaty testified about the program. He said the program provided a necessary service. He pointed out that this was the sole source of continuing education in maintaining a state licence in the field. (Exhibit 16, 16a)

Bill Patten spoke on the business education program funding (Exhibit 16-1). He was concerned about not having proper business education in the high schools. He took a survey of the more than 390 high school business teachers and approximately 125 of those will leave the teaching profession in the next five years. Not enough business education teachers will be trained unless the business education programs are retained.

Leonard W. Brewer, Missoula physician, discussed the common thread that existed in the preceding testimony. He pointed out that the proposed eliminations of programs were the three medically related programs. He said that the elimination of these programs is shortsighted and counterproductive. (Exhibit 17)

Audrey Peterson (458), a faculty member at the University of Montana, was concerned that the committee resolve the situation in the long-term.

Margaret Bruno, a sophomore in home economics, spoke in support of university funding.

Betty Cole, a junior in home economics and president of the chapter of home economics, stated that higher education provides more employment opportunities.

Rita Sheehey testified in support of funding of the university system.

Tony Wellever, senior vice president of Montana hospital association, supports continuation of the school. He pointed out that hospitals will be forced to recruit out-of-state allied health professionals (Exhibit 19).

Lee N. VonKuster testified in support of funding.

Carrie Johnson, member of Missoula school board spoke in support of funding (Exhibit 20). Discontinuing the training of communication science specialists will make it difficult for school districts to fulfill their legal obligations to provide speech and hearing services to Montana school children.

Dick Dun, a faculty member and librarian at the university, spoke about the decline of the library. He said that academic journals were not always available. (032)

Robert H. Likewise, executive director the Montana state pharmaceutical association, testified about the need for retaining the school of pharmacy. A fact sheet was prepared that outlines the need of this school. He stressed some of the long range ramifications. These include the ultimate shortage of pharmacists, a loss of health care providers in some of the rural areas, and also higher prices. (Exhibit 21)

Tom Literski, chief of pharmacy at Fort Harrison, spoke about the affect on quality the closure of the school of pharmacy would have. (Exhibit 22)

Scott Sienley (137), a student, testified in support of funding for education.

Pete Carroll, a senior law student, spoke about the quality of education. He did not understand why the board of regents would cut athletics only 10 percent and eliminate valuable programs completely. He suggested this was like dealing with the flavor of a beer on a Saturday afternoon compared with the quality of education sliced to the bone in programs that teach people something (Exhibit 23).

Jim Sears, professor in the geology department, pointed out the overturn in faculty as older professors retire. He said the University of Montana must be able to compete nationally to draw top quality educators and research scientists to replace the retiring faculty. They also have to compete to retain the young faculty that are drawn by attractive new careers across the nation (Exhibit 24).

FORESTRY AND CONSERVATION EXPERIMENT STATION

President Koch informed the committee about the forestry and conservation station, an agency of the University of Montana. It provides extremely valuable applied research in the forestry area.

Dr. Sidney Frissell, dean of the school of forestry and director of the forest experiment station, discussed the biennial report (Exhibit 25). Research work is done on all the forest resources in the state so that they are managed for economic and social benefits for the citizens. (228) He mentioned second growth forests that attract new industries and tourist dollars. Management tools such as efficient harvesting techniques are information Montanans need to make the best use of resources. This program addresses problems that are critical to the needs of the state and involves businesses and landowners. (354)

Gary Brown, state forester with the department of state lands, (392) spoke about the management and technical uses of research information (Exhibit 26).

Steve Laursen, state extension forester (430), discussed forest land management. He said the new technologies and management skills gained from research efforts were important to the state (Exhibit 27).

Jim Runyan, Champion International western operations manager from Milltown, spoke about the large four-state area involved in forest management. He said the experiment station has been selected to sponsor the forestry cooperative because it gives the best return on the dollars invested (563). He pointed out that this research benefits Montana and other states (Exhibit 28).

Al Kenton read testimony from Howard McDowell of the Montana Tree Farmers Association, concerning Montana tree farms and the need for state support of long-term forest research projects. (Exhibit 29).

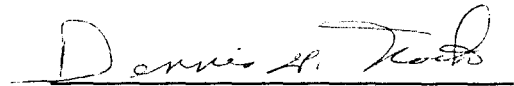
Dr. Frissell summarized the need for support of the forestry station. He urged support for funding at the HB500 level because of the importance of the agency's work to the timber industry, forage, recreation and tourism.

Senator Fred Van Valkenburg (030) testified in favor of funding the forestry experiment station. He said the University of Montana was a tremendous economic asset to the community of Missoula. He felt the university system was on the verge of catastrophic collapse.

President Koch submitted written testimony by students (Exhibit 29, 30a).

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ADJOURNMENT: The meeting was adjourned at 12:15. The next meeting was announced for 8:00 a.m., February 2, in the Scott Hart Auditorium.


DENNIS NATHE, Chairman

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DAILY ROLL CALL

EDUCATION

SUB COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date _____

1/30/87

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Ex.b.t /

SUBCOMMITTEE ACTION

Agency: Montana Forest and Conservation Experiment Station

	FY 1986 Actual	Executive	Fiscal 1988 Current Level	Difference	Executive	Fiscal 1989 Current Level	Difference	FY 86-88 % Change
FTE	18.14	18.21	16.09	2.12	18.21	16.09	2.12	-2.05
Personal Services	\$515,809	\$511,084	\$493,009	\$18,075	\$511,084	\$493,009	\$18,075	-4.4%
Operating Expenses	\$133,473	\$131,569	\$129,240	\$2,329	\$133,390	\$130,659	\$2,731	-3.2%
Equipment	\$19,062	\$13,233	\$13,500	(\$267)	\$13,233	\$13,500	(\$267)	-29.2%
Total Operating Costs	\$668,344	\$655,886	\$635,749	\$20,137	\$657,707	\$637,168	\$20,539	-4.9%
Non-Operating Costs	\$3,468	\$0	\$0	\$0	\$0	\$0	\$0	-100.0%
Total Expenses	\$671,812	\$655,886	\$635,749	\$20,137	\$657,707	\$637,168	\$20,539	-5.4%

Funding

General Fund	\$119,504	\$655,886	\$635,749	\$20,137	\$657,707	\$637,168	\$20,539	432.0%
State Special	\$552,308	\$0	\$0	\$0	\$0	\$0	\$0	-100.0%
Total Funds	\$671,812	\$655,886	\$635,749	\$20,137	\$657,707	\$637,168	\$20,539	-5.4%

Add to (Subtract From)
LFA Current Level

ISSUES

	Fiscal 1988	Fiscal 1989	COMMITTEE ACTION
1. FTE (Executive has 2.12 FTE more)	\$39,370	\$39,370	
2. Vacancy Savings (Executive takes 4%; LFA has -0- because fewer than 20 FTE in agency)	(\$21,295)	(\$21,295)	
3. Lubrecht Forest (Executive higher because fire protection fees were charged to general fund for the first time in FY 86 and the Executive includes \$3,493 for this each year. In addition, the Executive includes \$4,293 more per year for electricity and telephone which LFA current level omits. In fiscal 1986 these items were paid by Lubrecht sales and service revenue in an auxiliary account of the University of Montana.)	\$7,786	\$7,786	
4. Other Operating Expenses (Executive is lower in supplies, travel, repair and maintenance.)	(\$5,457)	(\$5,055)	
5. Equipment (Executive lower)	(\$267)	(\$267)	

1/12/87

A Cost-Benefit Analysis of Reduced State Funding for
Higher Education in Montana*

By:

Dr. John Photiades, Department of Economics, University of Montana

Dr. Ron Perrin, Department of Political Science, University of Montana

Governor Schwinden has recommended to the State legislature that State funds to the six-unit Montana university system be cut by \$13 million during the next two years. Unit presidents, with the approval of the Board of Regents, have responded by drawing a long list of departments and schools that will have to be eliminated if the proposed budget cuts become reality.

The Governor has defended the proposed cuts at least partly on the grounds that the university system is not doing enough to strengthen Montana's economy - and that the cuts will prod it to do so. Is this true? Will the cuts strengthen Montana's economy?

More to the point: Will the social benefits from the tax revenue we save exceed the social costs of reduced services in higher education? This question has yet to be addressed. The cuts have been proposed without any systematic analysis of the costs and benefits that will ensue from such precipitous action. But Montana's future cannot be guided by mere conjecture.

It is a basic principle of traditional economics that if the social costs of a proposed change exceed its social benefits, the change should not be undertaken - at least not on economic grounds.

Economic cost-benefit analysis can estimate only the relative value of education (the benefits we receive relative to the costs we incur when we commit

resources, as represented by tax revenue, to higher education rather than to other uses, e.g., to more after-tax income for each of us).

But part of the relative value of education is very difficult if not impossible to estimate by cost-benefit analysis. This is so with regard to the non-monetary benefits education confers to people (such as improved citizenship, a better sense of community, or the occasional sheer pleasure of learning).

And cost-benefit analysis cannot and does not consider education's absolute value. For education is not merely a means to an end (for higher income, for a better quality of life), but also an end in itself. The quest for knowledge is a basic human need embedded deep in our nature, which often seeks no more than what knowledge stands for: an understanding of the world and our relation to it. (When a child drives us crazy sometimes with endless questions, is s(he) after more income? A better quality of life? Or is (he) merely expressing a need to know, i.e., to imbue existence with meaning, to order the world and participate in it more fully through sharing the wisdom and culture of our community? And when we "grow up," should we limit that quest only to those pursuits which have an instrumental, relative value?)

But in our current economic and cultural climate, consideration of the enduring value of education beyond its direct monetary contribution to "bread and circus" issues has, unfortunately, little chance to alter the outcome of a political debate on budget cuts. Thus, despite the fact that it biases the argument against the value of education, the investigation that follows is limited to this single question: Will the proposed cuts help improve Montanans' incomes (and hence the State's budget outlook) in the near future?

Montanans' incomes can be increased in two ways: through changes (like

increases in the export of goods and services) that result in a net inflow of funds from out of State (the "export effect"); and through changes that generate a greater value of goods and services from our resources within the State (the "productivity effect").

The \$13 million additional cuts to the university system proposed for the next biennium (i.e., about \$6.5 million per year) amount to "tax savings" of about \$18 per employed Montanan, or taxpayer per year. These "tax savings" might result in even greater gains in our incomes if they are used for private or public projects that succeed in attracting out-of-state funds, or in enhancing our in-state productivity. These gains will constitute the income benefits of the proposed change. But what are the costs imposed on Montanans' incomes by these \$18 dollar annual "tax savings" per Montana taxpayer?

The figures on costs that follow require assumptions and estimates of uncertain future events. To prevent charges of "academic bias," these assumptions are taken to err on the side that underestimates the economic value of higher education - in other words, they tend to understate the true costs of the proposed cuts.

1. "Export Effect" Costs

Each dollar received from outside of Montana which is spent and respent within Montana generates, based on various studies, 2.5 to 3.5 times that amount in Montana income (the "multiplier effect"). The university system is a powerful export industry, as the following can attest:

a. Each dollar spent on the university system by the State of Montana acts partially as seed money to attract funds from outside sources, much of it

from the federal government. During fiscal 1986, the University of Montana alone attracted close to \$3 million in federal research and training grants, and close to \$13 million in federal financial aid to students (grants, loans, and work-study funds). Combined, these amount to 54 cents for every dollar received from the State in general funds and state property tax revenues.

To be on the conservative side, assume that, for the university system as a whole, the proposed cuts reduce outside federal funds by only 40 cents for each state dollar lost; and that the "multiplier effect" of not having these funds to be spent and respent within the State is just 2.5. Then, the resulting average short-term income loss per taxpaying Montanan from this source alone amounts to \$18 per year - a figure that exactly matches the direct "tax savings" of the proposed spending cuts. In the long run, because of repayment of student loans to the federal government by those ex-students still remaining in Montana, the income loss from this federal source would be somewhat less (about \$12 per Montana taxpayer per year).

b. The elimination of schools and programs and the further overall degradation of educational quality will probably prompt some Montana residents to seek education outside of the State. (At U.M. alone, the "hit list" of programs will eliminate 534 majors. Similar effects are projected for MSU).

Assume - by most accounts, fairly conservatively, - that for the whole university system 900 more Montanans will seek education outside of the State, and that each will spend a bare-bones figure of \$5,000 of Montana income annually. Then, applying again a multiplier of 2.5 on that money that leaves the State and is lost from being spent and respent within Montana, the income loss per Montana taxpayer will be another \$31 per year.

c. The proposed cuts will have a similar effect in reducing the number of out-of-state students and the "export" income they bring with them. Assume 200 fewer non-resident students for the whole university system, spending \$5,000 of outside funds net of federal aid each. This source, based on a 2.5 multiplier, adds another \$7 of income loss per Montana taxpayer per year.

The combined income loss from these first three "export" sources alone amounts to a minimum of \$50-\$56 per Montana taxpayer per year, or about three times the annual direct "tax savings" of the proposed budget cuts to each Montana taxpayer.

This income loss will be no less immediate than the corresponding benefits from the "tax savings." Nor will this loss be concentrated merely on those who are directly involved with education, because of the "multiplier effect." With each additional round of spending and respending of university system "export dollars" within Montana, new income is generated to more and more businesses and individuals farther and farther removed from university and college communities. Like a pebble tossed in a still pond, export income from higher education sends small ripples of prosperity throughout Montana's stagnant economy, in ever broadening circles.

d. Finally, there are some miscellaneous export income losses to Montana taxpayers - such as out-of-state consulting fees, book royalties, etc. accruing to faculty and staff scheduled to be fired because of the proposed cuts.

And there are also important imponderables, such as the effect of the proposed cuts in attracting businesses and individuals from out of state (or in retaining the ones Montana presently has) to invest, work, and live here.

For the case of U.M. alone, considering that many of the proposed cuts are in health-allied fields (e.g., pharmacy, physical therapy, communications sciences and disorders) with important linkages to the budding health-care industry in the area, the losses in "export" income may prove considerably more than what the sum of the first three factors imply. No reliable estimate for the potentially disastrous "export" (and "productivity") effects of this factor can be provided here. Regrettably, the ensuing discussion will exclude consideration of income losses to Montana taxpayers from this source.

But, some may ask, doesn't the university system contribute to some income losses by purchasing goods and services out of state? And wouldn't the proposed budget cuts provide us with some gains by reducing such imports?

Indeed, most of the university system's expenditures on library acquisitions, and part of its purchases of classroom, laboratory and office equipment as well as travel funds, constitute imports. But by now, they are minuscule. For U.M. during fiscal 1986, they amounted to less than 3% of state appropriations (they took a major beating during the past decade, declining by over 20%).

Furthermore, the direct "income gains" experienced by Montana taxpayers are already included in the \$18 figure of "tax" savings per Montana taxpayer per year. And the multiplier effects of such reduced imports will amount to income gains of only 75 cents per Montana taxpayer per year. That figure may be safely assumed to be washed out by the uncomputed income losses originating from factor (d) above. That still leaves unaccounted for the adverse "productivity effects" of these "import" reductions through their contribution to the further erosion of overall quality in higher education.

Our conclusion, therefore, is that the \$18 in annual "tax savings" per Montana taxpayer due to the proposed budget cuts will lead to a minimum loss of \$50-\$56 in next export income per Montana taxpayer per year. The question then is: will these "tax savings" be so guided by the State's public and private concerns as to generate more than triple that figure in next export income for Montana each year? If not, the proposed cuts will cost Montanans in income more than they will benefit them in reduced taxes.

Our current economic crisis is not the result of a low rate of return on our higher education dollar. It is the result of Montana's "banana republic" syndrome: our reliance for export income on a few natural resources and agricultural goods. Their prices over the long term have not kept up with prices of manufactured goods. In addition, their prices - and the incomes they generate - undergo, historically, wild and sudden fluctuations beyond our control.

It is the combination of market swings and federal government action adversely affecting the oil, coal, timber, wheat and cattle industries that are primarily responsible for our current economic crisis.

On the other hand, the university system has been one source in the State (together with regrettably few others, like tourism), of relatively stable and predictable export income - small in absolute amounts, but very impressive relative to the State revenues that generate it.

Would transferring State funds from the university system to support these ailing, natural resource industries make economic sense? Might the solution perhaps be in transferring them to programs which hope to attract "high tech"

industries - industries that generally demand a highly educated labor force and linkages with university research facilities?

If the state legislature feels that these or any other alternatives can generate every year over three times in export income the tax dollars saved through budget cuts in higher education, then it has a sound economic justification to cut university appropriations. If not, as it seems overwhelmingly likely, it faces the charge of acting "penny wise and pound foolish" by doing so.

2. The "Productivity Effect" Costs

An additional effect of the proposed cuts in higher education on Montanans' real incomes - the value of goods and services we can buy with our dollars - is the "productivity effect." It relates to our ability to generate greater internal economic growth per person in the labor force through better use of our existing resources.

Might the \$18 in annual "tax savings" from the proposed university budget cuts per taxpayer in Montana enhance labor productivity by more than if spent on higher education?

A most important clue is provided by studies of the contribution various factors have made to U.S. economic growth. The most widely respected and longest continuous study on this matter is Edward F. Dennison's Trends in American Economic Growth, 1929-1982 (Brookings Institute, Washington D.C., 1985).

For the period 1929-1982, the percentage of the growth rate in U.S. national income per employed person that is accounted for by "advances in

knowledge" (much of it generated in universities) is 68%. The second most important factor is "improvements in education per worker" (from grade school through college), accounting for another 34%.

By contrast, "improvements in resource allocation" and "increases in capital" account for only 18% and 13% of income growth, respectively. (The above total exceeds 100% because there are other factors with a negative effect on the growth rate).

In sum, there is no category of investment more powerful in generating income growth than the various activities (including research) associated with education.

Quantifying the adverse "productivity" effect of the proposed budget cuts on higher education is not easy. One relatively involved procedure, using fairly conservative assumptions, estimates that it leads to an income loss of \$45 per Montana taxpayer per year.

An indirect, simpler method - but one which estimates only the adverse "productivity effort" of eliminating particular schools and programs and not that arising from the degradation of overall quality, is as follows:

Assume, conservatively, that of all those graduating each year from programs on the "hit list" for elimination throughout the university system, 150 would have stayed to practice in Montana for an average of 30 years each, and for a starting salary of \$20,000 (about what personal income per employed person in Montana is currently - a figure that includes a large percentage of workers without college degrees). Assume further that their incomes will grow at an annual rate equal to the average growth rate of Montanans' personal incomes

since 1970 (about 3.4% per year).

If the cuts are made, their out-of-state replacements for each of these 150 Montana graduates will cost us more - because their out-of-state education costs considerably more, and because of what economists call differences in "psychic income" or "nonpecuniary compensation" (e.g., Montanans are more willing to take a cut in pay to stay in Montana than out-of-staters are to come here). While the extra pay needed to attract them is difficult to predict, a 15% salary differential does not seem unreasonable. (The School of Pharmacy at U.M. predicts at least 40% more pay to replace its graduates with out-of-state pharmacists. Pharmacy graduates in the state average \$24,000 as starting salaries.)

Using a conservatively high discount rate (compared to current long term interest rates) of 6%, the present value of the real income loss from this adverse "productivity" effect is about \$26 per Montana taxpayer per year. This figure represents a decline in real incomes due to the higher cost of goods and services (e.g., prescription drugs) following the proposed cuts in university system programs.

Can we, then, realistically expect that the \$18 in annual "tax savings" from the proposed budget cuts per Montana taxpayer will be guided in sound alternative uses so as to offset the yearly loss of \$50-\$56 from the "export effect" plus the \$23-\$45 yearly loss from the "productivity effect"? (For the whole of Montana, this means an annual income loss of over \$26 million for an annual "gain in tax savings" of \$6.5 million.)

What is involved here is not "true dollars" gained in "tax savings" versus "bookkeeping dollars" lost from adverse economic effects due to State budget

cuts in higher education. They are both equally real. Here's the deal: Would you accept an offer of \$18 less in taxes for you and for each of your Montana taxpaying friends (savings which you may invest on anything but higher education in Montana), if, at about the same time, you each have to give somebody from out of state a minimum of \$50 in cash, and sign a 30-year promissory note with a minimum present market value of \$23? (You must renew this deal every year until such time as you come to your senses and agree it's best that the University system keep the yearly \$18 in your "tax savings.")

Going ahead with the cuts now, hoping to reinstate schools and programs later, when the economy improves, assumes erroneously that most of the income losses experienced from the cuts will be incurred far into the future. This is not so. Not only would we be losing income in the short run (mostly the "export effect"), but we would make it that much harder for the economy to ever improve (the "export" and "productivity" effects combined). In addition, there would be considerable "start up" costs in reinstating schools and programs once eliminated.

3. The Choice Before Us

The "Japanese miracle" of economic prosperity has been based on a "three-legged stool": a community spirit tied to a willingness to sacrifice for a better tomorrow; an aggressive, export-oriented national economic policy; and a profound commitment to education. Each of these three "legs" has reinforced the power of the other two. Similarly, no "Build Montana" economic development programs can ever stand on any less support.

The governor has suggested that the latest proposed round of cuts is necessary if Montana is to get out of the "horse and buggy" age. Indeed, these

cuts are likely to move us out of that age - and straight back toward the era of two-wheeled carts and oxen.

Undeniably, there are ways of enhancing even further the "productivity effect" of higher education by reallocating some funds between units and programs of the university system.

But mistaking the possibility of some gains through reorganization and innovation with "fat" in the university system that needs to be "trimmed" is a tragic error. When unique, quality programs in the State like religious studies, pharmacy, architecture, etc., are up on the chopping block, what we are cutting is our own economic throats.

It is one thing to reduce government expenditures in areas which constitute a frivolous social expense - "a waste of taxpayers' money." It is quite another to do so in areas which constitute a valuable social investment.

If there were ways to charge Montanans for all the income benefits they receive from the university system - through the "export" and "productivity" effects mentioned earlier - the system would not just be self-supporting. It would showed handsome profit. But the impossibility of doing so, as well as the commitment to make higher education accessible to all Montanans, implies State support.

Increasingly, we seem unwilling to support public projects that involve some personal sacrifice, unless there is an immediate and obvious benefit to ourselves. And when it comes to higher education, economic illiteracy leads us to go one step farther, and "cut off our nose to spite our face."

But if we are going to ease the downward slide of our economy and our incomes, additional taxes to finance higher education now are a must. Our choice is either to raise at least \$18 in additional annual taxes per Montana taxpayer to avoid the proposed cuts, or to end up losing over threefold that amount through short term "export" effects, and about fourfold that amount in the long run through "export" and "productivity" effects combined. This is not special pleading. It is economic reality.

Undoubtedly, the fairest and most efficient method for raising now the necessary funds to keep State appropriations for higher education at least at current levels, is through a surcharge on state income taxes. Such a surcharge will take away less than one tenth of one percent of each Montana taxpayer's personal income. Since this is a tax based on ability to pay, its burden will not be shouldered by those whose fortunes have recently plummeted.

But whatever means of financing higher education is finally chosen, in no case is the proposed amputation of higher education in Montana a viable economic alternative. If we were to follow that last option, not only would we lose over \$3 in the short run and over \$4 in the long run for every \$1 of taxes we "save"; we would also lose a good part of that tax dollar (as incomes, and therefore, tax revenues, decline in Montana).

Thinking ahead, we must plan to provide for additional support when better times roll around. Given our economy's dependence on raw materials with wildly fluctuating cycles of boom-and-bust, we must make sure that we are never, ever again put into our current predicament, where state government policy adds to the severity of those cycles by cutting funds to valuable public investments like education just when we need them most to stabilize our economy.

Instead of lowering taxes in good times as we have done in the past, we must develop a general fund from natural resource and other revenues, so that additional taxes collected in good times can be spent during bad times.

Given the nature of our economy, Montana more than most states needs to plan ahead. We must never, ever again be caught unprepared by \$100 million-plus budget deficits that seem to rise by \$5 and \$10 million dollar leaps from one day to the next, forcing the implementation of cuts in state programs - like education - to occur after a two weeks' notice. We can ill afford to continue basing the determination of state policy on short term political considerations.

"To govern," as the term implies from both its Greek and Latin derivations, means to "steer" or "to pilot." In recent times, instead of piloting the ship of state away from the shoals of negative growth, we seem to have chosen the most politically expedient route, yielding to a near-sighted, narrow-minded, and ultimately self-defeating side of us. But this route leads to economic catastrophe - and in no time at all.

The statesmen and stateswomen in our state legislature must reverse the misguided educational policies of a decade, and set our course straight toward economic prosperity once again. The time to begin is not when "happy days are here again." More than ever, we cannot afford to wait. We must act now, forcefully and decisively, to save higher education from its currently planned demise, and thus steer the ship of state toward a healthier Montana economy.

*This report had been prepared without the use of state funds.

specifically for extension and public service and expended for activities established primarily to provide noninstructional services to groups outside the institution. Such activities include seminars, projects, and support of various organizations established to provide services to the community.

Budget Issues

The amount to be reduced from the base for this program is \$8,732. This reduction was achieved by a .75 FTE reduction.

There was a program transfer of \$20,490 into this program in the base year. This amount was not included in the agency request for the 1989 biennium program level.

OPERATION & MAINT OF PLANT Budget Detail Summary

	Actual FY 1986	Budgeted FY 1987	Recommendation FY 1988	FY 1989
Full Time Equivalent Employees	62.58	65.06	65.06	65.06
Personal Services	1,577,168.99	1,205,995	1,340,483	1,340,483
Operating Expenses	3,656,016.54	3,572,672	3,800,662	3,938,108
Equipment	68,987.93	249,537	127,252	127,252
Capital Outlay	896.00	35,289	0	0
Debt Service	3,689.88	0	0	0
Total Program Costs	\$5,306,759.34	\$5,063,493	\$5,268,397	\$5,405,843
Current Unrestricted Fund	5,306,759.34	5,063,493	5,268,397	5,405,843
Total Funding Costs	\$5,306,759.34	\$5,063,493	\$5,268,397	\$5,405,843
Current Level Services	5,306,759.34	5,063,493	5,268,397	5,405,843
Total Service Costs	\$5,306,759.34	\$5,063,493	\$5,268,397	\$5,405,843

Program Description

This program includes all expenditures of current funds for the operation and maintenance of the physical plant, except for amounts charged to auxiliary enterprises and hospitals. It does not include expenditures made from the institutional plant fund accounts. It includes all expenditures for operations established to provide services and maintenance related to campus grounds and facilities, utilities, property insurance, fire protection, and similar items.

Budget Issues

The amount of base reductions to achieve in this program totals \$148,654. The staffing level of this program was reduced from 69.54 FTE in FY86 to 65.06 in FY87 and personal services was cut by about \$92,500. (NOTE: table numbers do not reflect revised operational plans for FY87. Further, expenditures in personal services in FY86 include non-budgeted expenditures of \$81,297.) No further personal services reductions were made.

The program's operating base was reduced by approximately \$115,000 before positive adjustments totalling \$179,000 were made for utilities, insurance and bonds, elevator maintenance contracts, data processing, and inflation. The agency's total equipment request is recommended.

The modification request for new space appropriation authority in current unrestricted funds was not included in the Executive Budget. Since 1979, current unrestricted funds have been appropriated for ongoing maintenance of buildings constructed or remodeled for academic use with other funding sources. The Executive Budget recommends that no current unrestricted funding be budgeted for maintenance of facilities built or renovated with other funding sources. The intent is that the units accept funding responsibility for the on-going maintenance of buildings constructed or renovated with funds other than those approved through the Long Range Building program.

SCHOLARSHIPS & FELLOWSHIPS PGM Budget Detail Summary

	Actual FY 1986	Budgeted FY 1987	Recommendation FY 1988	FY 1989
Full Time Equivalent Employees	.00	.00	.00	.00
Operating Expenses	897,737.66	996,102	981,835	981,835
Total Program Costs	\$897,737.66	\$996,102	\$981,835	\$981,835
Current Unrestricted Fund	897,737.66	996,102	981,835	981,835
Total Funding Costs	\$897,737.66	\$996,102	\$981,835	\$981,835
Current Level Services	897,737.66	996,102	981,835	981,835
Total Service Costs	\$897,737.66	\$996,102	\$981,835	\$981,835

Program Description

This program applies only to funds given in the form of outright grants and trainee stipends to individuals enrolled in formal course work. Scholarships include: outright grants-in-

aid; trainee stipends; tuition and fee waivers; and prizes to undergraduate students. Fellowships include outright grants-in aid and trainee stipends to graduate students, but not funds for which services to the institution must be rendered (e.g., payments for teaching).

SUPPORT
Budget Detail Summary

	Actual FY 1986	Budgeted FY 1987	Recommendation	
			FY 1988	FY 1989
Full Time Equivalent Employees	268.53	260.91	267.75	267.75
Personal Services	6,906,135.07	7,251,764	6,720,588	6,720,588
Operating Expenses	2,389,965.26	2,407,749	2,899,447	2,820,247
Equipment	713,246.33	1,045,514	180,016	180,016
Debt Service	5,187.00	0	0	0
Total Program Costs	\$10,014,533.66	\$10,705,027	\$9,800,051	\$9,720,851
Current Unrestricted Fund	10,014,533.66	10,705,027	9,800,051	9,720,851
Total Funding Costs	\$10,014,533.66	\$10,705,027	\$9,800,051	\$9,720,851
Current Level Services	10,014,533.66	10,705,027	9,800,051	9,720,851
Total Service Costs	\$10,014,533.66	\$10,705,027	\$9,800,051	\$9,720,851

Program Description

The Support Program includes funds for activities designed to support three functions of the institution: academic programs, student services and administrative services.

Academic support - These activities include the retention, preservation and display of materials and the provision of services that directly assist the academic functions of the institution. This category includes libraries, museums and galleries, audio/visual services, academic administration and personnel development, and course and curriculum development.

Student services - These activities include admissions, registrar activities, counseling and career guidance, helping students obtain financial aid, student admissions and records, and supplementary educational services.

Administrative services - These activities include the operational support for the day-to-day functioning of the institution and include executive and fiscal management, general administrative services, logistical services, and community relations.

Budget Issues

This program expenditure level reflects 94% of the Support formula using Fall 1986 FYFTE enrollment of 7,983 for both years of the biennium. FTE data for FY88 and FY89 are derived by dividing the formula-generated personal services amount by the average compensation for this composite program as shown in the agency's revised operational plans for FY87 following the 5% cut.

Average compensation used was \$27,425.

Biennial audit costs of \$79,200 are included in FY88.

TESTIMONY

Presented By:

Paul Tuss, President

Associated Students of the University of Montana

Joint Subcommittee on Education

January 30, 1987

Mr. Chairman and Members of the Committee:

My name is Paul Tuss and I am President of the Associated Students of the University of Montana (ASUM). I am here today to speak on behalf of ASUM and the University's student population.

I am currently a senior at the University of Montana. I am deeply concerned about the future of the University and any further cuts we may have to sustain. As expected, much of the concern coming from the University community is coming directly from the student body. It is apparent on campus that those who are affected the most by budget cuts, the students, are taking action. They are worried for a very legitimate reason--their education. Indeed, the education of the State of Montana is at stake.

If the Montana University System is underfunded during the current legislative session, one very serious negative impact would occur; the migration of Montana's brightest young people elsewhere to receive their education. Montana citizens who leave our state to be educated elsewhere are more likely to remain out of state during their most productive years. It is imperative that Montana retain its native sons and daughters for the future of our state. A positive way of doing this is to maintain a quality higher education system that corresponds to the needs of Montana and its population. Again, Montana simply cannot afford to lose its future to other states.

It is apparent that if the Governor's recommended funding level for higher education is adopted, many programs unique to the University of Montana and our state would be eliminated. These one-of-a-kind academic offerings, in most instances, represent an area of true need for our state.

The needed services provided by departments such as pharmacy, physical therapy and communication sciences and disorders will be coming from people educated outside of Montana. In rural Montana, these services may have to be eliminated all together.

We must also look at the social benefits of higher education. According to findings of the Congressional Research Service, college graduates:

1. Add six dollars in added GNP for every dollar spent on education.
2. Earn an average of 25% more than non-graduates in a lifetime.
3. Add significantly to the productivity of the American workforce.
4. Are two and one-half times as likely to be employed.
5. Are less likely to commit crimes.
6. As an investment, yield a direct return to the government of 15%.

In short, college graduates return more to society and take less from government than they receive. College graduates are a good investment. Much has already been said about the role that the University of Montana plays in the economic development of our state. We must keep in mind that as the business world looks toward Montana, in many instances they are looking for something very specific. They are seeking a place where good business means a strong research base as well as a university educated, dependable workforce. This atmosphere can exist within Montana. But only with your help.

I strongly urge the committee to fund the University of Montana at the level presented in House Bill 500 during the 1985 legislative session.

Thank you very much.

TESTIMONY BEFORE THE JOINT SUBCOMMITTEE OF HIGHER EDUCATION
JANUARY 28, 1987
DAN MARINKOVICH, PRESIDENT, UM ALUMNI ASSOCIATION

Members of the joint subcommittee on education and fellow Montanans:

My name is Dan Marinkovich. I am speaking on behalf of the University of Montana Alumni Association, which I currently serve as president. In 1985 I retired as superintendent of schools at Anaconda. I received my basic education in the elementary and secondary schools of Anaconda, and my bachelor's and master's degrees from the University of Montana.

I have spent the last 36 years in the field of education in the state of Montana, serving students from kindergarten through junior college both in eastern and western Montana. As such I feel that I understand the economic problems that the state is experiencing, not only in education, but in the agriculture, mining, and timber industries.

At this time I am quite concerned, as are all University of Montana alumni, as to what may happen to the quality of education throughout the entire University System. It bothers us when we pick up the newspapers and hear in the broadcast media about curtailments in funding for the University System. If the quality is allowed to decline, we believe it would be an injustice and a travesty to the students of the state of Montana.

Montana has always been proud of its students and their outstanding achievements, by any national measure. I am sure you are just as concerned as I am that we continue to provide quality education for our children and for the children of the constituents you represent.

In order to maintain this quality education in our University System, which I know you are just as concerned about as I am, I strongly urge you to provide the funding necessary to continue that level of quality. At the very least, this funding should be equal to that provided in the current biennium, prior to the retrenchment which began last summer due to the lack of revenue.

EX-7
1-30-87



Box 1176, Helena, Montana

JAMES W. MURRY
EXECUTIVE SECRETARY

ZIP CODE 59624
406 442-1708

TESTIMONY OF JIM MURRY BEFORE THE JOINT EDUCATION SUBCOMMITTEE, JANUARY 30, 1987

Mr. Chairman, my name is Jim Murry and I am the executive secretary of the Montana State AFL-CIO. I am here today to reaffirm and urge continued support for the University of Montana and higher education in our state. Our labor federation represents a cross-section of university system employees including teachers, maintenance workers, food service workers, custodians, etc.

Some people may wonder about my appearance before this committee. But the truth is, for over one hundred years, the trade union movement has supported with determination and resolve the rights of all students to obtain an excellent education. We have always understood that a first-rate education is the surest route towards a better standard of living for the next generation.

Those who advocate dismantling our university system have ignored the ^{National} ~~Carnegie~~ Commission Report, "A Nation at Risk," which states that "all, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and to manage their own lives, thereby serving not only their own interests but also the progress of society itself."

Mr. Chairman, members of the committee, we must not abandon higher education in Montana. To do so, would be to mortgage our children's futures and our state's future, in the in the name of short-term expediency. The \$13 million dollars in systemwide cuts proposed over the next biennium would dismantle major components of our university system and reduce the opportunities to our students. Cutbacks in academic programs, faculty, staff and library resources are short-sighted solutions to Montana's long-term economic problems. Without quality education in Montana our present-day budget crunch will turn into a long-term nightmare; stifling individual growth and economic development.

In today's competitive environment our students deserve the best. But, proposed funding cuts would include the total elimination of core programs as well as severe reductions in other academic areas.

In order to achieve the required \$13 million in funding cuts, the University of Montana proposes to eliminate pharmacy, physical therapy, business education, religious studies, home economics and communication sciences and disorders programs. Montana State University would abolish architecture along with other vital programs. Montana Tech will shut down its business education program and Northern Montana College its elementary education curriculum. And Western Montana College will be forced to merge with the University of Montana.

Dismantling these programs only serves as another nail in the coffin of Montana's future by imperiling one of Montana's greatest assets, its young people.

Without an education our young people will not only be unable to compete in the job markets, but they will also be denied access to participation in society. As the ^{National} Carnegie Commission report aptly states, "the people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life."

Montanans must remain firm in their support for education. We cannot and must not accept second best for our children. Today, Montana lags woefully behind its peer institutions in the region, with a per pupil state expenditure of only \$3,287 as compared to an average of \$4,532 at other comparable out-of-state schools.

Some have suggested that perhaps we should just give our kids their money, shut down the entire system and send them out of state to receive an education. If we do so, we are abrogating our commitment to our young people, our state and its future in the national and international arena.

Montana is no longer an isolated, rural, inaccessible state. Our markets reach overseas and our economic fortunes are tied to our nation's economy.

In order for Montana to prosper and to continue to provide a decent quality of life for all its citizens, we must support higher education. And any support for higher education must mean that everyone has the opportunity and right to learn. So, if we cut back and curtail academic programs in our state, it is our children and grandchildren who will have to pay the price. And they should not have to settle for that.



1-30-87

1986-1987
MONTANA STATE LEGISLATIVE COMMITTEE

CHAIRMAN
Mr. Joseph W. Upshaw
2016 Highland
Helena, MT 59601
(406) 442-5956

VICE CHAIRMAN
Mr. Wilbur Swenson
806 6th Street
Havre, MT 59501
(406) 265-9067

SECRETARY
Mr. John C. Bower
1405 West Story Street
Bozeman, MT 59715
(406) 587-7535

January 30, 1987

HEARING BEFORE APPROPRIATIONS-FINANCE AND CLAIMS JOINT SUB-
COMMITTEE ON EDUCATION

RE: University of Montana Budget

BY: Elmer Hausken (442-8319)

One of the main priorities of the American Association of Retired Persons on both the national and state level is to contain the cost of medical services, particularly the cost of medicines. Our national policy is to support the continuation of education at the highest possible level--especially in the medical and health care fields as a means of keeping these costs down.

We feel that the elimination of the pharmacy, physical therapy, and audiology and speech therapy programs at the University of Montana is not in keeping with these priorities. Therefore, we oppose cutting these programs from the curriculum at the University.

Thank you.

1-50-37

Comments:

WHEREAS, the University of Montana has a 90 year tradition of academic excellence and service to the state; and

WHEREAS, that proud tradition has included national recognition in all areas of scholastic endeavor, including awards of a wide-range of scholarships for both students and faculty; and

WHEREAS, the University of Montana has furthered the advancement of the state and community through institutional and individual contributions; and

WHEREAS, educational resources are important parts of the state's infrastructure; and

WHEREAS, the University of Montana has provided an affordable in-state liberal arts education opportunity for the young people of Montana without compromising the quality of education; and

WHEREAS, higher education and the young people who attend the University of Montana are key resources in the effort to revitalize the state's economy and provide a foundation for future development;

NOW, THEREFORE BE IT RESOLVED that the City of Missoula urges the Montana State Legislature and all Elected Officers of the State of Montana to support the University of Montana by insuring that the University is funded at a level which encourages the institution to grow and prosper, in order to foster a strong, viable University of Montana that is worthy of our children and the Great State of Montana.

PASSED AND ADOPTED this 23rd day of June, 1986.

ATTEST:

APPROVED

Ronald E. Preston /s/

Robert E. Lovegrove /s/

Ronald E. Preston
Finance Officer/City Clerk

Robert E. Lovegrove
Mayor

(SEAL)

Date: January 29, 1987

Memo to: The Education Sub-Committee

The Honorable Dennis Nathe, Chairman
The Honorable Judy Jacobson, Vice Chairman
The Honorable Dennis Iverson
The Honorable Ray Peck
The Honorable H.W. "Swede" Hammond
The Honorable Greg Jørgenson

From: Frank A. Pettinato, Ph.D., Acting Dean, School of Pharmacy
and Allied Health Sciences, University of Montana

My name is Frank Pettinato. I am the Acting Dean of the School of Pharmacy and Allied Health Sciences at the University of Montana. I am a Montana native, born and raised in this state, a graduate of the University of Montana and its School of Pharmacy. I have been on the faculty of the school for 29 years.

As one who has spent most of his life associated in one way or another with the University, I am deeply distressed and seriously concerned about the future of the University and of higher education in Montana. Budget cuts and financial crises have been a way of life for the University system, but I can never recall a time when the very existence of the University and many of its excellent programs have been in greater jeopardy than they are today.

At the very least, we must be funded at the 1985-86 level. Governor Schwinden's proposed budget will be tragic for the University and will likely result in the elimination of three programs which provide health professionals to serve the health needs of Montana's citizens. Let me briefly address the consequences of eliminating one such program, the School of Pharmacy; a program which has served Montana for 80 years, whose graduates are vigorously recruited and enjoy an enviable placement of 100%.

1. Demands for pharmacists already exceed the supply in Montana. This shortage of pharmacists, especially in our rural communities, will only become worse.
2. Health care costs, particularly for prescriptions and for other pharmaceutical services, will increase when it becomes necessary to recruit externally at significantly higher salaries.
3. Many of our small rural communities will be denied the services of pharmacists, requiring its people to drive 50 to 100 miles to have a prescription filled.
4. The faculty and staff of the school will no longer be available to counsel and consult other health professions and institutions in the state.

I urge you to fund the University System at a level that will ensure the continued existence of this excellent institution and those programs which are dedicated to the service of the citizens of Montana.

Thank you.

FACT SHEET
PHARMACY, PHYSICAL THERAPY, & COMMUNICATION SCIENCES AND DISORDERS
UNIVERSITY OF MONTANA

Program Characteristics and Qualifications

- All three programs are unique programs not duplicated elsewhere in the Montana University System. Strictly speaking, they are the only health professions programs at the University of Montana.
- Each program is nationally accredited by the appropriate accrediting body.
- Low student to faculty teaching ratios for clinical training are mandated by health professions programs in general and by accrediting agencies in particular. This characteristic does increase the cost of health professions programs.
- Each program provides an active clinical service on the University of Montana campus that serves the campus and/or Missoula community.
- These programs attract high percentages of female students as well as non-traditional (older) students. In CSD, 92% of the students are female, in PT 84%, in Pharmacy 43%.
- Students entering these programs are well prepared, mature, highly motivated individuals who must meet rigorous entry requirements. In physical therapy and CSD, the average entry level GPA is 3.5, the average age is 27.

Opportunities and Placement

- All three programs have 100% placement of their graduates in professional positions. At the present time in the State of Montana, there are shortages of professionals in each of these fields, with positions going unfilled. Due to the aging of the population, there are increasing demands projected for these health professionals through the year 2000.
- Large numbers of graduates from all three programs stay in the State of Montana, thus filling the health care needs of its citizens.
- Each graduate must be licensed by the appropriate board or agency by passing a national examination. U of M graduates score well above average on these licensing exams.

Elimination

- Will jeopardize the continued supply of these health professionals as the University of Montana programs are the major sources of such professionals in the state. With national manpower shortages in these fields, Montana cannot rely on being able to recruit enough practitioners from outside the state.
- Will increase the cost of health care in Montana as it will be more expensive to attract professionals trained outside the state to provide these services in Montana.
- Will reduce the accessibility of professional services to the citizens of the State of Montana, particularly in rural areas.
- Will reduce the continuing education opportunities for those professionals practicing in Montana as the faculty of these programs provide a major source of continuing education in the State.
- Will affect many health professionals and health care institutions within the State who presently consult with the faculty and graduates of these programs. For example, School of Pharmacy faculty provide 75% of the professional continuing education for pharmacists presented in Montana.

Costs

- The 1986-87 budget for these three programs is \$930,000 to teach 216 students (not counting non-majors) at a cost of \$4300 per student per year.
- The cost to the State of Montana to educate these students outside the state through regionalized programs such as WICHE would be approximately \$4000 to \$5000 per student per year. These funds plus student expenditures for food, housing, and incidental would be lost to the state economy. In addition to increased costs, there would be the difficulty of recruiting students for out of state study and of attracting them back to Montana after graduation.

1-30-87

January 29, 1987

Honorable Dennis Nathe
Honorable Judy Jacobson
Honorable Members of the Joint Subcommittee on Education

I am Janet Bower Hulme, Director of the Physical Therapy Program at the University of Montana.

The University of Montana as a part of the Montana system for higher education needs adequate funding-- at the minimum, funding at the 1985-86 base. Higher education is the future of Montana as we head into the 21st century. I am here today to support funding for the University of Montana, in particular the Physical Therapy Program.

The total cost to the state for the University of Montana Physical Therapy program is \$92,000 (\$2800 per professional student). That includes salaries for the 3 faculty, a part-time typist and all supplies and equipment. Each of the faculty teaches 9-12 credits per quarter, publishes an average of 2 articles a year in refereed journals, and provides consultation and assistance to agencies, schools and medical facilities around the state.

That \$92,000 provides education for 32 professional students and advising for 150 pre-physical therapy students at UM and approximately 100 pre-therapy students at other units around Montana. The professional students are goal oriented and in general nontraditional students. Their average G.P.A. is 3.5, their average age is 27. The students rank number one nationally in number of articles published in refereed journals having published 15 articles in the last 6 years. They place in the top 10 percent on the national licensure exam. Seventy percent of all graduate have become licensed in the state. They practice throughout Montana in waiting jobs. Montana consistently has 15 physical therapy job openings.

That \$92,000 educates graduates that play a key role in: 1) rehabilitating injured workers to return to their jobs, 2) rehabilitating senior citizens after debilitating disease to enable them to remain independent, and 3) facilitating handicapped youth to live in the least restrictive environment. Physical therapists play an important role in keeping Montanans on the job and independent.

I believe this \$92,000 is one of the best educational investments the state has made. It deserves your continued support. Thank you.

Janet Bower Hulme

1-30-87

PHYSICAL THERAPY PROGRAM AT THE UNIVERSITY OF MONTANA

What We've Got To Lose

Unique, High Quality Academic Program

- Graduates of the professional program average in the top 10% on the national board examination, required for state licensure.
- Faculty and students conduct research and are published in 2-3 professional journals per year.
- The physical therapy clinic serves the UM student population.. Funds generated are used for supplies and equipment.
- The applicant pool for the program is strong. There have been 65-80 applicants for 16 openings in the professional program.
- The physical therapy program is not duplicated in the Montana University system.
- A pre-physical therapy program has existed at UM for 35 years. This demonstrates that physical therapy has been part of the University's role and scope.

Economic Impact on Montana

- There is a national and statewide shortage of physical therapists. A strong job market through the end of the century is projected.
- 50% of the graduates of the UM Physical Therapy Program are practicing in Montana.
- Physical therapy graduates become taxpayers with an average income in Montana of \$22,000 - \$25,000, in a job market with 100% employment.
- There are 200 pre and professional physical therapy students at the University of Montana. A significant number of these students would leave higher education in Montana if the program were eliminated.
- WICHE funds would likely be unavailable to support the physical therapy educational needs of Montana. Due to preferences given to instate students, Montanans would find it difficult to receive physical therapy education elsewhere in comparable numbers (16 graduates/year).
- Health care has a good business potential in Montana. The UM Physical Therapy Program emphasizes rural practice.

1-30-87

01/30/87

Members of the Appropriations Subcommittee on Higher Education

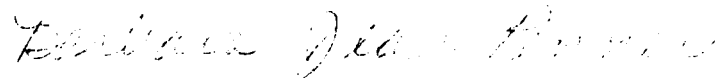
Dear Committee Members:

For thirty-five years the University of Montana has offered a high quality educational resource to the physical therapy profession. Montana's physical therapy graduates have tested in the top 10 percent nationally and are specifically trained to go into small rural communities (a concept many physical therapy schools do not consider). Elimination of the Physical Therapy Program in Montana would deny Montana's practitioners accessibility to University staff for guidance in conducting research, keeping abreast of new treatment techniques and their proper application, or in publishing research findings for the betterment of mankind.

Helena, Montana has a shortage of physical therapists TODAY! In the past two weeks alone, I have been offered three different positions within the Helena area at salaries ranging from \$15 to \$20 an hour. . . . in spite of the fact that I am currently fully employed. It is not uncommon for a physical therapist to receive unsolicited letters or phone calls offering physical therapy positions elsewhere in Montana, often with attractive bonuses and relocation allowances.

Who suffers if Montana has a shortage of physical therapists? Many of Montana's small community hospitals and nursing homes depend on Medicare patients to survive. They must provide physical therapy services for Medicare. Small community hospitals and nursing homes may be forced to close if qualified physical therapists are not available. The legislators must consider the quality of life of the physical therapy workers in the state of Montana and look for budget cuts elsewhere.

Respectfully,



Barbara Jean Palmer, M.S.,

January 20, 1987

Appropriations - Finance and Claims
Joint Subcommittee on Education

Representative Nathe
Representative Iverson
Representative Peck
Senator Jacobson
Senator Hammond
Senator Jergeson

Western Care
Nursing
Home

2475 Winne Avenue
Helena, Montana
59601-4997
(406) 442-1350

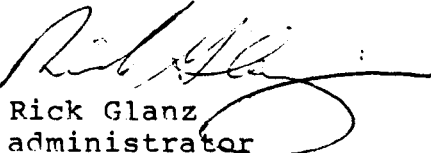
The Hillhaven Corporation
A Subsidiary of
National Medical Enterprises, Inc.

I am writing this letter in response to the proposed elimination of the Physical Therapy program at the University of Montana. In reading about the financing problems of Higher Education in Montana, I realize that there is a great deal of pressure to cut programs which may be a burden on the system from a financial standpoint. I also feel that this is one program at the University level which has a need for expansion rather than elimination.

In the health care field, there is a currently a tremendous need for Physical Therapists. As the administrator at Western Care Nursing Home, I have been employing a national search organization since the first of June, trying to locate a Physical Therapist who will relocate to Helena. I personally know of at least four full-time therapist openings in the Helena area alone. As hard as it may be to believe, our recruiting firm states that there are three job openings for every therapist in this country. My company which consists of 400 nursing homes, 90 hospitals, and numerous other health care enterprises is experiencing a serious shortage of licensed Physical Therapists. Throughout our company, and especially in the west, we have a great need for therapists in many different settings. I can say with a great deal of confidence that our corporation by itself would hire all of the graduates of the University's Physical Therapy program for years to come.

Aside from issues of controlling health care cost in our state, we are facing a very real danger of not having enough Physical Therapists available in many of our communities. The need to travel hundreds of miles to attend a school of Physical Therapy will most certainly discourage Montanans from entering the field. I feel that the University of Montana's program in Physical Therapy School goes a long way toward satisfying a crucial need for trained professionals and we would be doing disservice to the state and the region if we were to eliminate the it.

Sincerely,



Rick Glanz
administrator
Western Care Nursing Home

To: Montana legislators

Re: Support for Higher Education

I urge the Montana legislative bodies to support higher education in Montana. Montanans are always speaking of our wonderful natural resources. We must not forget that our greatest natural resource is our youth. One way to keep young people in our state is to educate them in our state. If they must go elsewhere for their education, we stand a greater chance of losing them from Montana.

As a physical therapist in Montana I find it valuable to have a degree program in Physical Therapy at the University of Montana. As well as providing much needed physical therapists to our state, this program also offers continuing education for practicing therapists. Having this resource available enhances the desire to locate a practice in

the state and receive a higher
quality of physical therapy
services for the public.

Please cast your vote in
favor of higher education,
especially physical therapy, in
Montana.

Sincerely,

Jan. McCull, RPT
5712 Canyon Ferry Rd
East Helena, Mont.

1-29-87

I am writing this to voice my support of continuing the Physical Therapy Program at the University of Montana in Missoula.

As a consumer of physical therapy services I have learned just how valuable these services can be. Not only in treating an injury but educating the consumer about their condition and developing a program to prevent further injury.

It is my understanding that there are currently sixteen openings for physical therapists in the state of Montana. We are all aware just how difficult it can be to attract professionals to a rural area, such as Montana. Therefore, wouldn't it make sense to turn out physical therapist within the state to meet the demand?

An even bigger question to consider is, why loose our younger people to other state universities because of lack of variety in our higher education system.

Education is probably one of the greatest assets the USA possesses. Let's keep our standards high and maintain a system that we can be proud of which will draw students to our state and revenue with them.

Thanks for your consideration of this matter

Chadene Burkhardt-Meyer
Activities Director
Cooney Convalescent Home
Helena, Montana

January 28, 1987

To: Chairman-Dennis Nathe
Vice Chairman-Judy Jacobson
Members of the Subcommittee on Education

Dear Honorable Legislators,

My name is Neal Blakely and I am a senior in the University of Montana Physical Therapy program. One reason I was attracted to this profession was the excellent job opportunities available. Montana has had an increasing need for physical therapists. This is partly due to the fact that from 1975-1981, of 17 students trained through the WICHE program, only 6 returned to become licensed in Montana. In contrast, between 1981 and 1986 the University of Montana Physical Therapy program trained 94 students and 66 became licensed in Montana.

I did not want to attend an out of state school but because of the competition to get into the Physical Therapy program, out of state schools are often considered. However, of 11 physical therapy programs contacted in nine states, tuition alone ranges from \$2500-\$13000 dollars per year. In addition, few out of state students are accepted into these programs. So even if a Montanan did consider getting an education in another state, it would be difficult to be accepted and it would be expensive.

I feel very fortunate not only that my state has a physical therapy program, but a good one. I would probably not be able to become a Montana physical therapist without it.

Thank you for your time,

Neal J. Blakely
Neal J. Blakely

Exhibit 11

1-30-87

Testimony to Joint Subcommittee on Education
in Support of Funding the University of Montana

Neal J. Blakely
Physical Therapy Department
January 28, 1987

EX-101-10J
1-30-87

January 29, 1987

Joint Appropriations Sub-Committee on Higher Education


Dear Committee Members:

Due to the recent publicity concerning the possibility of closing the University of Montana physical therapy school, I feel compelled to express my views. I am a recent graduate of the program (1985) and am currently employed as a physical therapist in Helena.

During my education, part of my training consisted of clinical internships in Seattle and Spokane, and my instructors commented that University of Montana students were recommended over many of the local programs. I was offered positions in both clinics, but declined because I wanted to return to Montana. I am certain that I would have accepted those positions if I would have received my education in another state. The point is, if the people of Montana want competent therapists, the U of M school must be maintained. Another important aspect is the need for Montana therapists to remain current with regard to recent research, and the U of M program is vital due to Montana's relative isolation.

I have had the unique privilege of observing and participating in the U of M program from its inception to the present, and can honestly state that eliminating the program would be doing a disservice to students, therapists, and most importantly, the patients of the state of Montana.

Sincerely,



Bill Dolan
Physical Therapist

BD:cj



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WILLIAM D.
DOLAN PT

MARY ELLEN
O'LEARY, PT



01/29/87

Members of the Appropriations Subcommittee on Higher Education
State of Montana

Dear Members,

As a practicing physical therapist in the State of Montana for fourteen years, I am concerned about the possible cutback in funding for the University of Montana professional program in physical therapy.

The U of M has supported a pre-physical therapy program for the last 35 years and the professional program for the last 5 years. Over 50% of it's graduates presently work in the state, serving our communities and supporting the state economy. 75% of the 1985 U of M physical therapy graduates are employed in the state of Montana. Cutting the professional program will send 15 Montana students to other areas of the country for their education. Many of these will not return to Montana which will be our loss.

As a hospital department head, I can tell you that recruiting is a very difficult and competitive task. There are currently 15 positions open for physical therapists in the state of Montana. Our communities need physical therapists to serve our people. Please support this needed program.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joe Petkewich".

Joe Petkewich, R.P.T.
Department Head, Physical Therapy

January 30, 1987

Carol Barnes
538 N. Davis
Helena, MT 59601

To: Members of the Appropriation Subcommittee on Higher Education

Dear Committee Members,

Montana is in an economic crisis, but when considering cutbacks please do not include higher education. In the past higher education has already been trimmed to the bone and Montana has lost good professors and students to other states that pay higher salaries and have better financed aid. Education is our states future and these cutbacks cannot continue without sacrificing quality.

I attended the University of Montana, but needed to go out of state for my professional training in Physical Therapy. The WICHE program helped fund my education at the cost of nearly \$10,000 per year. Surely it must be more cost effective to educate students in state. In addition, WICHE funds and positions were limited and did not nearly meet the needs of all students who wished to complete their professional education.

I eventually returned to Montana to work as a physical therapist, although my fellow WICHE students did not. As an employer, I've been continually frustrated in not being able to fill physical therapy positions. The U of M Physical Therapy program has helped to fill that void, but still it is difficult to find physical therapists.

Why, when physical therapists are in such demand, is the P.T. program even up for possible elimination or cutbacks? Not only do they generate high quality and much needed P.T.s, but the physical therapy program attracts students from all over, both in the professional and pre-professional programs.

Please, look elsewhere for your cutbacks. Higher education is integral to Montana's future. Physical Therapists are in great demand and elimination of this program would make finding P.T.'s an impossibility. WICHE is not a good alternative. It did not meet the needs for numbers of P.T.'s it generated in 1978 and will not in the future. Higher education must be a priority.

Thank you for your consideration.

Sincerely,

Carol Barnes

Carol Barnes, P.T.

January 20, 1987

EX-1017-109
1-30-87

Cheryl Hanson
1027 Hauser Boulevard
Helena, Montana 59601

Joint Appropriations
Subcommittee on Higher Education

Dear Committee Members,

I understand and appreciate Montana's financial crisis and the need to find alternative sources of revenue. But, decreasing funding for higher education MUST not be that alternative! I firmly believe that Montana's, or any other state's future, depends on the education of its people. In order for Montana to compete in economic, agricultural, medical, or other fields, it must provide quality education to it's citizens.

I have heard the argument that proposed cuts do not mean our citizens couldn't be educated; they could receive their training in other states through the WICHE program, or programs like it. As the recipient of a WICHE education, I appreciate that program, but only because there were no Montana alternatives when I went to school. I came back to Montana, but there were many people I knew, who, once they left for schooling out-of-state, never returned. With the economy as bad as it is, certainly exporting our youth to other states can only worsen this situation. Montana's citizens should be educated in Montana to insure that they live and work in Montana.

I can see cutting unnecessary courses, or trimming curricula that don't train people for specific jobs. Many of the programs listed, however, train people in viable, high demand careers. The School of Pharmacy and Allied Health is of prime importance to me as a physical therapist and employer. The University of Montana graduates 15 students per year in physical therapy, yet the demand is so high for therapists that there aren't enough therapists to fill the positions; jobs are lost and medical care suffers. Why are we cutting these programs?

I urge you to support higher education in Montana and restore funding to the 1985/1986 levels. In looking for revenue, please don't destroy Montana's future.

Sincerely,


Cheryl Hanson

January 30, 1987

Kirk Hanson
1027 Hauser Boulevard
Helena, Montana 59601

Joint Appropriations
Subcommittee on Higher Education

Dear Committee Members,

I write to express my feeling regarding actions to cut/reduce funding for "higher" education in Montana.

True, the revenue to the state of Montana has declined and everyone must seek out ways/means, new or old, to increase revenue. Too, obviously, a hard look must be taken at the expected results, direction, and priorities for each dollar spent by the state.

In my mind, higher education opportunities in Montana are high priority. There is no single force/institution in this state as capable or equipped to protect and improve the quality of life we all seem to enjoy here in Montana. Montana's future depends on how well we educate, train, and equip our young and not so young people today. As an employer and physical therapist, I feel that cutting funds to the University System which forces the elimination of programs like physical therapy--programs which have taken years to develop the rational and respect they deserve--is short-sighted.

True, it can help balance this biennium's budget, but the hope for our future--higher education in Montana--needs sustained, continued funding. What would be lost today by cutting cannot be "purchased" back by restoring funds at a later date. Higher education takes time to develop and grow.

I urge you to restore funding to the University System to the 1985 levels.

Thank you for your time and consideration.

Sincerely,



Kirk Hanson

It was within a few days after the protest that the Union and a few radical members of the Student Government broke the "don't burn" pledge, and the next morning the student arm, with a smaller group to further inflame the entire community, did burn the North Hall. The Board of Regents took no action and the fact that still more fire occurred on the campus of the school.

1. 1990年12月15日，在“九七”香港回归前，香港各界人士纷纷发表文章，就香港回归后的前途问题，提出自己的看法。

Jerry Sorenson, PT

2002-2003

1-30-87

Testimony to Joint Subcommittee on Education
in support of funding for the Montana University system

Jeffrey D. Nye
Department of Communications Sciences and Disorders
University of Montana
January 30, 1987

I am writing concerning the proposed funding cuts to the University of Montana, in particular the Department of Communication Sciences and Disorders who train speech-language pathologists and audiologists. I am a graduate student in this department and wish to continue my training in this excellent program.

This is the only program of its kind in the state. If this program is cut, students, such as myself, would have to leave this state to be trained. In the long run, this would hurt both the student and the state. The student would have to pay more to be educated. The state would have to attract trained audiologists and speech-language pathologists back to the state. This could mean an increase in the cost of these essential services. Many citizens could not afford these services now if it were not for the clinic run by our department. If our department is cut many people will have nowhere to go for these services. These services improve the quality of life of a wide variety of people ranging from a four month old child needing a hearing aid to the elderly. Our clinic served 514 people last year from all across Montana.

In short, for the sake of the citizens of this state please save the department of Communication Sciences and Disorders. Fund the University of Montana.

James M. Ecker

My name is Sheila Leith and I am from Dillon, Montana. I am a graduate student at the University of Montana pursuing a Master's degree in Speech Pathology and Audiology.

Currently myself and 27 other graduate students are receiving a high quality education from a program noted for its excellence within our field. Additionally, under the supervision of 11 faculty members, we provide speech and audiological services through the University of Montana Speech, Hearing and Language clinic to an average of 514 patients per year. A majority of these patients served are within a low or fixed income category. Our services are offered on a sliding fee scale based on ability to pay. No one is turned away because of lack of financial resources.

If the department of Communication Sciences and Disorders and the Speech, Hearing and Language clinic are closed, many people, not only in Missoula, but indeed the entire state will lack speech and hearing services which are so desperately needed. For a young child this means impeding his ability to maintain progress in the school classroom and later years. For the elderly on low or fixed income, it means losing resources for speech and language services for stroke and cancer patients, audiological services and counseling for hearing impairment or disease. The impact upon these populations across the state of Montana is not one that we can afford now, or at any time in the future. Reevaluation of the proposed cuts is needed before Speech Pathology, Audiology - and the additional health services of Physical Therapy and Pharmacy - which provide assistance to so many of our people are eliminated.

1-30-87

TESTIMONY

Date: January 30, 1987

To: Education Subcommittee of the Appropriations Committee
1987 Montana Legislature
Helena, Montana

From: Richard M. Boehmler, Professor Emeritus
University of Montana *Richard M. Boehmler*

Re: University of Montana Budget

My comments today are as a Montana taxpayer, not as a university professor. My concerns are with the long-term negative educational, social, economic, and personal effects of elimination of non-duplicated professional training programs at the University of Montana. Although I am concerned about the negative effects of eliminating the specific program under discussion, it is the campus-wide change which concerns me most.

President Koch has stated that if the programs in question are eliminated, a quality university with a core curriculum will remain. I do not believe this to be true. Unlike President Koch, I have watched the faculty's reaction to budget problems at the university for nearly thirty years. I personally took a 15% cut in salary to come to Montana. Times have never been good here. However, what has happened during the last couple of years is different. A different pattern has been started. There has been, in my opinion, a fundamental change in faculty morale and faculty commitment to the future of the institution. Not only is this true in the targeted programs but across the campus. The critical factors that have kept the university a quality institution (one within which I have been proud to serve)--faculty dedication, morale, and quality--are now being eliminated across campus. That critical destruction of the university's core is picking up speed. Without support from the citizens of Montana, neither Koch nor anyone else can stop the negative change that is taking place or its long-term effects on the institution and on the state.

My employment is not at issue; the education of my children is not at issue. The future of my grandchildren and yours is at issue. Your actions in this session can result in damage to the system from which it can not recover in our lifetimes. When our grandchildren enter college, Koch will not be president; you may not be legislators. What kind of institution will we have left then? What kind of state will we have left then? What will we say to them as Montana taxpayers?

TESTIMONY

Date: January 30, 1987

To: Chairperson and Members of the Education Subcommittee of the
Appropriations Committee

From: Mary A. Hardin, Ph.D.
Assistant Professor of Communication Sciences and Disorders
University of Montana
President-Elect of the Montana Speech-Language-Hearing Association

President Koch has indicated that if Governor Schwinden's proposed budget is accepted by the legislature, then the Communication Sciences and Disorders Department at the University of Montana must be eliminated. I question the logic behind elimination of this non-duplicated, high-quality health care program and urge the Committee to carefully consider the disastrous effects to higher education and health care if Governor Schwinden's budget is approved.

The Communication Sciences and Disorders (CSD) Department ranks among the high quality training and service delivery facilities within the nation. It is not only accredited by the American Speech-Language-Hearing Association's Educational Standards Board, it is also one of 42 select university clinics (of the 236 training programs) within the nation that is accredited by the national association's Professional Services Board.

The reputation for excellence associated with the CSD Department is also evidenced in the scholarly and clinical achievements of its graduates. Upon completion of their academic and clinic training, graduate students in speech pathology and audiology must successfully pass a nationally administered examination before receiving certification from the national association. Our graduate students consistently score above the national average on this examination, and within the last five years, 40% have scored at or above the 85th percentile.

In addition to programmatic excellence, the quality of this program can be measured through services that have been provided to more than 500 Montanans each year. Instead of describing the quality of these services in this document, however, it seems more appropriate to allow the communicatively disabled individuals of the state to articulate their own concerns regarding elimination of this program. I have no doubt that they will do so.

Before approving the Governor's proposed budget, I urge each of you to consider the quality of education and service that will be eliminated from this state if the University of Montana is forced to sustain further budget cuts. Your task is not an easy one, and I can only thank you for your interest and the exhaustive hours you are devoting to this crisis.

To: Educational Subcommittee of Appropriations Committee

I am a Communication Sciences and Disorders (CSD) major hoping to complete my graduate degree at the University of Montana. I have finally decided this is what I want to do with my life, I know through my future degree in Speech Pathology and Audiology I will be able to help people, which has always been my ambition. I know that it is possible for me to get my degree elsewhere, but I love Montana and the program here is of excellent quality. The professors are caring instructors and professionals who truly want their students to learn and their clients to improve to their fullest potential. If I have to leave Montana to seek my education elsewhere, I fear I will never have the opportunity to return.

The CSD Department should not be eliminated because it is a program which is important to the State of Montana. Last year the Speech and Hearing clinic served every county in Montana except two, serving over 500 clients. Each year the University of Montana Placement Office receives 30 - 40 requests for graduates for Montana Public Schools. There is 100% placement for the Master's graduates of CSD and still there are not enough clinicians to fill the demand. As the population increases in age speech-language and hearing impairments are projected to increase by 52% and 102% respectively. If the CSD program is eliminated there will be even less Speech Pathologists and Audiologists to fill the demand.

For the State of Montana please provide the funds to prevent the elimination of the Communication Sciences and Disorders department at the University of Montana.

Respectfully,

Janine Victor

1-30-87

TO: EDUCATIONAL SUBCOMMITTEE OF APPROPRIATIONS

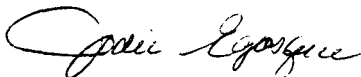
COMMITTEE MEMBERS

The Department of Communication Sciences and Disorders is not only an academic department, it is also a training clinic for Speech Language Pathologists and Audiologists. Losing CSD would not only hurt the students within the department, but also the citizens of Montana.

During 1985-86, a total of 514 clients recieved 2,076.31 hours of service in the University of Montana Speech, Hearing, and Language Clinic. This includes infants that were considered "high risk" at birth, to toddlers showing signs of language delay, school children showing difficulty in school work, veterans suffering service related hearing loss, to cancer and stroke victims having to learn to speak or function all over again. These are the people that would suffer if the doors to Communication Sciences and Disorders were closed.

We need adequate funding in order to continue providing education and offering our high quality services to the citizens of Montana. Please keep in mind these people and give us the support we need to move forward.

Thank you,



Jodie Morsque, Student
Communication Sciences and Disorders

To: Chairman of the Appropriations Committee,

Re: Testimony to Joint Subcommittee on Education in Support
of funding for the Montana University System.

From: Astri Kristoffersen

Department of Communication Sciences and Disorders

January 30, 1987

I would like to take this opportunity to express the importance of the University of Montana's Communication Sciences and Disorders program, for myself as well as the individuals I represent. I am currently student representative for the undergraduates in Communication Sciences and Disorders. I am a senior who wishes to apply to the graduate program at the University of Montana. It is mandated that all speech pathologists and audiologists obtain a masters degree before they can work independently, therefore, a student must dedicate 6-7 years of study. I came to Montana two years ago because the Communication Sciences and Disorders program was recommended to me by my counselor at San Jose State University in California. After one year, I became a resident of the state of Montana in hopes that I could continue on to graduate school here and also remain in this state to work. I feel more than satisfied with the education and training I've received at our clinic. The faculty are extremely dedicated in serving

Exhibit 14 e
1-30-87

Testimony to Joint Subcommittee on Education
in support of funding for the Montana University system

Department of Communication Sciences and Disorders
January 30, 1987

Educational Subcommittee of Appropriation Committee

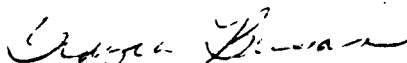
Dear Legislators:

The department of Communication Sciences and Disorders (CSD) trains speech pathologists and audiologists to help individuals with language, speech, and hearing difficulties. The University of Montana Speech, Hearing and Language Clinic is a service provided by our department for anyone who desires treatment for speech, language or hearing problems. Our clinic serves many individuals in the state of Montana, and is important as a service as well as a training facility.

During 1985-1986 a total of 514 clients received 2,076.31 hours of service in the Speech, Hearing and Language Clinic. Our clients travelled from all areas of the state to receive services from our clinic. All but eight counties in the state of Montana were served in our clinic. Clearly, our department is beneficial to Montana.

Communication Sciences and Disorders is essential to the state of Montana as a training facility and as a service to the people. Therefore, consideration must be given for funding the Montana University System so this department can continue to provide the quality education and service to Montanans.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Grazia Bersan'.

Grazia Bersan
CSD Graduate Student

Educational Subcommittee of Appropriation Committee
Dear Legislators:

My name is Kathy Conroy and I am a native Central Montanan. I am currently a graduate student at the University of Montana in Communication Sciences and Disorders. Our department specializes in the training of speech language pathologists and audiologists.

The University of Montana is the only institution of higher education in the state that offers a graduate program in Communication Sciences and Disorders (CSD). If it had not been for this program, I would have had to leave my home state to pursue my Master's degree. It was very important to myself and my family that I had the option to stay in state.

A Master's degree is required to become a clinical speech language pathologist or audiologist. Because of P.L. 94-142, services provided by speech language pathologists and/or audiologists are mandated by the federal government. If the CSD department is dissolved, the ability for the public schools special education system to meet the requirements of that law may be severely hampered.

I have a great appreciation for this state and what it has to offer. It would be sad to think that perspective speech language pathologists or audiologists from Montana would have to leave the state to pursue their degree.

I urge you all to take the time to thoroughly evaluate exactly what this program offers the state of Montana and to use that information when determining the fate of the University System in this state. We need your support!

Sincerely

Kathy Conroy
Graduate Student
CSD Department
University of Montana

My name is Lori Hanson and I am a graduate student in speech pathology (CSD) at the University of Montana (U. of M.). I came from Michigan to enter this program. I paid taxes in Montana from the time I arrived as I was employed immediately by the University. Yet, for various reasons, I also must continue to pay out-of-state fees. I have grown to love the state of Montana and I am challenged professionally by the needs in areas throughout the state for the services of speech pathologists and audiologists. For these reasons, I believe I must present information to you about the quality and necessity of the CSD program in Montana.

Of the 236 similar graduate programs in the nation, only 64% have received accreditation by the Educational Standards Board of the American Speech, Language and Hearing Association (ASHA). Only 42 of the 236 programs have been accredited by the Professional Service Board of ASHA. The CSD program at the U. of M. has been accredited by both. Beyond this external control of quality, the faculty of this department have succeeded in extending the quality of services offered. Continuing education and consultation are provided to practicing clinicians throughout the state. Extensive diagnostic and remediation services are provided for people across the state. I know we in Montana are having difficulty with funding, but I do not believe we can afford to lose this program.

This quarter alone, I have been involved in providing services to hearing impaired adults, hearing impaired children, and persons with cerebral palsy. In past quarters, I have worked with adult and child stutterers, aphasic adults, and children with delayed speech and language development. These services are needed by such people in Montana.

This training program is recognized professionally as a high quality program. It is Montanas only training program for speech pathologists and audiologists. Montana needs speech pathologists and audiologists to fill currently unfilled positions. I ask you to carefully consider the long range implications of decisions you make regarding amount and distribution of funding.

TESTIMONY

F x 10 . 1
1-30-87

Date: January 30, 1987

To: Educational Subcommittee of the Appropriations Committee:
Honorable Nathe, Chair
Honorable Jacobson, Vice-Chair
Honorable Iverson, Chairmember
Honorable Peck, Chairmember
Honorable Hammond, Chairmember
Honorable Jergeson, Chairmember

From: ^{BB}Barbara Bain, Chair
Department of Communication Sciences and Disorders
University of Montana

Re: University of Montana's Budget

The Department of Communication Sciences and Disorders is one of three health service departments or schools slated for possible program elimination should the University System not receive adequate funds at the 1985 appropriated level. Two general reasons for ensuring the continuation of training of health care professions, and specifically educating speech-language pathologists and audiologists, exist. First, these programs provide services to the state in addition to being university departments or schools. Second, elimination of these programs may have an adverse impact on the citizens of Montana.

The Department of Communication Sciences and Disorders (CSD) provides several services to the state of Montana. First, direct services are provided to persons with speech, language, and hearing problems to improve their communication skills. Clients are seen from across the state and not just in the Missoula area. Second, the CSD Department provides an in-state resource to other clinicians in the state. Faculty frequently consult with clinicians and provide information for particular clients. Third, the department is involved with continuing education to ensure that clinicians practicing in the field have current information in order to provide high quality services to the citizens of Montana.

Montanans deserve high quality health care services. Elimination of these programs may result in health care decline in several ways. There may be a lack of services available to Montana citizens. In addition, less career choices will exist for many Montana high school students. If a Montana high school student wants to become a speech pathologist or audiologist and the program is eliminated, he/she will be forced to attend a university out-of-state. Thus Montanans, especially people with limited incomes, may have restricted training and career choices.

The need for speech pathologists and audiologists is projected to increase in the future. Federal law now mandates that public school students receive special services if needed. In addition, recent federal legislation has mandated preschool handicapped children also receive special services including speech and language services. If services are not provided, many school districts may be sued because of inability to provide necessary services due to a lack of adequately trained speech-language pathologists and audiologists.

I urge the committee to support funding for the University System at an adequate level so that the Department of Communication Sciences and Disorders and other targeted health-related programs are retained. The costs of starting these programs and maintaining them is expensive, however, the cost to start these programs up again at a later date when economic times are better in Montana would be prohibitive. The citizens of Montana deserve excellent health care.

Thank you all for your time and interest during these difficult times.

kb/BAINTEST/1/29/87

To: Chairman Dennis Nardo, Vice-Chairman Judy Jacobson and Members
of the Joint Subcommittee of Education

Honorable Members of the Montana State Legislature.

As a student, I implore you to fund higher education, in order to keep quality programs such as the University of Montana physical therapy program, in Montana.

I have been in pre-PT for 2 1/2 years, and am planning to apply to the PT program this spring. It's up to you to see that I have a program to apply to.

I have been working hard throughout my college career to achieve my goal of becoming a physical therapist. It hasn't been easy. As a single mom, I have managed to support myself and my daughter, while going to school full time and maintaining a GPA of 3.67. I have chosen to work two jobs rather than go on welfare and be supported by the government. I am not asking for handouts; I am asking for the educational opportunities that I have a right to. You see, I had a dream: a dream that my daughter would grow up proud and full of hope; that she would learn by example, that through hard work and perseverance we can achieve anything. I wanted her to learn first-hand how an education, through enlightenment and training, enables a person to take a responsible place in our society. I would like to have the opportunity to take my rightful place in the Montana work-force. I could offer a lot to my community as a physical therapist. I need your help to let that happen.

For the past few years I have shouldered my load of the responsibility for my education. I have deprived myself of time with family and friends, I have worked nights and weekends, gone

1-30-87

January 19, 1987

Dear Committee Members,

I ask you to consider what the future may hold for all of us in Montana if the proposed changes to the university system (elimination of programs in order to meet budget cuts) are tolerated. In particular, I would like to discuss the impact of eliminating U. of Montana's Communication Sciences and Disorders department (CSD), the only program in the state where Speech Pathologists (or therapists) and Audiologists are trained.

This program comprises both a high calibre training program for these professionals and an outstanding speech, language and hearing clinic serving the whole state. There is a critical shortage of professionals in each of these fields today. Positions remain unfilled in Montana and in most of the states of the nation because there are not enough trained people to fill these jobs in schools, community rehabilitation clinics, and hospitals. At the same time, the demand for these services is steadily increasing as the population ages and more of us seek help with our hearing, and as we raise our expectations for our children. If the CSD Department at U. of M is eliminated (solely for financial reasons) this situation will surely worsen in our state.

Many of us may well suffer the consequences personally in the near future. Who will help our children and grandchildren if they have a problem with speaking or with learning language, if they are born with a cleft palate or cerebral palsy? These children can now take great strides toward joining society as normal adults if they receive help from a speech pathologist early in their lives. Do you wish to deny your child, or your neighbor's child, or any child of Montana the help they will need to overcome problems like these? Who will work with our loved ones who have lost their speech from a stroke, teaching them to regain the use of language or to use an alternative mode of communication?

Who will help our parents, our spouses or ourselves with hearing problems that often develop in our later years; who will help the child who cannot hear well enough to learn how to speak? All of these individuals will need help from an audiologist, not only to have their hearing measured accurately and to be fit with the right kind of hearing aid, but also to be taught to adjust to their new sense of hearing. Unlike eyeglasses, hearing aids do not restore our hearing to the near-perfect sense that most of us were born with. The audiologist teaches us how to use this "new" sense of hearing effectively, and teaches our hearing-impaired children how the sounds we all take for granted can be used for speaking.

We expect great things of our society. Speech Pathologists and Audiologists make significant contributions toward meeting these expectations. In order to maintain and improve the quality of service we have come to expect in these fields, we must ensure that Montana's only training facility be supported. The responsibility now lies with you, acting on our behalf, to extend adequate financial support to the university system in Montana so that CSD at UM, and other essential programs may be preserved and nurtured.

I am confident that you care enough about our loved ones and about Montana to support the Universities at this crucial time, to accept the responsibility for guiding the state toward a vision of the future that we all can believe in.

Sincerely,



Peter K. H. Wightman
Graduate Student, CSD
409 McLeod #2
Missoula, Montana 59801

1-30-87

TESTIMONY TO JOINT COMMITTEE ON EDUCATION
IN SUPPORT OF FUNDING FOR THE MONTANA UNIVERSITY SYSTEM

Teresa Keiffer
Department of Communication Sciences and Disorders
January 30, 1987

Dear Legislators:


Public Law 99-457 (1986) mandates that by 1992 all states will serve handicapped children from birth. Many handicapped children served in the public schools have communication problems such as hearing losses or language and speaking problems. Typically, speech pathologists and audiologists are part of a team of professionals serving these children.

Do you realize that 1992 is only five (5) years away? Without the Department of Communication Sciences and Disorders training these professionals, how will Montana serve the handicapped?

As a graduate student in the program, as well as a Montana resident, I am concerned about the proposed cuts in funding for education. Without adequate funding, the quality of education throughout the state will drop. Equal education and opportunities for the handicapped in the state of Montana will become a thing of the past.

I would greatly appreciate your time and consideration on this important matter.

Thank you,


Teresa Keiffer

1-30-87

Testimony to Joint Committee on Education
in support of funding for the Montana University System

Laura Crandall
Department of Communication Sciences and Disorders
January 30, 1987

Dear Legislator,


I am a graduate student in the Communication Sciences and Disorders program and I am very concerned about the proposed budget cuts. Speech Pathologists and Audiologists are important members of the health services. Without them many speech, hearing and language impaired children would not be able to receive the services they need. Elimination of the only C.S.D. program in the state of Montana would make it difficult to find Speech Pathologists and Audiologists who would be willing to relocate and move to this state. Currently 40% of the Speech Pathologists and Audiologists employed in Montana have either graduated from the University of Montana or have attended the U.of M. for continuing education credits, which are required here in Montana for state licensure. A decision to cut the C.S.D. program here may make them consider moving to another state where continuing education credits are available.

We have a quality program here in Missoula. All of the Masters level students from this program who actively seek employment have been employed. Many of them here in Montana. Montana's current support of the health services is appreciated and make this state a very pleasant place to live. However, if Montana decides to cut their training programs for health professionals there may be a marked shortage of health services available in Montana.

I urge you to decide to fund the Montana University system at the same level as 1985.

Thank You,

sincerely,



Laura Crandall
Graduate Student C.S.D.

Testimony to Joint Subcommittee on Education
in support of funding for the Montana University system

Karen Brett Gideon
Department of Communication Sciences and Disorders
January 30, 1987

Morale at the University of Montana has hit rock-bottom. Reduced funding has caused a severe lack of enthusiasm in faculty and students. It has caused many superior professors to seek employment elsewhere and it has caused many students to transfer out of state. As my brother-in-law stated, "I don't want to go to college in Montana. The system is falling apart." He is a senior at Sentinel High School in Missoula where the same sentiment is reportedly reflected by most students. Indeed, the quality of education is suffering and it will get worse.

It is true that some cuts can bring about long-needed reorganizations in the university system. The most recently proposed cuts, however, are so drastic that they have caused the potential elimination of three very important departments at the University of Montana: Communication Sciences and Disorders, Pharmacy, and Physical Therapy. The people of Montana will suffer by not having any of these departments in its university system.

As a senior in Communication Sciences and Disorders I have seen the high quality of service that the University of Montana Speech, Hearing, and Language Clinic provides, and I have seen the immeasurable importance that the clinic's existence holds for many clients. I am currently working with a woman who stutters. She has been trying to gain control over her problem for many years and with this clinic's help, she is beginning to have success. Without this clinic she will have nowhere to go (nowhere is such high quality service offered at such a low price) and she will slip back into the painful and frustrating role of being a stutterer for the rest of her life.

I have also measured the hearing of veterans who have come to Missoula from as far away as Nashua, Billings, and Great Falls to receive our professional service that is conducted with the use of the best instruments that any clinic in the state has to offer.

Please do not allow this bill to pass. The quality of education will suffer

and the people who depend on the University of Montana Speech, Hearing, and Language Clinic will suffer, too. I think that citizens of Montana, now that they have seen what the effects of such drastic cuts would be, will be willing to support the university system in new ways.

1-30-87

Testimony to Joint Subcommittee on Education
in support of funding for Montana University System

Rachel Glazer
Department of Communication Sciences and Disorders
January 30, 1987

To: Dennis Nathe, Chairman, Joint Subcommittee on Education

I would like to request that the funding for the University of Montana be maintained at the 1985 appropriation level, so that the University can continue to support its academic programs.

I am a graduate student in the Department of Communication Sciences and Disorders (CSD). This program is a high quality program and it is the only program in the state that trains speech pathologists and audiologists. The entry level degree in these professions is the master's degree, and in order to receive this degree the student must complete academic training and obtain 300 hours working with clients with speech, hearing and/or language disorders at the University's Speech, Hearing and Language Clinic. Both the academic program and the clinic are accredited by the national association. Our clinic is one of only 42 select university clinics accredited throughout the United States. Every year the faculty and students in the CSD department serve clients from all over the state.

Public Law 99-457 mandates the educational needs of handicapped children. Speech pathologists and audiologists are important members to the team of educators for the handicapped. Each year, the University of Montana placement office receives 30-40 requests for Communication Sciences and Disorders graduates for the Montana Public Schools.

If the legislature funds the University at the level of 1985, President Koch has stated he will continue to fund this program. The Communication Sciences and Disorders program is worthy of the state's commitment to higher education.

1-30-87

Testimony to Joint Subcommittee on Education
in support of funding for the Montana University System

Jacklynn R. Thiel
Department of Communication Sciences and Disorders
January 30, 1987

To: The members of the Education Subcommittee of the Appropriations Committee

I am a senior in the Communication Sciences and Disorders Department at the University of Montana. Although many people believe that only a small number of Montanans would be hurt by the elimination of this department, the affects would actually be far reaching.

We served 514 clients from virtually all Montana counties last year. If it was not for our sliding fee basis many of these people would not have been able to afford such services. Our clients range from the elderly veterans with hearing losses to the four month old babies in need of hearing aids, from the adult stroke victims in need of speech therapy to the schoolage children who speak at the one year level. Quality educated audioligists and speech pathologists are in demand in this state. Our facility has been noted for providing a quality education.

Our academic program is accredited by the national associations Educational Standards Board. 36% of the national training programs are unable to meet accreditation standards. Our clinic is accredited by the national association's Professional Service Board, only 42 university clinics can make that claim. Our graduates consistently score above the national average on the administered certification examination. In the last five years, 40% scored at or above the 85th percentile. Clearly, our department is, as the 1985 University Planning Council report stated, a "center of excellence to be nurtered."

There is a clear need for Communication Sciences and Disorders graduates in Montana. Each year the University of Montana Placement office receives 30-40 requests for our graduates from the Montana Public Schools. For at least the past seven years, 100% of our graduates seeking employment have been employed. As the population increases in age, speech-language impairments are projected to increase by 52%. Hearing impairments are projected to increase by 102%. If there is no training facility in this state where

will the clinicians come from? Studies show that of all students educated out of state only 20% return to there home state to seek employment. State licensure for audiologists and speech-langusge pathologists requires continuing education. The University of Montana Communication Sciences and Disorders Department is the primary source for continuing education.

I urge you to fund the Montana university system at a level adequate to keep high quality programs intact. Clearly, Montana's economy is hurting and something needs to be done. However, cutting higher education is not the answer.

Sincerely,

Jacklynn R. Thiel
Jacklynn R. Thiel

1-30-87

Testimony to Joint Subcommittee on Education in
support of funding for the Montana University system

Harold Pederson
Department of Communication Sciences and Disorders
January 30, 1987

January 30, 1987

2335 Benton
Missoula, MT 59801
406-728-3230

Dear Friends,

I am a student in the department of Communication Sciences and Disorders (CSD) at the University of Montana in Missoula. I started the graduate program this past fall.

I am surprised that this letter even needs to be written to convince you to save our program. If you would see our program, I believe you would realize the importance of the only CSD program in the state of Montana.

We serve clients with all types of speech, hearing and language disorders. What types of clients do we serve? Let me list a few examples:

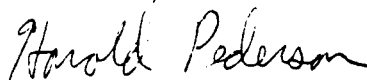
1. One year-old infants whose parents have discovered their baby may have a hearing loss.
2. Middle-aged individuals that have been controlled by their stuttering since early grade school and are struggling to exist in the normal world.
3. Sixty year-old stroke patients who have difficulty forming meaningful sentences.

Our services are not restricted to the Missoula area. I worked with a client last quarter whose parents drove 90 miles over secondary roads to get to the clinic each week. This particular family obviously thought we were performing a valuable service: their child is enrolled in the therapy again this quarter. Also, we are an information center for practicing Speech-Language Pathologists in the state.

Is CSD at the University of Montana really needed? To anyone who has been involved in our program the answer comes back an unequivocal "Yes". We invite you to visit our clinic and see what we do. I believe you will see the importance of keeping our program.

Thanks for listening.

Sincerely,



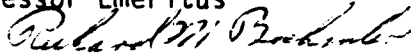
Harold Pederson

TESTIMONY

Date: January 30, 1987

To: Education Subcommittee of the Appropriations Committee
1987 Montana Legislature
Helena, Montana

From: Richard M. Boehmler, Professor Emeritus
University of Montana



Re: University of Montana Budget

My comments today are as a Montana taxpayer, not as a university professor. My concerns are with the long-term negative educational, social, economic, and personal effects of elimination of non-duplicated professional training programs at the University of Montana. Although I am concerned about the negative effects of eliminating the specific program under discussion, it is the campus-wide change which concerns me most.

President Koch has stated that if the programs in question are eliminated, a quality university with a core curriculum will remain. I do not believe this to be true. Unlike President Koch, I have watched the faculty's reaction to budget problems at the university for nearly thirty years. I personally took a 15% cut in salary to come to Montana. Times have never been good here. However, what has happened during the last couple of years is different. A different pattern has been started. There has been, in my opinion, a fundamental change in faculty morale and faculty commitment to the future of the institution. Not only is this true in the targeted programs but across the campus. The critical factors that have kept the university a quality institution (one within which I have been proud to serve)--faculty dedication, morale, and quality--are now being eliminated across campus. That critical destruction of the university's core is picking up speed. Without support from the citizens of Montana, neither Koch nor anyone else can stop the negative change that is taking place or its long-term effects on the institution and on the state.

My employment is not at issue; the education of my children is not at issue. The future of my grandchildren and yours is at issue. Your actions in this session can result in damage to the system from which it can not recover in our lifetimes. When our grandchildren enter college, Koch will not be president; you may not be legislators. What kind of institution will we have left then? What kind of state will we have left then? What will we say to them as Montana taxpayers?

M
S
H
A

Montana Speech - Language - Hearing Association

Glenn A. Hladek
803 Rimrock Rd.
Billings, MT. 59102
657-6165 - work
245-8877 - home

Exhibit 16

1-30-87

I am here today representing three-hundred speech and hearing professionals in the state of Montana. We want to demonstrate our support for the University system, the allied health sciences, and the Department of Communication Sciences and Disorders. We recognize the need for reducing the state budget, however we believe it is absolutely necessary the University system remain strong and vital, providing varied programs of a high quality. We encourage and strongly support the continuation of already existing quality programs, such as the CSD programs, which is not duplicated in the state, and the consolidation of duplicated programs.

There are several facts I'd like to emphasize, especially from the perspective of a practicing clinician. The speech and hearing professionals in Montana provide services to approximately 25,000 - 30,000 individuals, infants to geriatrics each year. The CSD program provides significant support to these individuals in this task by providing 1) continuing education, 2) consulting services to individuals and to programs, and 3) by being a referral source for individuals needing specific evaluation procedures, not generally available in Montana.

Specifically you should be aware of the following:

- 1) State licensure law mandates continuing education for speech and hearing professionals. The CSD program is one of only two sponsors in the state, as well as a primary source for continuing education. They have sponsored eight continuing education activities during this last year. They have also provided university credits to 144 practicing professionals in Montana.
- 2) 75% of the undergrads and 60% of the Graduate students are state residents, and that 33% of the practicing clinicians in the state are graduates of the UM program.
- 3) The CSD faculty serve as consultants to OPI, State Cleft Palate Teams, hearing conservation programs, and the VA, among others.
- 4) The need for communication disorder graduates will continue to expand as the speech-language and hearing problems increase by 52% and 102% respectively.

Respectively Submitted

Glenn A. Hladek

1-30-87

WITNESS STATEMENT

NAME Shirley Melke BILL NO. _____
ADDRESS 55 So Rodney DATE _____
WHOM DO YOU REPRESENT? Hay M Sp Comm. Sciences
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

See attached letter

SPECIAL SERVICES CENTER

Helena School District No. 1
55 South Rodney
Helena, MT
59601



Gerald W. Roth
Director
Kenneth E. Kohl
Assist. Director
Shirley DeVoe
CO-OP Coordinator

Phones: 442-6440
442-6442

January 29, 1987

Representative Dennis Nathe, Chairperson
Appropriations Education Subcommittee
Capitol Station
Helena, Montana

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

I would like to urge you and your committee to consider the reinstatement of the Department of Communication Sciences and Disorders. As a speech/language pathologist and director of a school program in the State of Montana, it is difficult to imagine our profession continuing without the direction and support of this department.

Over the years this program has filled local school district positions, led our profession on a state and national level, promoted higher standards in state licensure and certification, directed continuing education efforts (which is currently mandated by state law), and filled the need for additional evaluations and services to communicatively handicapped students and adults in our state.

It is hard to conceive that a program of this quality, non-duplicated in this state or the surrounding states, could be considered for elimination. I question whether President Koch has been in our state long enough to be sensitive to the needs of the state that continue to be provided by this department.

Please, do what you can to direct the reinstatement of the Department of Communication Sciences and Disorders to the university program.

Shirley DeVoe

SHIRLEY DE VOE, SPEECH, LANGUAGE, HEARING SERVICES
HELENA PUBLIC SCHOOLS

January 30, 1987

1-30-87

Testimony on Funding of the University System on behalf of Business Education

By--Bill Patton, Director
Business Education
University of Montana

Let me fill you in a little on my background so that you will know where I'm coming from. I taught high school in South Dakota and Nebraska, Junior College in Iowa, University in Wisconsin, and have been at the U of M for 18 years.

I have held the offices of President, Secretary, and Treasurer of the Montana Business Education Association. Other offices held: Secretary and Treasurer of the Western Business Education Association and President, Vice-President, Secretary, Treasurer of the National Association of Business Educators for Teacher Education.

The following points are important and need to be considered during budgeting for the University System.

1. There are 396 teachers of Business in Montana high schools.
2. Business is one of the few elective programs taught in all high schools in Montana.
3. We are facing a severe Business teacher shortage in the near future. Based on a recent survey, 125 of the 396 Business teachers will be leaving the teaching area in the next 5 years.
4. If the proposed cuts take place we cannot replace high school business teachers at the rate they will be leaving--many high schools will not be able to offer Accounting, Word Processing, Typing, Office Practice, Shorthand, and Cooperative Work Experience Programs.
5. Without these classes many students will not be able to secure gainful employment either to go directly into the work force or work while they are continuing their education.
6. How many of you know high school graduates who now are gainfully employed in office positions? How many of these got their training during high school? Our studies show that 60% of all employees will be in clerical/secretarial positions by 1990.
7. The greatest area of growth will be in "Mom and Pop" types of businesses. These businesses will be employing more and more high school graduates in the area of clerical/secretarial.

Report to Montana Legislative Combined Subcommittee
Hearing on the U of M Budget

Thank you for this opportunity. I am Leonard W. Brewer, physician. I wish to make two major points on behalf of the physician members of the Montana Medical Association, in the absence of Dr. Jack McMahon who is Chairman of the MMA Legislative Committee. Dr. McMahon is out of the state today and has shifted the responsibility in my direction.

For qualifications may I say that I attended the U of M as an undergraduate, have lived in Missoula since 1938 and practiced my profession there until my retirement in 1979.

The first point I wish to make concerns the proposed elimination of three medically related programs at the U of M. These are Pharmacy, Physical Therapy and Communication Sciences and Disorders. We'll abbreviate to PPT& CD.

We physicians are as aware as any one of the problems of too many needs and too little tax money to go around. But we seriously question first the wisdom of dropping these three programs and secondly the economies which have apparently been thought would result.

Presumably state support would substitute our out-of-state exchange program for UM teaching. There are two existing programs—WICHE and WAMI. With WICHE, Montana tax dollars provide the difference between the in-state and out-of-state tuition at e.g., U of Colorado for Montana students.

Under the WAMI program Montana provides e.g. first-year medical teaching at MSU to our own students in exchange for which a fixed number of slots are reserved for Montana students in the following three years at the U of Washington. For medicine and dentistry these programs are well planned, and if Montana continues to help in providing Med-Dent. professional education, WICHE and WAMI are the only games in town, since we cannot afford to even think of

operating such professional schools here.

But we do have at the U of M successful quality programs in Pharmacy, Physical Therapy and Communication Science-Disorders, and at moderate cost, and they are answering real needs of Montana citizens. These needs will have to be met in more expensive ways if these programs are dropped at our University. Let's look at some numbers.

The state supports some 15 categories of student exchange. The 1986-87 year is costing, for one student in each category, from medicine (most expensive) to Marine Technology (the least) \$112,800. The Pharmacy student's share of that amount is 4.3% and the Physical Therapy student's 3.9%. But the numbers of the students in PPT&CD programs is very small compared to those in expensive categories so that combined they cannot amount to more than one or two per cent of total present student exchange costs.

Several "fact sheets" are included with this report but are too detailed for me to read in total. From them and from other sources I quote the following: For teaching the Pharmacy, Physical and Speech Therapy programs \$4300 per student is budgeted. For a regional exchange program such as WICHE out-of-state tuition for Montana students at e.g., U of Washington is much higher than for Washington residents. Montana pays the difference for the Montana student, who then is responsible for the in-state rate. But for Montana the amount going out of state is not only the out-of-state tuition differential but the in-state tuition, food, housing, transportation, clothing and incidentals. 1984 studies at Missoula showed student spending in these categories at around \$3000 per student per year. In the exchange program Montana money would all go out of state and is apt to be materially greater than under the present U of M system.

Practicing physicians in the main are happy with the caliber of the U of M trained pharmacist, physical or speech therapists. These UM graduates consistently rate higher than the national average in national certification examinations. Let us summarize.

(1) If these programs are eliminated at the U of M we can expect to pay more for our professional education in these fields. All the money, both state and private, will go out of state and be lost to our economy.

(2) The higher salary scale for these professionals outside the state will hinder graduates from serving Montana's needs unless Montana salaries are increased, again raising health care costs. So my first major point is that elimination of health related programs at the U of M (Pharmacy, Physical Therapy and Communications Sciences and Disorders) appears to the many Montana physicians to be extraordinarily short sighted and counterproductive. The way to run a railroad?

But my second point is this: There is another major reason for Montana physicians' concern with this proposed action. It is the disconcerting trend of Montana's educational system from grade one to the B A degree. Let us draw some parallels between some current world, national and Montana situations.

Internationally our nation's economic vigor has been seriously challenged in the past decade. We are now the world's greatest debtor. More progressive industrial machines from overseas are buying us out, funding our debts and "putting us in hock." How is that happening?

Part of the answer at least appears to have been complacency on our part an attitude of "it can't happen here," and "we've always come up with the answer."

But just going along with the old answers isn't working. Things happen faster and faster, and the high tech area is just where we are being put to

the test. We need smarts!

Nationally within the USA it is currently becoming evident that those areas in which the economy is progressing well are those which for years have made a conscious, aggressive decision to emphasize the quality of education.

Examples: New England which a few short years ago was losing its basic industries to the sun belt; South Carolina; California's electronic and semiconductor concentrations near what seem endless numbers of universities and junior colleges. Educational flexibility has made the difference.

New England's labor intensive shoe and textile industries have been no more adequate than Montana's timber, mining, oil, and agriculture in recent years.

The one resource that has proved stabilizing to both east and west of us is the new generation of educated people. Educated in institutions which give not only traditional Ivy League instruction in humanities and liberal arts but up-to-the minute technical know-how, in addition, to talk and deal over-seas. We need that training to reverse our national slide downhill.

Montana What is happening in our state? Obviously with spread-out population less than that of any N.Y. or Chicago suburb we can't have an MIT-Hopkins or Cal Poly. Nor do we need or want one.

But Montana people have always supported education. When our mining camps began to settle down and family life was possible, one of the first community projects was to engage a teacher.

School houses soon outnumbered courthouses, and a hundred years ago the people created the U of M which has a proud academic record. Twenty-three Rhodes Scholars (19th among 3300 American Universities), Seven Congressional Truman scholars and 22 Sears Journalism scholars are among UM graduates.

And no appologies are offered for Montana athlete graduates who later perform at the professional level.

But what now is trying to happen to this institution?

More numbers: In the past 10 years the instruction budget per student at U of M has been reduced 14% and the proposed next biennial administrative budget cuts another 9%.

In that same 10 years the faculty has been cut by 58 (12%), support and administrative staff by 54 (11%). Enrollment, however, has not decreased but slightly increased.

"Deferred maintenance" on campus is over \$8million. This means paint, repairs, broken windows and grounds.

The dean for Pharmacy and Allied Health programs has resigned to take a higher paying position in Wyoming. Several other Deans have left for similar advancement.

These are the experienced and qualified leaders who were expected to guide and manage teaching in significant departments and schools of our University.

These unpleasant facts attest that it is critical that legislative and administrative leaders show real support for higher education. That is to say support not only of rhetoric but hard dollars with which our educators can compete. Unless this happens our Montana traditions of quality education may be gone for generations. Such institutions as the U of M cannot be dismantled and rebuilt on a biennial cycle.

For those faculty, administrators and staff who are hanging on after a decade of being downgraded and rebuffed, what can be the incentive to continue?

Many Montana physicians with whom I have talked believe that unless a commitment is made in this session of the legislature to set in motion a basic reform of the state's higher education system and its financial and

and moral support, we all face a disaster—one which will move Montana's economy and future into the backwaters of our times. We are not prepared to let such a thing happen. We believe education is the last area that should be cut.

The legislators and the administrators asked for their jobs. We return most of them from year to year with the hope that their experience with the state's problems and resources qualifies them to have better insights than most others of their fellow citizens who employ them. This we call representative government, and "We the people" expect the jobs to be done right.

The member physicians of the MMA salute the efforts and integrity of our ^{they} representatives. We hope that in midst of their great stress/focus on greater good for the greater number rather than parochial concerns. We will back them in constructive actions for the common good and oppose selfish programs. We humbly pray for governmental wisdom, judgment and especially courage.

On behalf of the members of the MMA I thank you.

Mr. Chairman and Members of the Committee:

My name is Pam Grier and I am from the University of Montana. The University is important to me for two reasons. I am a full-time staff employee at the University and a part-time student. The proposed cuts to the University of Montana will not only eliminate my degree program, but may also put funding for my job in jeopardy. I feel that I am losing twice. I have been working on my degree part-time for the past four years and if the program at the University is cut my options are limited. My family will not be able to relocate to another state for me to complete my degree. I will either have to pursue another discipline or abandon my goal of being a college graduate.

I urge you to fund higher education in the state of Montana because citizens like myself will lose if you don't. I work, pay taxes and vote in the state of Montana and I encourage your support.

Thank you for your time.

I feel that I have a very unique situation because I am a non-traditional student who commutes 110 miles a day. My husband holds the positions of Athletic director, part-time teacher and elementary school principal. He also commutes to the University of Montana one day each week to finish his masters degree. The decisions that you make will cause an enormous impact on our lives.

My husband was a 1976 graduate of the University of Montana and because of his education he has been able to progress in his chosen field. With the evening and summer programs the University offers he has been able to pursue his masters degree in administrative education.

Upon completion of our degrees we will have the opportunity to be earning professional incomes. Because of the negative attitudes that are now prevalent to education in Montana we are considering, for the first time, out of state job markets. Many Montana residents in education are seriously considering new job horizons. We would prefer to stay in Montana if the economical and educational opportunities are provided.

The young people who are future taxpayers for Montana are having a difficult time seeing any prospects for themselves. Their only hope for being productive residents of the state of Montana will be if we encourage, support and fund the University System in Montana. Remember, that the future taxpayers are our children. I hope you will seriously consider this when you are deciding the fate of our system of higher education.

Testimony presented by Betty Cole

Home Economics Education major at the University of Montana

January 30, 1987

I am a single parent who made the decision to return to school to complete a degree in Home Economics Education at the University of Montana. I have worked at numerous low paying jobs and have had to work as many three jobs at one time to support my family. I knew that I could not continue at that pace, so I looked for another alternative. I felt that a higher education would present more employment opportunities and a higher income level.

My children will be exploring career choices within the next two years. I firmly believe that a college education will offer them the best opportunity to become productive members of society in Montana. To insure that my children will be able to obtain a good education in the state of Montana, I feel that we must focus our attention on providing a high quality University System by developing two strong universities with high standards of excellence. Carefully weigh the impact on Montana of any proposed budget cuts that have been presented for your consideration.

1-30-87

My name is Margaret Bruno and I am presently a Sophomore at Univ. of Montana. I am married, have 4 children, and came to college for the first time after being out of school for 12 years. Needless to say, many sacrifices and adjustments had to be made by all of us. But I had a goal and a dream, and finally an opportunity to fulfill them, so we decided to go for it.

My reasons for going to college are many, but the two main reasons were, first, I wanted to be able to support my children should anything ever happen to my husband and, second, I wanted to have something valuable to offer the community in which I live. The first reason is self explanatory; but I would like to elaborate on the second for a moment.

I have had the unique experience of growing up in two cultures. Although I am white, I

January 23, 1987

Subcommittee on Education
Appropriations Subcommittee
Montana Legislature
Helena, MT


Dear Legislators:

I feel compelled to write to you to encourage your support of higher education in our state. When I came to the University of Montana five years ago to become an Assistant Professor of Child Development/Family Relationships I chose the U of M from among other job offers because it appeared to me that my talents would be more completely utilized at this institution. I also felt that the faculties of the Department of Home Economics and the School of Education were very eager to hire someone who had a strong interest in teaching, service and research that led to stronger families. At that time I heard people voice the opinion that strong societies are built from healthy families. I shared that value and excitedly accepted the position. Within the last five years I have worked hard, earned the respect of my colleagues, and was awarded an early promotion to associate professor - all signs that I was a successful faculty member.

But now things have changed drastically: The esteem I felt from my work is slowly decaying because our department is no longer valued. In fact, we are near extinction. To me it is all a matter of values. When I accepted the position it was clear that my values matched those of the Department of Home Economics and University, namely the importance of the academic and applied study of children and families. It now appears because our department is on the "hit list" that my discipline is no longer valued. I have begun the search for a new position outside the state because I no longer want to fight for something that the decision-makers in this state see as unnecessary or unimportant. I continue to believe that the health and well-being of our state directly stems from families that are productive contributors to the State's economy rather than financial liabilities. But beyond the dollars that could be saved if we embrace a preventive strategy with regards to families, education about child development and family relationships can help people live happier lives.

As I look for a new job, I am also investigating how well other states support public education for I have learned an important lesson in Montana - a state that doesn't support higher education does not value its citizenry.

Sincerely,



Christine Isaacs, Ph.D.
5250 Marshall Canyon Rd.
Missoula, MT 59802

Testimony submitted by Susan Harper-Whalen, Supervising Teacher, Early Childhood Center, University of Montana

The proposed 13 million dollar cut for the University system would not only be detrimental to the University system, but would also cause a decline in the economic health of the state of Montana.

The quality of higher education graduates will suffer with proposed budget cuts. Many programs targeted for elimination, such as physical therapy, communication sciences and disorders, and home economics offer students experiences in the practical application of their studies. This practical experience produces qualified students that are well prepared, experienced and ready to enter the work force.

The higher education system is central to the economic well-being and development of Montana. As stated in the study by John Photiades and Ron Perrin from the University of Montana, the state "would loose more than 26 million a year if the Legislature adopts Gov. Ted Schwindens' budget" calling for a 13 million dollar cut in higher education. These cuts would save each taxpayer approximately \$18 each year but would cost them \$73 in lost benefits. It seems we need to reconsider the effectiveness of this proposal.

January 29, 1987

TESTIMONY FOR
HIGHER EDUCATION

My name is Susan Butler and I am the Public Affairs
Chairman for the Montana Home Economics Association.

The Montana Home Economics Association unanimously
supports increased funding for higher education.

For the past several years the Universities along
with other state agencies have been absorbing massive
budget reductions. There is a limit to how much you can
cut without totally destroying the quality programs that
exist at the University of Missoula. If we can't support
higher education, than the future of Montana is bleak!

There is still time to change the drastic reductions
you are imposing on the University system, in doing so,
I urge you to develop a tax structure that will support
higher education.

1-30-87

My name is Audrey Peterson. I'm a professor in the Department of Home Economics at UM. I'm one of these apparently few Montana women who had graduate education. I was born, raised and educated in Montana having graduated in 1967 from UM in home economics. I worked for the Pillsbury Company and went on for graduate work, and then was recruited back to UM, where I have been regularly promoted to my current status. After 17 years it now appears that I may be fired by UM.

Two things I want to say:

1) The very future of UM is riding on the funding from this legislative session. People will leave, not only in the programs which are cut if funding is not forthcoming, but also from the rest of campus. Montana will have gone on record nationwide as having decided not to place priority on or provide support for higher education. When the University not only can't support but also gets in the way of one's life work, a person sees no future, no growth opportunity, no point in continuing to try to fight a losing battle.

Of those people who are looking all
leave, VM as we have known it is all
entity of the past. Retiring will be very
costly as new recruits will have to be
paid retrieval market based salaries in
order to get them here, if they will come
at all.

2) If I am expected to lay down my
professional life here in order for my
friends to survive, then I think I
have the right to ask all of you to
take some political risk if necessary to
provide strong leadership so that this
situation can be resolved for the long
term. Otherwise the personal losses
my colleagues and I suffer will be
meaningless, and we will have been
badly used by all of you.

TESTIMONY IN SUPPORT OF ALLIED HEALTH PROGRAMS -- JOINT SUBCOMMITTEE ON
EDUCATION OF APPROPRIATIONS ON FINANCE AND CLAIMS COMMITTEES

Testimony presented by Montana Hospital Association

MR. CHAIRMAN, MEMBERS OF THE COMMITTEE, FOR THE RECORD I AM TONY WELLEVER, SENIOR VICE PRESIDENT, MONTANA HOSPITAL ASSOCIATION. I AM SPEAKING TODAY IN SUPPORT OF THE CONTINUATION OF ALLIED HEALTH PROGRAMS AT THE UNIVERSITY OF MONTANA. SPECIFICALLY, WE SUPPORT THE CONTINUATION OF PROGRAMS IN PHARMACY, PHYSICAL THERAPY, AND SPEECH PATHOLOGY.

THIS ISSUE CONCERNS US, BECAUSE HOSPITALS ARE THE MAJOR EMPLOYERS OF ALLIED HEALTH PROFESSIONALS. YOU ARE FAMILIAR WITH ARGUMENTS PUT FORWARD BY THE PROPONENTS OF THE PROGRAMS: THAT THEIR ELIMINATION WILL JEOPARDIZE THE SUPPLY OF HEALTH PROFESSIONALS IN THE STATE; THAT A REDUCED SUPPLY WILL AFFECT RURAL AREAS DISPROPORTIONATELY, RISKING ACCESS TO SOME PROFESSIONAL HEALTH SERVICES; THAT HEALTH CARE COSTS WILL INCREASE AS MONTANA HEALTH CARE PROVIDERS ARE FORCED TO RECRUIT ALLIED HEALTH PROFESSIONALS FROM OUTSIDE THE STATE. ALL OF THESE STATEMENTS ARE TRUE.

HOSPITALS ALREADY EXPERIENCE DIFFICULTIES RECRUITING ALLIED HEALTH PROFESSIONALS. NATIONAL MANPOWER SHORTAGES HAVE CAUSED ALLIED HEALTH PROFESSIONAL PAY RATES TO ESCALATE. HEALTH PROFESSIONALS ARE ABLE TO CHOOSE AMONG THE HIGHEST SALARIES AND MOST DESIRABLE PRACTICE SITES.

IN THE PAST, MONTANA HOSPITALS HAVE PAID WAGES THAT ARE BELOW NATIONAL AVERAGES. FOR EXAMPLE, IN 1984, THE LAST YEAR FOR WHICH COMPARABLE DATA ARE AVAILABLE, THE AVERAGE SALARY FOR A FULL TIME HOSPITAL PHARMACIST IN MONTANA WAS \$26,166. THE NATIONAL AVERAGE SALARY WAS \$31,600. THE MONTANA AVERAGE WAS 17 PERCENT BELOW THE NATIONAL AVERAGE.

WE DEPEND HEAVILY ON MONTANA EDUCATED HEALTH PROFESSIONALS. SHOULD THE SOURCE OF HOME-GROWN TALENT NOT BE AVAILABLE, HOSPITALS WILL BE FORCED TO RECRUIT FROM OUT OF STATE, PAYING WAGE RATES THAT ARE GREATER THAN CURRENT STATE

AVERAGES. FURTHERMORE, THERE ARE COSTS ASSOCIATED WITH RECRUITMENT. THE FURTHER THE DISTANCE AND THE HARDER AND LONGER ONE MUST LOOK, THE HIGHER THE COST.

IN SUMMARY, LET ME SAY THAT THE CLOSURE OF THE PROGRAMS IN PHARMACY, PHYSICAL THERAPY AND SPEECH PATHOLOGY WILL EXACERBATE AN EXISTING PROBLEM. A FEW YEARS FROM NOW, THE PROBLEM OF MANPOWER SHORTAGES MAY RESULT IN A CRISIS OF ACCESSIBILITY IN RURAL MONTANA.

THE ELIMINATION OF THE PROGRAMS IN PHARMACY, PHYSICAL THERAPY AND SPEECH PATHOLOGY, IN THE OPINION OF THE MONTANA HOSPITAL ASSOCIATION, IS NOT ONLY BAD EDUCATION POLICY, IT IS BAD HEALTH POLICY AND BAD PUBLIC POLICY.

THANK YOU.

JANUARY 30, 1987

WITNESS STATEMENT

NAME Kerry Johnson BILL NO. _____
ADDRESS Box 4 - Star Rt Clancy Mt. DATE _____
WHOM DO YOU REPRESENT? ~~Highway Dept.~~ School Board trustee
SUPPORT X OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

~~NOTE:~~
Discontinuing the training of Communication science specialists will make it, at best difficult, and at worst ~~it~~ impossible for school districts to fulfill their legal obligations to provide speech and hearing services to Montana's school children.

Exhibit 2
1-30-87

Montana State Pharmaceutical Association

Incorporated

P.O. BOX 4718

HELENA, MONTANA 59604

TELEPHONE 406-449-3843

To: Education Subcommittee

From: Robert H. Likewise, Executive Director, MSPA

Re: Retention of the Pharmacy School in Montana

Date: January 30, 1987

Mr. Chairman, Members of the Committee, I am Robert H. Likewise, the Executive Director for the Montana State Pharmaceutical Association. The Pharmacists of Montana would like to go on record in favor of retaining the school of pharmacy at the University of Montana.

A fact sheet was prepared which outlines quite well the need of this school. Since I am sure a number of you already have received a copy of this information I will not read it again at this time, but will only include it as part of my written testimony.

However, I feel a couple of the long range ramifications were not stressed quite as strong as they might have been. These include the ultimate shortage of pharmacists which will not only mean a loss of a health care provider in some of the rural areas but also higher prices throughout the state. The shortage of pharmacists will mean that the pool of pharmacists willing to purchase stores as older pharmacists retire will no longer be available in Montana. The end result will be the closure of these stores. In some cases this may be the only store in town.

Higher prices will be the ultimate result of pharmacies being forced to recruit pharmacists from out of state. These pharmacists will probable not be to willing to come to Montana to work for less than they are being paid elsewhere. At the present time this difference amounts to approximately \$6000 to \$8000 per year depending on the area and the company. This additional cost could affect services in other areas as well, particularly in the area of third party which includes various insurance payment programs and medicaid. These programs are reimbursed by pre-determined fees. This will force pharmacy owners to take a hard look at profit and loss statements to determine if they can continue to provide the service in third party programs as they now desire to do and pay the extra salary or if they would be better off economically to discontinue third party programs and not hire an extra pharmacist. At the present time the fees in all the third party programs are below the average cost of filling the average prescription in Montana. This would only increase that loss. The pharmacist in Montana do not want to see this happen - they want to be able to continue to provide this service to those that need it.

We therefore ask that this committee seek to maintain the quality of education in Montana that we now have and to find the means to continue the financing of the university system. The students graduating from our universities are vital to the future of Montana.

Thank you. I will be happy to answer any questions you might have.

UNIVERSITY OF MONTANA
SCHOOL OF PHARMACY
FACT SHEET

Curriculum and Program Qualifications

- Pharmacy is a five-year program consisting of two years of pre-pharmacy which can be completed at any of the university units and three years in the professional program.
- Established in 1907, it is the only School of Pharmacy in Montana.
- It is a high-quality program; our graduates consistently score above the national average each year in nationally-administered licensing exams.
- Its graduates are vigorously recruited for professional practice both in Montana and in our neighboring States.
- The majority of students who enter the rigorous professional program are highly motivated and above average academically.

Opportunities and Placement

- The school has graduated an average of 33 students per year over the past 10 years, 70% of which were Montana natives.
- 50% of our graduates, both resident and non-resident, remain in Montana to meet the demands for professional practitioners in community and hospital pharmacies.
- Placement of our graduates for all practical purposes is 100%.
- Starting salaries of graduate pharmacists practicing in Montana average \$24,000 (vary from \$20,000 to \$34,000) per year; those who leave the State earn as much as \$36,000-39,000 per year.

Contributions of the School to Montana

- Each year it has provided over 150 hours of required, self-supporting continuing education programs to over 600 pharmacists and medically-related practitioners in Montana.
- It has an excellent working relationship with the medical communities of Missoula and Montana by providing consulting services, seminars, and drug information to practitioners and others.
- The faculty has published over 35 articles in professional and research journals in the last three years.
- The transfer to Missoula of Data-Rite Industries, a company which provides retail pharmacy computer software systems, has great potential for both the School and the University for cooperative undertakings which can benefit the economy of the State of Montana.

Costs

- The 1986-87 appropriated budget for the professional school is \$534,000 to teach 109 students (and approximately 500 non-majors) at a cost of \$4900 per pharmacy student per year.
- The cost to the State in 1986-87 through a regionalized pharmacy program such as WICHE would be approximately \$5,000 per year per student. For 109 students in the three-year professional curriculum, this would amount to \$545,000 per year. These funds and other student expenditures for incidentals, housing and food would be lost to the economy of Montana. Since our students take 50% of their curriculum in the College of Arts and Sciences, there would also be a significant loss of student credit hours to the College.

JANUARY 30, 1987

Exhibit 77

1-30-87

TO: EDUCATION SUBCOMMITTEE

FROM: TOM LITERSKI
CHIEF, PHARMACY SERVICE
VETERANS ADMINISTRATION MEDICAL CENTER
FORT HARRISON, MONTANA 59636

SUBJ: TESTIMONY OPPOSING THE CLOSURE OF THE SCHOOL OF PHARMACY AT THE
UNIVERSITY OF MONTANA

1. I AM TESTIFYING TO EXPRESS MY OPPOSITION TO THE CLOSURE OF THE SCHOOL OF PHARMACY AT THE UNIVERSITY OF MONTANA. CLOSURE OF THE SCHOOL WILL ADVERSELY AFFECT THE QUALITY OF OUR PHARMAY PROGRAM, DEMINISH OUR ABILITY TO RECRUIT HIGH CALIBER PHARMACISTS AND ULTIMATELY INCREASE THE COST OF PROVIDING PHARMACY SERICES.
2. THE PHARMACY AT THE VA MEDICAL CENTER, FORT HARRISON, MONTANA PROVIDES MEDICATIONS FOR A 150 BED HOSPITAL AND FOR OVER 7000 OUTPATIENT VETERANS. WE HAE AN AFFILIATION WITH THE SCHOOL OF PHARMACY IN WHICH WE PROVIDE STUDENTS WITH PRATICAL AND CLINICAL EXPERIENCE. WE ALSO HIRE STUDENTS TO WORK DURING THE SUMMER AND MOST OF OUR PHARMACISTS ARE MONTANA GRADUATES. THUS, THE SCHOOL OF PHARMACY HAS A GREAT INFLUENCE ON OUR PROVISION OF HEALTH CARE.
3. THE STUDENT PROGRAMS AND AFFILIATION WITH THE UNIVERSITY AFFECTS OUR PROGRAMS IN SEVERAL WAYS:
 - A. THE STUDENTS NOT ONLY RECEIVE TRAINING BUT ALSO PERFORM MANY OF THE DISPENSING DUTIES OF A PHARMACIST. THIS RELATIONSHIP PROVIDES THE STUDENTS TRAINING AND EXPERIENCE WHILE PROVIDING OUR PHARMACY WELL TRAINED, LOW COST HELP. THIS ALLOVES US TO COMPLETE OUR WORK EFFICIENTLY AND ECONOMICALLY.
 - B. THE STUDENTS ARE FRESH OUT OF SCHOOL WITH THE LATEST INFORMATION ON MEDICATIONS AND PHARMACY PRACTICE. THEY BRING NEW IDEAS TO OUR PHARMACY AND CHALLENGE OUR PHARMACISTS TO KEEP CURRENT WITH NEW DRUG INFORMATION. THEIR VITALITY INSPIRES US TO CONTINUALLY IMPROVE OUR PROGRAMS.
 - C. THE STUDENTS ARE INVOLVED IN OUR CLINICAL AND QUALITY ASSURANCE PROGRAMS. CLINICAL DUTIES ARE MORE PATIENT ORIENTED THAN TRADITIONAL DISPENSING DUTIES AND INCLUDE PROVIDING DRUG INFORMATION, TEACHING PATIENT EDUCATION CLASSES, COUNSELING PATIENTS ON THEIR MEDICATION THERAPY AND MONITORING USE OF EXPENSIVE DRUGS OR DRUGS WITH A NARROW THERAPEUTIC WINDOW. THE STUDENTS ACTIVE ROLE IN THE CLINICAL ACTIVITIES SIGNIFICANTLY IMPROVE THE QUALITY OF OUR PROGRAMS.

4. RECRUITMENT OF PHARMACISTS IS CURRENTLY A PROBLEM DUE TO A NATION-WIDE SHORTAGE OF PHARMACISTS. THIS PROBLEM WILL INTENSIFY IF THE SCHOOL OF PHARMACY CLOSES. WE AVERAGE OVER FOUR MONTHS TO FILL VACANCIES AND CURRENTLY HAVE A VACANCY WHICH HAS BEEN OPEN FOR TWO MONTHS. OTHER STATES ARE OFFERING \$ 36,000 TO \$ 40,000 PER YEAR COMPARED TO \$ 21,804 WHICH WE OFFER GRADUATING PHARMACISTS. WE ARE ABLE TO RECRUIT PHARMACISTS, EVEN WITH THE DISPARITY OF SALARIES, BECAUSE MOST OF THE PHARMACISTS WE HIRE ARE MONTANANS AND THEY PREFER TO LIVE IN MONTANA. IF THE SCHOOL OF PHARMACY IS CLOSED, FEWER MONTANANS WILL ENTER THE PHARMACY PROFESSION AND FEWER WILL RETURN IF THEY HAVE TO GO OUT OF STATE FOR THEIR EDUCATION. TO ATTRACT PHARMACISTS SALARIES WILL HAVE TO INCREASE, WHICH WILL INCREASE THE COST OF PROVIDING MEDICATIONS. IF WE INCREASED OUR AVERAGE PHARMACISTS SALARIES TO \$ 36,000 IT WOULD ADD APPROXIMATELY 5% TO THE COST OF EACH PRESCRIPTION WE PROCESS.

5. THE FACULTY AT THE SCHOOL OF PHARMACY ARE ACTIVE IN PROVIDING CONTINUING EDUCATION PROGRAMS WHICH ARE A REQUIREMENT FOR MAINTAINING A PHARMACY LICENSE. THEY ARE ALSO ACTIVE IN PHARMACY ORGANIZATIONS WHICH PROVIDE CONTINUING EDUCATION PROGRAMS AND PROMOTE HIGH STANDARDS OF PHARMACY PRACTICE. ELIMINATION OF THE SCHOOL AND ITS FACULTY WOULD ADVERSELY AFFECT THE EDUCATION AND STANDARDS OF PRACTICE OF PHARMACISTS IN MONTANA.

6. IN SUMMARY, THE SCHOOL OF PHARMACY IMPROVES THE QUALITY OF OUR PHARMACY THROUGH STUDENT AND CONTINUING EDUCATION PROGRAMS. THEY PROVIDE A SOURCE OF WELL TRAINED PHARMACISTS IN THE STATE. ELIMINATION OF THE SCHOOL WOULD LEAD TO DECREASED QUALITY, DECREASED SERVICES AND INCREASED COSTS. AS A DIRECTOR OF AN INPATIENT AND OUTPATIENT PHARMACY, I STRONGLY RECOMMEND THAT THE SCHOOL OF PHARMACY REMAIN OPEN.

Tom Literski
TOM LITERSKI

1-30-87

United States Citizen

Missoula, Mt. 59807

Mr. Dennis Nathe, Chairman
Joint Education Sub-Committee
Montana State Legislature
Capitol Station
Helena, MT 59601

January 29, 1987

Dear Chairman and Committee Members:

I appreciate the opportunity to appear before you today. I am here today as a soon- to-be graduate of the University of Montana School of Law, and as a graduate of the University of Montana School of Forestry. I have nearly exhausted the educational opportunities available in Montana which I would like to pursue. The system of higher education in Montana is knee deep in mud and neck deep in water and I am here today because only you can save it.

If there is a litmus test for the quality of education that a person might obtain at an institution it is this; given my experience at the University of Montana, could I recommend that my younger brothers and sisters attend this school. Four and five years ago I would have made that recommendation, but today I cannot.

This committee needs to make choices that will affect not only the University of Montana, but the entire system of higher education. As you are well aware the system is anemic. As a body, kept alive these past few years only through a patchwork of tuition and fee increases, and program thinning. Now, the Board of Regents would tell you that what is needed is an amputation--to lop off the highly successful health sciences programs at the University for the benefit of the whole. Maybe so, but I am asking you for a second opinion. And as you evaluate the system of higher education I would ask you to consider the following.

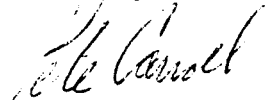
First, I ask that your evaluation of the state system of higher education be evaluated by this legislature de novo. As an alleged advocate of the quality of higher education in the state, the Board of Regents has failed miserably. The Board, separate for other administrative bodies under the state constitution, has entrenched itself in the mucky-muck of good old boy attitudes and the system has failed as a result. A Board which has limited athletic cutbacks to a mere ten-percent cannot--cannot claim, in the same breath, that it is concerned about the quality of education at our state colleges and universities. A quality education begins with the quality of lecturers, professors and libraries available to students; not from the flavor of a beer at a tailgate party. I ask, therefore, that the legislature remove itself from the recommendations it has received from the Board; that the legislature take it upon themselves to act responsibly and for the quality of the educational experience.

Second, whatever the legislature decides upon, I ask that it be a permanent and a lasting fix. The patchwork, leak sealing fixes that have occurred over the past several years have only served as supports for a weakening foundation on which the system rests. Unlike many state agencies, the system of higher education cannot operate safely with an uncertain future. The system must be funded so that students--those persons who the system is intended to serve--can plot an entire course toward a degree. Stepping from one session to the next without this certainty has driven away students as well as professors. Eventually, and probably to some extent already, the credibility on which the system stands will fail because of this uncertainty. In this regard, what the system needs is not dialysis, but a new liver.

Finally, I could not stand before you today without recognizing that the entire state is in a financial bind. Never-the-less the people of this state have consistently expressed their support for higher education. Not their support for higher education "so long as its less than ten million." You might nickel and dime me to death with liquor and gas taxes but these taxes have uncertain gains and do not do much to help higher education. I ask you today for a sales tax that will support the system of higher education that the people have expected all along. You fix the price any I am certain the people of Montana will pay. And if you have any doubts, place the issue on the next ballot and you will have an answer before this legislative session closes.

I ask that this committee--and in turn the entire legislature-- to act with the resolve which the Board of Regents has lacked. I ask that you provide the funding that the system of higher education needs to operate with respectability.

Sincerely;


Pete Carroll
Box 7963
Missoula, MT
59807

*I support HB 500 Level of funding for the university
but I strongly urge the legislature to find real financial support
for the higher education system. I've heard a surcharge is
being examined but a sales tax-- whether or not it is earmarked
toward education-- is an affirm direct source of state funding.*

etc

EX-014-25
1-30-87

Montana Forest and Conservation Experiment Station

BIENNIAL REPORT 1985-86



Exhibit
1-30-87

January 30, 1987

TESTIMONY IN SUPPORT OF
THE MONTANA FOREST AND RANGE EXPERIMENT STATION

The Forestry Division, Department of State Lands is responsible for the management of State Forest Land, and for providing assistance to private forest landowners. If our field foresters are going to meet these mandates, they need accurate and timely information which is relevant to current Montana conditions. They need help in answering such questions as: how much is the forest capable of growing, what species grow best where, and how will forest treatments affect other resource values. It would be neither practical nor efficient for the Forestry Division to try to conduct this research with existing field personnel, so we rely on the Montana Forest and Conservation Experiment Station to conduct the basic and applied research and provide information on these and other concerns.

The Lubrecht Experimental Forest includes approximately 8,000 acres of State Forest Lands which are managed by the Forestry Division to facilitate continuing land management research by the Experiment Station. The Division has actively participated on Experiment Station steering and advisory committees, research cooperatives and, when possible, provided field assistance for station projects. The result has been a strong cooperative relationship benefiting both the Experiment Station and the Forestry Division.

Montana's forests are rapidly changing from mature old growth to young small second growth. As a result of this change, it will be important that the Montana Forest and Conservation Experiment Station be able to provide a continuing source of new research information, current and applicable to Montana's forests.

Testimony given to the Joint Education Subcommittee
Montana State Legislature
January 30, 1987

by: Steven B. Laursen, Ph.D.
Forestry and Natural Resource Specialist
Montana Cooperative Extension Service

on behalf of: Forest Conservation and Experiment Station
School of Forestry
University of Montana

Good morning and thank you for allowing me this opportunity to testify in support of the Forest and Conservation Experiment Station of the School of Forestry, University of Montana.

My name is Steve Laursen. I am the State Forestry and Natural Resource Specialist for the Montana Cooperative Extension Service, Montana State University, Bozeman.

I have statewide responsibility for the planning and implementation of educational and informational programs in forestry and natural resource management. My clients include Montana forest landowners, forest products businesses, loggers, farmers and ranchers, professional resource managers, youth and the general public. We provide education and information via workshops, publications, news releases, videos, continuing education courses, public seminars and in our bimonthly magazine the Extension Forestry Digest.

The Extension Forestry Program is active in three areas: Forestland Management, Windbreak Forestry and Urban and Community Forestry.

All of our program planning and implementation is part of a coordinated effort involving several other state and federal agencies. This coordinated approach guarantees both effectiveness and efficiency as we endeavor to serve the educational needs of Montana landowners and entrepreneurs.

So, how does the Montana Forest and Conservation Experiment Station help the Extension Forestry program reach its educational goals? I could spend a full two hours listing examples that illustrate their dedication, but in the interest of time I will illustrate with two simple points.

1) The Montana Forest and Conservation Experiment Station has anted-up as a full partner in the effort to make the Extension Forestry program successful in one of its major program areas; the education of Montana's 25,000 non-industrial private forest land owners.

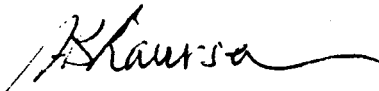
Montana's forest products industry depends upon these landowners to provide up to 20 percent of the raw material needed to keep their mills and processing plants in full operation. If we are to keep our forest products industry healthy and ensure that our private forest lands are managed to produce quality products for generations to come, we must provide landowners with current technologies and management techniques. These include everything from new economical small harvesting equipment suitable for use on Montana's farms and ranches, to management techniques which allow landowners to produce wood fiber on the same acre on which they produce prime wildlife habitat and recreational opportunities.

The Experiment Station faculty staff have a keen interest in our effort to do just that. They have demonstrated an awareness and sensitivity to the needs of our landowners and forest industries. Their research priorities and continuing education efforts clearly indicate their dedication to our landowner education program.

2) Secondly, I would just like to make a point of the unique character of the cooperative effort between the School of Forestry and the Extension Forestry Program of the Montana Cooperative Extension Service. Although the Extension Forestry Program is a part of Montana State University, the School of Forestry at the University of Montana has been instrumental in the establishment, maintenance and success of the program. The School of Forestry provides housing, staff backup, operational assistance, encouragement and unquestioning support to the program. This unique partnership between the two universities provides a synergistic effect that benefits taxpayers all across the state of Montana.

Thank you for your interest and consideration. I appreciate the opportunity to offer this testimony.

Respectfully submitted,



Steven B. Laursen
Montana Cooperative Extension Service
c/o School of Forestry
University of Montana
Missoula 59812 (243-2773)



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Cooperative Extension Service, Montana State University
In Cooperation with the School of Forestry, University of Montana

The *Montana Extension Forestry Digest* is a forestry/natural resources magazine published bimonthly by the Montana Cooperative Extension Service, Office of Extension Forestry. The articles are written by the Extension Forestry Specialist, landowners, agency personnel, university faculty and staff and other authors. We welcome your comments, criticism and articles for publication.

FREE FOR THE ASKING

Editor

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(406) 243-2773

From the Editor:

Happy New Year 1987 and welcome to our newly designed *Extension Forestry Digest*. We've made some changes to improve readability and we hope you enjoy the new look.

In this issue we finish up our five-part series on Non-Industrial Private Forest Lands: Problems and Opportunities in *Changing Times*, with an article on the management of forest lands for the production of both timber and livestock forage. It represents one of the real opportunities for farmers and ranchers to diversify their operations and improve their economic stability.

In the last issue we began a new section for our Christmas tree growers entitled *Christmas Tree Whorled*. Watch for the article in the March-April issue addressing the new federal tax law and its effect on forest landowners.

S. B. Laursen

The programs of the Montana Cooperative Extension Service are available to all people regardless of race, creed, color, sex or national origin issued in furtherance of cooperative extension work in agriculture and home economics; acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Lelton D. Luff, Acting Director, Cooperative Extension Service, Montana State University, Bozeman, Montana 59717.

efd potpourri

LETTERS

— Montana Tree Quiz —

Dr. George Howe, regional geneticist with the USFS in Missoula, wrote in response to our "EFD Quiz" (EFD, Nov.-Dec. 1986). Dr. Howe indicated that our list of Montana native evergreen forest tree species was incomplete. He reports that we missed three species of juniper and two natural hybrid swarms of spruce. The junipers are *Juniperus communis* (common juniper), *J. osteosperma* (Utah juniper) and *J. horizontalis* (creeping juniper). I will agree with the first two, but the latter is more of a creeping shrub than a tree (as the name implies).

The two spruce hybrids are reportedly speculative but highly probable: a cross between Engelmann spruce and blue spruce and a cross between Engelmann spruce and white spruce. Thanks to George for increasing our list to a total of 19 species, two hybrids (and one controversy).

— Deer Damage —

We received three responses to our article on protecting Christmas trees from deer damage. The first two came from an extension forester in Oklahoma and a landowner in Bozeman. They both suggested that a soap is the most effective and economical deterrent to deer damage. They recommend drilling a hole in a bar of soap and hanging it from selected trees. Leave the wrapper on to slow the erosion process. Has anybody else in Montana had any luck with this?

The third response came from Jane Barry of the Montana Association of Nurserymen. She presented us with an article written by Shawn Riley, a game biologist from the Montana Department of Fish, Wildlife and Parks office in Kalispell. It covers the subject more extensively and in greater detail than our original article. I'll be glad to send a copy to anyone who requests it.

I also have an article entitled "Understanding and Controlling Deer Damage in Young Forest Plantations" (Oregon State University Extension Circular No. 1201) that can be obtained by sending \$1.75 to Extension Service Publications, Oregon State University, Corvallis, Oregon 97331.

FWP-CRP FREE-TREE PROGRAM A BIG SUCCESS

In a recent issue of the EFD (Sept.-Oct. 1986, p. 28), we announced a new money saving/conservation opportunity for Montana landowners interested in enhancing wildlife habitat on their property. This new free-trees program was initiated and funded by the Montana Department of Fish, Wildlife and Parks under the umbrella of the Conservation Reserve Program.

The new program has been a complete success. The initial \$20,000 provided by Fish, Wildlife and Parks for trees from the State Forest Tree Nursery was allocated to landowners in less than a month. Thirty-five wildlife habitat plantings were approved on reserved lands east of the continental divide. Caragana, Russian olive and buffaloberry were the most commonly ordered trees and shrubs, followed by chokecherry, American plum and Rocky Mountain juniper. Nearly 50,000 trees and shrubs are being planted under the program.

Sign-ups for wildlife plantings under the Conservation Reserve Program had been slow until the free-tree offer was made available. The program is being funded with sportsmen's license fees.

The Fish, Wildlife and Parks Department is planning on requesting authorization for a \$50,000 program for the 1988 and 1989 fiscal years. The program would be funded with \$25,000 of license fees matched by \$25,000 of Renewable Resource Development funds. Successful bidders in the next Conservation Reserve sign-up who are considering wildlife habitat plantings should contact their Soil Conservation Service or Agricultural Stabilization and Conservation Service offices about the free trees and shrubs program.

BBER REPORTS

Lower wage settlements and strikes at Montana's wood products plants led to lower payrolls and caused a small decline in lumber production in the third quarter of 1986, according to the University of Montana Bureau of Business and Economic Research and the Montana Wood Products Association.

Total wages paid to production workers at the Montana mills surveyed amounted to \$26,149,000 in third quarter 1986, compared to \$27,767,000 for the second quarter. The drop in wages was due to lower wage rates that went into effect in late August, and fewer employees receiving paychecks at striking mills.

The strikes also affected the number of production workers employed during the quarter. An average of 4,322 production workers were employed during the third quarter of 1986, compared to 4,343 for the second quarter.

The employment and wage figures refer only to production workers at mills surveyed and are not total employment figures. Nonproduction workers at the plants are not included. Nor do the estimates include the several thousand workers in related industries such as logging and trucking.

Statewide lumber production during the third quarter of 1986 was 371 million board feet, 11 million board feet lower than the previous quarter.

Plywood production was 168 million square feet in the third quarter compared to 171 million square feet in the second quarter.

MONTANA TREE FARMER AND LOGGER OF THE YEAR AWARDS ANNOUNCED

Harris Wiltzen, retired Sanders County SCS District Conservationist from Plains, Montana, was named Montana Tree Farmer of the Year by the Montana Tree Farm Committee at the annual Tree Farm banquet held in November at the Six-Pac Restaurant in Florence, Montana. Ernie Johnson, of Johnson Brothers Contracting from Frenchtown, Montana, was

named Montana Tree Farm Logger of the Year.

Harris' 220-acre tree farm is an example of high quality forest management, a result of his dedication and stewardship. He has taken a very active role in the growing and harvesting of the trees; laying out roads, marking trees, disposing of slash, and erosion prevention and control. Harris does his own tree planting, thinning, brush and weed control, and firewood gathering. In his brush control work he cuts the large, woody stems, which then resprout and provide more palatable forage for the deer and elk. Bruce Shinn, Department of State Lands Forester who nominated Wiltzen, sums it up by stating: "Harris continues to promote good forest management, range use, weed control and water quality through the example he sets on his own lands, and by sharing his knowledge and experience with others."

Johnson Brothers Contracting has separate road construction and logging divisions. Ernie Johnson runs the logging side of the business. Nominating DSL forester Eric Norris says, "Johnson is able to utilize smaller timber than most loggers, and is able to do thinning jobs not economically feasible in the past." The logs below sawlog size go to Cabco, the local chip plant, which provides chips and hog fuel for the Stone Container

pulp mill. Larger logs go to the plywood plant and stud mill.

The Johnson crew operates mostly on properties whose owners want only selected trees removed, leaving a better growing forest. According to Norris, "Johnson is one of the best, most reliable and most productive loggers in the area."

The Tree Farm program in Montana encourages good forest management on privately-owned lands, and is co-sponsored in the state by the Blackfoot Forest Protective Association and the Northern Montana Forestry Association. The national sponsor of the Tree Farm Program is the American Forest Council.

CONSERVATION NEWS DIGEST

News Briefs for Woodland Owners Across the Nation

Kathy A. Arnes, Editor
Washington, D. C.

A SERVICE OF THE
NATIONAL WOODLAND OWNERS ASSOCIATION

THE NEW FEDERAL TAX LAW

The Tax Reform Bill of 1986 is not law. It was originally billed as a tax simplification, but the new act is *twice* as long as the present tax code.

Most observers agree that the new law will have an impact on woodland owners, especially as a result of the repeal of income averaging and capital gains.

The best news is that a woodland owner still can deduct most of the costs incurred each year in actively managing a forest. Some owners who are not actively involved in management of the woodland will find these benefits curtailed. However, the regulations that will implement these new provisions have yet to be written by the IRS, and firm answers will have to await their publication which may be a year away.

COMMERCE DEPT. CONFIRMS CANADIAN TIMBER SUBSIDY

The U.S. Department of Commerce has determined that the Canadian government is in fact subsidizing softwood lumber being shipped to the United States. The Coalition for Fair Lumber Imports, the industry group which brought the challenge before the International Trade Commission, alleges a subsidy of 32%. The preliminary finding of the Commerce Department was for 15%, and the Canadians are willing to acknowledge a subsidy of about 10%.

The controversy over Canadian lumber comes to a head as the Administration and Canada try to negotiate a free trade pact. With the interim lumber import duty scheduled to become permanent on December 30th, the Canadians are actively working for a

compromise solution. The Canadians have announced that they will contest the import duty through legal and diplomatic channels, but they continue to seek a compromise.

The American market is important to Canadian producers, and in turn to the Canadian economy. However, imports from the north now amount to one-third of the

lumber sold at U.S. yards, a figure that has American producers concerned. The Canadian position has some powerful allies here in the U.S. The National Home Builders Association has said that the duty could raise the price of homes between \$150 and \$1000, which may be enough to discourage new home buyers.

Editors Note: The March issue of the *EFD* will contain articles dealing with both of these controversial subjects. We will feature the International Timber Marketing Consortium developed by Montana Representative Pat Williams, and we also will attempt to piece together the details of the federal tax reform puzzle.



NON-INDUSTRIAL PRIVATE FOREST LANDS

Part V—FORESTED RANGE MANAGEMENT AND ECONOMICS

OR

BEWARE OF THE FORESTER IN COWBOY BOOTS

by Harold E. Hunter*

There are four million acres of grazed forest land out of approximately 6,000,000 acres of nonfederal forest land in Montana. On these acres, depending on the landowner's point of view, it is often stated there are either too many cattle or too many trees. Some landowners feel that forests have limited economic value and choke out their forage resources. Others feel that the economics of livestock grazing do not justify the impacts on tree regeneration. Sometimes they are right for the right reasons. Sometimes they are wrong for the wrong reasons. Sometimes they are wrong. And sometimes they are right and those of us who advise them don't know it.

I contend that: 1) on most sites with proper management, livestock grazing is compatible with timber production, 2) proper management is economically feasible in many situations, and 3) the value of the forested range resource should be considered when selecting combinations of treatments to be applied.

Forested Range Versus Range Management

In most ways the principles we apply to rangeland grazing management apply to forested range. Forest understory plants increase or decrease in response to grazing depending upon the degree of grazing intensity and the palatability of the plants. Overgrazing of preferred plants beyond their capacity to sustain use favors less desirable, poorer producing plants, and the capacity of the vegetation to support grazing use decreases. The trick is to utilize the forage resource as uniformly as possible while maintaining or increasing the abundance of desirable plants on the site.

As on rangeland, the site (soil and climate) influences the composition and productivity of the forest understory plant community.

* State Staff Forester, Soil Conservation Service, Bozeman.

However, on forested range, competition from the forest overstory also influences production and composition of the understory community. The increased difficulty of keeping track of livestock in forested areas further complicates the management of forested range and reduces the value of an animal unit month (AUM) of forested range relative to an AUM of rangeland. The need to consider the value of the timber resource in relation to the forage also makes forested range management unique from rangeland management. Forested range managers must balance the management of the forage and timber to obtain optimum multiple use of the site.

Production of the Forested Range Resource

Production varies widely because of differences in site and treatment history and canopy density at any given time. It can vary from essentially nothing to as much as 0.5 AUM/Ac. Many landowners feel that only the driest forests have a significant understory forage resource suitable for livestock. Table 1 shows that this is not necessarily true.

Table 1 summarizes data collected in Soil Conservation Service (SCS) soil survey operations. The plots were selected to represent conditions

TABLE 1. Grazing capacity estimates based upon Soil Conservation Service forest understory production studies.

	Dry Environment (9 sites)		Moderate Environment (17 sites)	
Average canopy		44%		66%
Average annual production		368 lbs/acre		411 lbs/acre
Forage value rating		High		Moderate
Ecological condition		80%		83%
AUM/Ac		.19		.15
Max. AUM/Ac		.28		.22
				.32
				.5

If canopy is reduced to 30 to 50% with no change in FVR

If canopy is reduced to 30 to 50% and the FVR moves up one class

Max. AUM/Ac

where canopy densities were optimum from a timber production point of view, and the understory plant communities were relatively free of disturbance. The table shows selected plots from each environment representing soils with relatively low moisture-holding capacity, typical of forest environments in Montana.

The dry environment represents those sites where some combination of the bunchgrasses (bluebunch wheatgrass, Idaho fescue, little bluestem or rough fescue) are dominant beneath a forest canopy of Douglas-fir and/or ponderosa pine. The moderate environment represents those sites where common snowberry, common chokecherry, elk sedge and pinegrass are often dominant beneath a canopy of Douglas-fir, ponderosa pine and, occasionally, western larch.

Notice in Table 1 that understory production of the moderate environment exceeds that of the dry environment. However, when the amount of production is adjusted for suitability for grazing by cattle (forage value rating), the animal unit months per acre (AUM/Ac) fall slightly below that for the dry environment. When a comparison is made of AUM/Ac when canopy densities are similar, grazing capacities of the moderate environment exceed those of the dry environment. The maximum AUM/Ac rating is greatest for the moderate environment. These figures represent potentially usable AUM/Ac and do not reflect the degree of difficulty or inability of cattle to utilize the forage due to topography, distance from water, etc.

To provide another perspective, let's take a look at pure rangeland. Production figures from SCS grazing guides for a Montana silty range site (one of the best upland range sites), in the 10- to 14-inch annual precipitation zone and in good ecological condition, range from 0.22 to 0.35 AUM/Ac, before utilization adjustments are made.

Forested Range Economics

To establish a benchmark to describe the relative values of timber production and forage on forested range, I have elected to analyze a situation in the *moderate environment*. This moderate environment is extensive in Montana and it represents the midpoint in the relative values of timber and forested range. As you move to cooler and more moist sites, usable forage for domestic livestock decreases and timber values increase (with the exception of alpine areas). As you move to drier areas the relative values of forage and timber shift toward grass. The value of forage produced truly increase slightly as you move toward the moderate environment when comparisons are made between soils of similar moisture-holding capacity.

Another element addressed in this economic analysis is that of improving the forest understory forage value rating by reseeding disturbed areas after logging. There are valid concerns about the impact of such a practice on tree regeneration. However, research on some sites has indicated that grass seeding immediately following tree harvest has not resulted in unacceptable impacts on tree regeneration or seedling growth.

When the forest is disturbed and regeneration is not an objective (e.g., during a thinning in a young stand), grass reseeding is definitely worth considering. Besides producing forage for livestock, grass seeding can reduce the potential for soil erosion and the impact of weeds.

Table 2 presents a synthesis of information to illustrate the value of managing forestland for both timber and forage. It is not an actual example, but a model that represents the lower Blackfoot River area of west central Montana, where during the past several years in excess of 100,000 acres of forested range have been inventoried and management recommendations implemented. These figures demonstrate the relative values of forage and timber in a moderate environment and the values of the various grazing options illustrated.

Key elements and assumptions involved in the analysis are listed below.

Timber

- 1) Yield equals 200 board feet/acre/year, determined at the culmination of average annual equivalent returns when computed at 5% compound annual interest. Managed stand yield tables developed by the West National Technical Center of SCS were used to make the analysis. Trees were assumed to be merchantable at 10' DBH (50 years of age). The cutting cycle is 15 years (after reaching merchantability), the rotation age is 74 years, the average annual gross return is \$1.89/acre/year.
- 2) Stumpage was given a present value of \$65.00/thousand board feet.
- 3) Site preparation and subsequent harvesting activities were assumed to achieve 50% scarification. Forage estimates were based on 50% scarification. Site preparation costs were estimated to be \$20.00 per acre or \$103/acre/year over the rotation.
- 4) Tree planting was assumed to be needed on one-fourth of the area (\$120/acre, or \$1.54/acre when averaged over the entire area).
- 5) Thinning would be needed on all acres (\$40.00/acre or \$1.26/acre/year).

TABLE 2. Annual rate of return comparisons among timber and grazing treatment combinations.¹

Resource ²	Rate of return/acre at 5%	
	Mech. Site Prep.	Chem. Site Prep.
(1) Timber	-\$2.39	-\$4.44
(2) Grazing		
Seeding	Option	
	(A)	0.10 \$(4.67) ³
	(B)	0.46 (3.76)
	(C)	-0.61 (9.35)
No Seeding	(D)	-0.25 (5.89)
	(E-1)	0.39 (1.45)
	(F-2)	0.26 (3.33)
	(G-1)	0.05 (4.54)
	(H-2)	+0.34 \$(1.60)
		+0.14 (3.84)

Timber (1) and
Grazing (2)

Option	
A	?
B	?
C	?
D	?
E-1	-2.20
F-2	-2.26
F-2	-2.34
G-1	-\$4.10
H-2	- 4.30

Option A	Seeding and grazing slopes less than 40% (.28 AUM/AC, 60% forage utilization).
Option B	Seeding and grazing slopes less than 40%, water development, fencing (.42 AUM/AC, 90% forage utilization).
Option C	Seeding all slopes (.14 AUM/AC, 30% forage utilization).
Option D	Seeding and grazing all slopes, water development, fencing (.28 AUM/AC, 60% forage utilization).
Option E-1	No seeding, no development, grazing slopes less than 40% (0.11 AUM/AC, 60% forage utilization). Prorated over entire area, returns = \$0.19/acre/year.
Option F-2	No seeding; water development, fencing, grazing on slopes less than 40% (.15 AUM/AC, 80% forage utilization). Prorated over entire area, returns = \$0.13/acre/year.

(footnotes continued on next page)

Option F-2 No seeding; water development, fencing, grazing on all slopes (0.11 AUM/AC, 60% forage utilization).

Option G-1 Chemical treatment. Grazing on slopes less than 40%. No development (.1 AUM/AC, 60% forage utilization). Prorated over entire area, returns = \$0.17/acre/year.

Option H-2 Chemical treatment. Grazing on slopes less than 40%. Water development, fencing (.13 AUM/AC, 80% forage utilization). Prorated over entire area, returns = \$0.07/acre/year.

²Options A, B, C, D include grass seeding along with various combinations of other practices. Options E, F, G, H do not include seeding along with various combinations of other practices. The assumption was made that grass seeding was not possible with chemical treatments.

³ () indicates break even value for an AUM.

6) Spacing between trees indicated in the managed stand yield tables would maintain approximately a 40% canopy throughout the rotation.

Forage

1) Reseeding costs \$12.00/acre with a stand life of 10 years (average annual cost equals \$1.15/acre/year).

2) Salt and mineral supplement cost (\$0.16/acre).

3) Fencing (\$3.90/acre) and water development (\$1.00/acre) have a total average annual cost of \$0.34/acre/year.

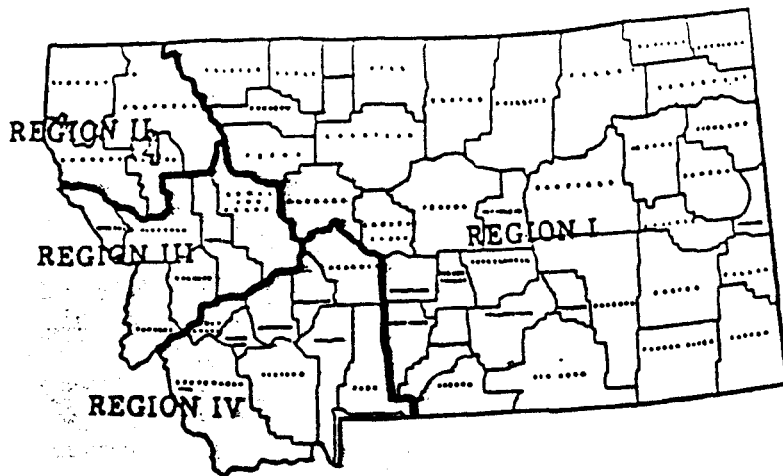
4) Half the area has slopes of less than 40%.

5) An animal unit month is valued at \$5.00 and cattle are used to harvest the forage.

The return figures for seeding options A through D are figured only for a 15-year period since grass stand life is expected to be 10 years and reseeding may be done in 15-year intervals. To the extent that seeding with grasses for forage improvement can be fitted into a timber rotation, the rates of return shown are what can be expected for each 15-year period.

In this example, the potential returns from timber look relatively good. Option E provides the highest overall return of \$0.19 per acre per year when prorated over the entire management area. However, the gross average annual equivalent return from timber was \$1.89 per acre per year for the 74-year rotation. To the extent that tree planting, site preparation and thinning costs are less than those projected, there is the potential to shift the value of the returns toward timber. This is also true to the extent that \$5.00/AUM overestimates the value of grazing in relation to timber.

(continued on page 14)



MONTANA SAWLOG AND VENEER LOG PRICE REPORT

JANUARY - FEBRUARY 1987

Office of Extension Forestry
Cooperative Extension Service
c/o School of Forestry
University of Montana
Missoula, MT 59812

The following information is a summary breakdown of recent past average prices reportedly paid by primary wood processors for logs of the various species listed. These prices are not necessarily a reflection of current market prices. Fair market prices may vary a great deal based on log size, length, quality, contract size and terms, and a number of other factors. All information reported is recent average price per thousand board feet (MBF), Scribner Decimal rule, delivered to the mill site, unless otherwise noted.

Prices provided for this report by individual firms are treated as confidential disclosure of the firm's operations. Any requests for mill-specific data which have been provided for the log report will be denied.

SAWLOGS Scribner Dec C MBF	REGION I			*	REGION II			*	REGION III			*	REGION IV			*
	Avg.	Low	High		Avg.	Low	High		Avg.	Low	High		Avg.	Low	High	
Ponderosa pine	\$122	\$110	\$140	F/P	\$200	\$180	\$220	G/P								
(Yellow)	\$128	\$115	\$140	F/P	\$216	\$185	\$240	G	\$205	\$185	\$230	G				
(Bull)	\$128	\$115	\$140	F/P	\$148	\$135	\$160	G/P	\$116	\$90	\$185	G/P				
Lodgepole pine	\$143	\$140	\$145	F	\$149	\$140	\$180	G/P	\$155	\$150	\$160	G/F	\$160	\$160	\$160	G
Douglas-fir	\$138	\$130	\$145	F/P	\$150	\$125	\$180	G/P	\$160	\$150	\$170	G/F	\$155	\$155	\$155	G
Western larch					\$146	\$130	\$160	G/P	\$158	\$150	\$165	G/F				
Engelmann spruce					\$154	\$145	\$175	G/F	\$165	\$160	\$170	G/F	\$155	\$155	\$155	G
Subalpine fir					\$140	\$135	\$145	G/P	\$148	\$140	\$155	G/P	\$155	\$155	\$155	G
Grand fir					\$140	\$135	\$145	G/P	\$147	\$140	\$150	G/P				
Western red cedar					\$168	\$145	\$180	F/P	\$150	\$150	\$150	F				
Hemlock					\$140	\$135	\$145	G/P								
White pine					\$218	\$190	\$250	G/F								
Cottonwood																

VENEER LOGS				STATEWIDE REPORT	
Scribner Dec C					
MBF					
Species	Avg.	Low	High	Demand next 60 days*	
Douglas-fir	\$165	\$160	\$170	G/P	
Ponderosa pine (bull)	\$150	\$150	\$150	G	
Western larch	\$165	\$160	\$170	F/P	

* Demand next 60 days
G = Good
F = Fair
P = Poor

Comparing grazing options A and B illustrates the expected returns when being selective of the slopes you seed. It also illustrates the potential value of development when you have a significant amount of area with slopes less than 40%. Development also substantially improves the returns picture when seeding all slopes (Options C and D). Best returns were obtained when limiting seeding to slopes less than 40% and including development. Uniform forage harvest is difficult to achieve on slopes greater than 40%. Note Option D. If an AUM were worth \$5.89, with development one could presumably afford to reseed all slopes after timber harvest to reduce weed and erosion problems, if impacts on tree regeneration and growth were not significant. Options E-1 and F-2 indicate the best returns accrue with no seeding or development. Option F-2 indicates expected returns from development when attempting to graze all slopes. Returns are less, however, than if development is concentrated on more favorable slopes.

Options G-1 and H-2 were developed to illustrate the impacts of chemical site preparation on forage production. Grass seeding will not be possible with chemical site preparation, and the recovery of the natural plant community will be delayed under this option.

Table 3 shows a comparison of two management alternatives using the rate of return information from Table 2. This illustrates what might be possible through reseeding at appropriate times throughout a timber rotation, assuming we can identify appropriate sites and compatible combinations of grass and tree species. Reseedings would be done immediately following site preparation, at the time the first timber harvest

TABLE 3. A comparison of two management alternatives.

Site: 200 board feet/acre/year	
Economic Rotation: 74 years (5% interest)	
Merchantable Age: 50 years	
Assume no forage contribution from slopes greater than 40%	
(50% of slopes are greater than 40%)	
1) Seeding and grazing slopes less than 40%, water development, fencing:	
Assume 45 years of effective seedings (Option B) = \$0.46/acre/year	
Assume 29 years of "native" range (Option F-2) = \$0.28/acre/year	
Average annual net return from range = \$0.38/acre/year	
2) No seeding, no development, grazing slopes less than 40%	
(Option E-1) = \$0.39/acre/year	

occurs (50 years), and again at year 65 when the second commercial thinning is scheduled to occur.

Thus far the economic computations have been based on an interest rate of 5%. When the analysis is completed at lower interest rates, relative values shift significantly in favor of timber. Table 4 compares

TABLE 4. Comparison of cost returns at different interest rates between a Montana cattle ranch and a woodland, at varying levels of productivity.

Management Situation		Cow-Calf Ranch			
Source of Return		--Site Index--			
		80	120	140	12-14 Precip. Zone
Interest Rate 5%					
Timber					
Rotation age (years)		74	69	61	
A.A.E. gross return/Ac		\$1.31	\$7.39	\$16.21	
A.A.E. costs/Ac		\$2.54	\$2.82	\$ 3.09	
A.A.E. return/Ac		-\$1.23	\$4.57	\$13.12	
Grass					
A.A.E. gross return/Ac		\$1.00	\$1.10	\$ 1.60	
A.A.E. costs/Ac		\$0.53	\$0.53	\$ 0.53	
A.A.E. return/Ac		\$0.47	\$0.57	\$ 1.07	
Total					
A.A.E. gross return/Ac		\$2.31	\$4.57	\$13.12	
A.A.E. costs/Ac		\$3.07	\$0.57	1.07	
A.A.E. return/Ac		<u>-\$0.76</u>	<u>\$5.14</u>	<u>\$14.19</u>	\$1.89
Interest Rate 2%					
Timber					
Rotation age (years)		98			
A.A.E. gross return/Ac		\$7.24			
A.A.E. cost/Ac		\$1.82			
A.A.E. returns/Ac		\$5.42			
Grass					
A.A.E. gross return/Ac		\$1.00			
A.A.E. costs/Ac		<u>\$0.42</u>			
A.A.E. return/Ac		\$0.58			
Total					
A.A.E. gross return/Ac		\$8.24			
A.A.E. costs/Ac		<u>\$2.24</u>			
A.A.E. returns/Ac		\$6.00			\$2.37

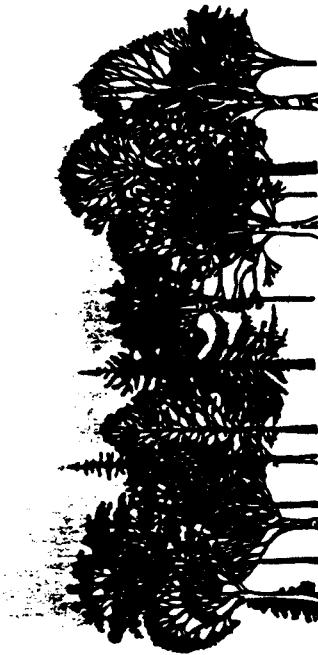
the cost returns between a hypothetical Montana cattle ranch and a woodland area at varying levels of productivity and two different interest rates. The rate of return from cow-calf operations in Montana is normally about 2%. Thus, in this example the timber asset is analyzed at a comparable rate.

When one examines projected gross average annual equivalent returns for the dry environment (165 board feet/acre/year at the culmination of average annual equivalent returns computed at 2% interest), the gross returns from timber are \$4.39 when stumpage is \$65.00/thousand board feet. This value is lower than that for the moderate environment, but still significant in relation to returns from grass or a typical cow-calf ranching operation.

Conclusions

- 1) Grazing values are significant in relation to timber values in both moderate and dry environments, and should be considered in forest management planning. With increasing interest rates the value of grazing increases in relation to timber.
- 2) There are economic opportunities to reseed after timber harvest to enhance forage resource values and to reduce weed competition and erosion.
- 3) When reseeding extensive areas, best returns are likely when planned in conjunction with other developments (fencing, stock water, etc.) aimed at improving uniform forage utilization.
- 4) Highest economic returns from grazing are likely from Option E-1. However, if productive stands of highly palatable grasses can be maintained for a significant length of time (e.g., 45 years in Table 2), and supported with appropriate development, returns may approach those of Option E-1.

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FORESTRY ASSISTANCE AND YOUR TIMBER SALE

If you have been following the forestry news in Montana you are aware of the uncertainty of Montana's timber supply. The drop in harvests from public lands combined with low lumber prices has brought about an increase in harvests from industrial private forest lands to the point that their 10% of the commercial forest land has been providing almost 40% of the volume harvested. This trend cannot continue indefinitely and a swing to reliance on non-industrial private timber is occurring. In fact, the number of Hazard Reduction Agreements opened during the 1986 fiscal year was 29% higher than the past five-year average.

You might be asking, what does this mean to me? It means that the chances of you being approached by a logger or log buyer to harvest your timber is increasing. There are a few things you should be aware of in order to take advantage of this situation should you decide to sell your timber.

First of all get some professional advice from your state service forester. He can help you safely find your way through the trials and tribulations of selling your trees. The following paragraphs briefly describe what he can do for you and some results you should expect from a well designed timber sale.

First, he can give an idea of what your timber is worth in today's market. Second, he can direct you to several prospective bidders for your sale. He will not cruise your timber for the purpose of the sale, but he can give you a fair estimate of the volume to harvest and even some recommendations on the best way to harvest it. He can identify insect or disease problems that should be addressed in your sale as well as high value specialty products that can be marketed for a higher profit. He will also help you with the red tape concerning the laws, rules and regulations you will have to comply with. The service forester can provide you with a good sample timber sale contract and explain the ins and outs of capital gains treatment on timber income. This advice alone can save you a lot of money. The service forester can also refer you to a forestry consultant to set up and administer your sale if you cannot do the work yourself.

You are probably wondering, "how do I hire this guy and how much does he charge?" The answer is simply to contact the Department of State Lands office nearest you. That's where you'll find him and, at this time, there is no charge. You might also be asking, what is his track record? In 1984, the department contracted with a private con-

sultant to answer that very question. The results were a surprise. On average, timber sales with service forester assistance earned a landowner \$12.75 per thousand more than unassisted sales. Also, the residual timber stand was producing 60 board feet per acre per year more than the unassisted sales.

You may have a good opportunity to make your forest management pay good dividends today and improve your timber stand for the future. Whatever you do, get some professional help, several bids, a good sale contract and be involved in your sale to make sure your objectives are met.

**Roger Bergmeier, Chief, Private Forestry Assistance Bureau
Montana Department of State Lands, Division of Forestry, Missoula**

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WATER QUALITY: BEFORE YOU LOG, OBTAIN A STREAMBANK PERMIT

by Cathy Jones and Vicki McGuire*

Water quality is important to everyone. The impact of forests and forest practices on water resources is a matter of growing public concern, and foresters and forest landowners need to understand these impacts. A landowner's returns from timber harvests will not be reduced as a result of proper streambank management. In the long run, responsible use of best management practices and respect for water quality laws will save both time and money.

In 1975 the Montana legislature enacted the Natural Streambed and Land Preservation Act (the 310 law) to assist the private landowner with proper streambank management. County government, city, state and federal agencies were already required to comply with proper riparian management. The 310 law is administered in each county, or portion of a county, by the local conservation district.

The 310 law requires any private person or company to gain the approval of the local conservation district's Board of Supervisors before

*Resource Conservationist, Flathead Conservation District, Kalispell and District Manager, Lincoln Conservation District, Eureka, respectively.

beginning any activity or installing any structure within the high water marks of a perennial stream. Some of the projects subject to the law are:

1. channel changes,
2. new diversions,
3. rip-rap and other streambank protection projects,
4. commercial, industrial, and residential developments,
5. grade stabilization structures,
6. stream channel stabilization projects,
7. bridges, culverts and other stream crossings.

The local conservation district will assist you, without charge, in sizing needed culverts, bridge design, erosion control, road locations, streambank skidding, vegetation management, reforestation, and reseeding of the banks. Conservation districts are charged by state law with soil and water resource management and draw together teams of experts to help solve conservation problems. The USDA Soil Conservation Service and Forest Service, Montana Department of Fish, Wildlife and Parks, Department of Natural Resources Water Quality Bureau and Water Rights Bureau, Department of State Lands, Department of Health and Environmental Sciences, and Cooperative Extension Service are but a few of the agencies that assist districts in their work.

Under Montana law, any person initiating a project without written permission of the conservation district Board of Supervisors is guilty of a misdemeanor, punishable by a fine of not less than \$25 nor more than \$500 for each day that the person continues to alter or modify the stream. In addition, the violator may also be forced by the court to restore the stream to as near its prior condition as possible. Landowners as well as contractors are liable for work performed. If you are planning a logging or improvement project along a perennial stream and are not sure which permits are required, contact your local conservation district office.

Most timberland permits deal with culverts, bridges and erosion control measures such as streambank rip-rap. Proper culvert and bridge sizing is important to your harvest as one that is poorly designed will cause road washout and/or accelerated bank erosion. It is vitally important that your culvert be properly bedded on the bottom of the stream channel and, in some cases, the crossing should be armored with rip-rap to prevent the stream from scouring the area. Improper installations will have a detrimental effect on the creek bed downstream as well as causing headcutting of the channel above your crossing site.

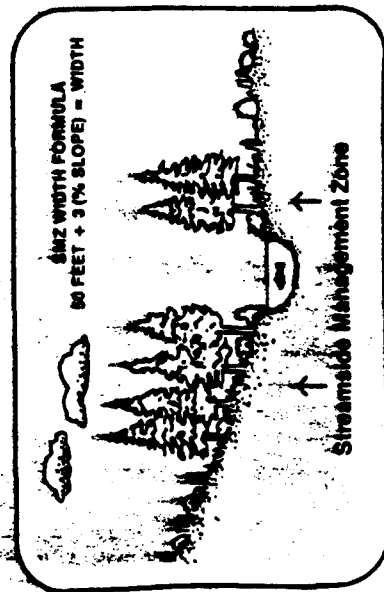
Instream or cross-stream skidding should be avoided as it will increase sedimentation, destroy spawning areas and alter drainage patterns.

Although it might be more convenient for equipment to cross the stream at any point, random fording destroys the creek bed. Temporary crossings frequently can be designed for minimum stream impact and more permanent structures can be engineered to fit the individual timber site. The proper location of your culvert or bridge is vital to maintaining the stability of the stream. District personnel are experienced with instream structures and will advise you on sizing and placement. Logging roads adjacent to the stream should be designed to deflect run-off and control sediment by considering the soils, exposure, slope and canopy cover before beginning construction. District supervisors, their staff and representatives of Fish, Wildlife and Parks will usually visit the timber site with you to discuss suggested practices while viewing the actual location.

If at all feasible, a riparian vegetative corridor or streamside management zone (see diagram) should be left intact along both sides of the stream. This area serves as a filter system for the stream by catching the disturbed soil, stabilizing the banks and providing wildlife cover. Trees, branches or debris should not be dropped or left in the stream as it can clog the creek, cause new channels to be created and result in significant flooding and erosion. Heavy equipment should not operate on the actual streambanks nor in the channel as it will cause compaction, destroy the soil structure and trample the vegetative cover. This will result in accelerated erosion with the altered stream gouging

What Is a Streamside Management Zone (SMZ)?

SMZ's are lands bordering forest streams. Streamside vegetation, if left in place, can filter out sediment and debris from runoff and minimize erosion of streambanks. The steeper the slope, the wider this protective zone should be.

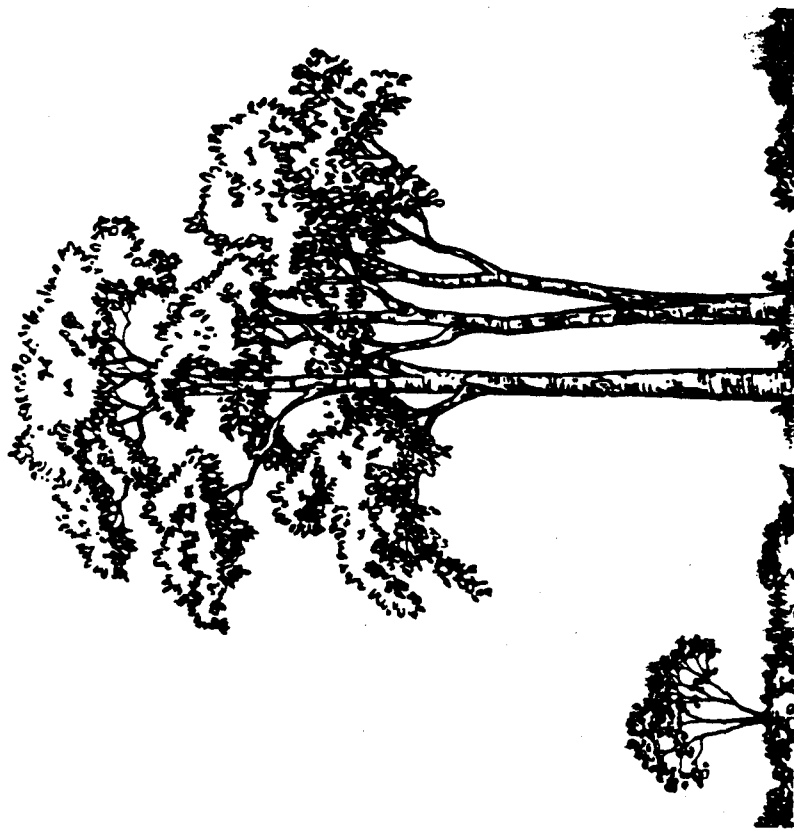


out more of the bank and possibly requiring expensive rip-rap to control the stream.

By planning ahead for your harvest and viewing the stream as a live, ever-changing force, you can help to ensure that water quality will be enhanced on your property and you will maintain, or even increase, the value of your site.

Editor's Note: See the Extension Forestry Programs section in this issue of the EFD for a list of available publications on water quality and best management practices.

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extension forestry programs

HANDS-ON TRAINING FOR YOUTH NATURAL RESOURCE EDUCATORS IN MONTANA

The Montana Cooperative Extension Service Office of Extension Forestry and State 4-H Office recently teamed up to offer a workshop designed to train 4-H leaders, teachers, and county agents in the planning and implementation of natural resource education programs for Montana youth. The workshop was held in September 1986 at Bucks T-4 Lodge, Big Sky, Montana. Workshop participants were introduced to techniques, materials, and resources to be used in teaching natural resources programs. Thirty-three leaders, teachers and county agents attended.

Hands-on instruction was given in several subject matter areas. Dr. John Munn, an extension naturalist from the State of Washington, taught a session on natural resource photography. Dr. Steve Laursen and an Idaho 4-H leader, Bev Davie, taught a session on forestry. The forestry session included an explanation and demonstration of the Big Tree Program, and challenged leaders to get their clubs involved in this exciting program which encourages folks to find the biggest trees of each species in their state and in the nation.

Mr. Will Spaulding of Deer Lodge taught an informative session on rattlesnake fact and fiction. Maureen Edwards, an Idaho 4-H leader, taught a session on water quality, where participants identified the wildlife in a stream and analyzed its water quality. Ms. Edwards and Ms. Davie taught a session on nature trails in which they had the students set up an actual nature trail. Dr. Mike Cavey of the State 4-H Office conducted a session on wildlife judging.

During the indoor sessions, several slide presentations on resource conservation were shown, and a wealth of teaching materials were displayed and made available to the leaders, agents and teachers.

Mr. Steve Wilcox of Kalispell conducted the evening campfire sessions which were structured toward personal growth. In addition, participants were given an opportunity to rappel from a 70-foot rock cliff and/or develop their shooting sports skills.

Evaluations showed that the participants gained a great amount of expertise in the natural resource areas and felt that the instructors were

top notch. However, they expressed a need for much more natural resources training, and a commitment to instituting a statewide natural resources conservation camp for our youth.

We certainly need the input and support of the readers of the EFD to make these ideas become reality. Please contact either Steve Laursen or Mike Cavey if you are interested in future training opportunities and/or information on the statewide Natural Resources Youth Camp to be held in the summer of 1987.

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PUBLICATIONS AVAILABLE

Following is a list of some publications currently available. Order copies by writing to the address on the inside front cover of this digest or the address indicated in bold in the listing.

Wildlife

Barquest, G., S. Craver and R. Ellarson. 1982. *Shelves, Houses and Feeders for Birds and Squirrels*. Cooperative Extension Service Publication No. G2091. Cost = \$2.00. Available from Agricultural Bulletin Bldg., 1535 Observatory Drive, Madison, WI 53706.

Bolgiano, C. 1984. "How to Harvest Wood and House Woodpeckers in the Same Small Woodlot." Reprint from *American Forests*, February 1984. **Available on request from the Office of Extension Forestry.**

Blair, C. and S. Sather-Blair. 1984. *Backyards for Birds*. Idaho Department of Fish and Game Nongame Wildlife Leaflet No. 3. **Copies available from Idaho Wildlife, Box 25, Boise, ID 83707.**

Bolin, M. and T. Steele. 1985. "Woodlands and Wildlife, How Do I Get Started?" Reprint from the *American Tree Farmer*, Sept.-Oct. 1985. **Available on request from the Office of Extension Forestry.**

Kellert, S. 1984. "Wildlife Values and the Private Landowner." Reprint from *American Forests*, Nov. 1984. **Available on request from the Office of Extension Forestry.**

Forest Product Utilization and Marketing

Westman, W. 1986. *A Guide to Exporting Solid Wood Products*. USDA Foreign Agricultural Service Agricultural Handbook No. 662,

September 1986. Available from Superintendent of Documents, Government Printing Office, Washington, D.C. 20036.

Jahn, L. and R. Elliott. 1985. *Wood Energy Guide for Agricultural and Small Commercial Applications*. Available upon request from Office of Extension Forestry.

Water Quality

R. Sidle. 1980. *Impacts of Forest Practices on Soil Erosion*. Pacific Northwest Extension Publication PNW-195. Available on request from Office of Extension Forestry.

Forestry and Water Quality. 1985. Montana Department of State Lands Division of Forestry. Available on request from Office of Extension Forestry.

Brown, G. and R. Beschta. 1985. "The Art of Managing Water." Reprint from *Journal of Forestry*, October 1985. Available on request from Office of Extension Forestry.

Dellberg, R. 1982. *Road Building Guide for Small Private Roads*. Mendocino County Resource Conservation District, California. Available for \$5.00 (check only) from Mendocino Co. Resource Conservation District, 405 Orchard Ave., Ukiah, CA 95482.

Protecting Our Groundwater: A Grower's Guide. 1986. USDA Extension Service. Available from Greg Johnson, Extension Pesticide Specialist, Montana State University, Bozeman, MT 59717.

Adams, P., et al. 1986. *Estimating Streamflows on Small Forested Watersheds for Culvert and Bridge Design in Oregon*. Forest Research Lab, Oregon State University, Research Bulletin No. 55. Available from Forestry Business Office, College of Forestry, Oregon State University, Corvallis, OR 97331.

General

Montana Forest and Conservation Experiment Station: Biennial Report 1985-86. School of Forestry, University of Montana. Available from School of Forestry, University of Montana, Missoula, MT 59812.

ORDER YOUR TREES AND SHRUBS NOW!

The Department of State Lands Forest Tree Nursery in Missoula has been meticulously propagating and nurturing another crop of trees and shrubs for sale to Montana citizens. The State Forest Tree Nursery produces and distributes, at nominal cost, quality seedling trees and shrubs for non-ornamental conservation plantings in rural areas of Montana. Trees and shrubs are available for use in forest regeneration, windbreaks and other conservation plantings.

February 28 is the annual deadline for orders delivered to counties by state trucks. Orders after February 28 will be delivered via U.P.S. or other commercial carriers, and the final deadline for orders is April 15. For new plantings you must order 250 or more seedlings. If you are planning for a replacement planting, you must order 100 or more seedlings.

Surplus stock, which is defined as any plant materials still unsold after February 28, may be sold to Montana customers, including private nurseries, on a first-come, first-serve basis.

Bareroot and 4-cubic-inch containerized reforestation seedlings sell for \$17/100 (\$20/100 after February 28th), large (30-cubic-inch) containerized stock sells for \$50/100 (\$60/100 after February 28th). Orders should clearly indicate if U.P.S. delivery is desired. There is a \$4.00 processing fee for each order.

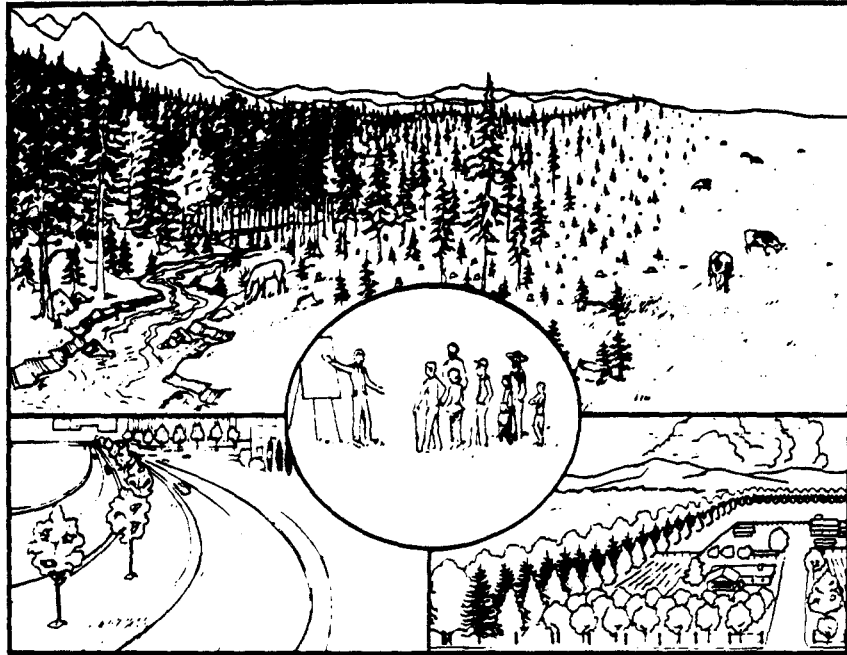
The State Forest Tree Nursery inventory of December 17, 1986 indicates that the supply has been depleted for certain bareroot species: buffalberry, American plum, hawthorn, skunk sumac, blue spruce, and Douglas-fir (both east and west). No Rocky Mountain juniper in 30-cubic-inch containers or any stock in 4-cubic-inch containers remain available for this year. Contact the nursery for more information on available species.

Order forms and information on planning, ordering, delivery and proper planting and maintenance are available from county extension offices, Soil Conservation Service offices, State Lands offices and from the personnel at the State Forest Tree Nursery, 2705 Spurgin Road, Missoula, Montana 59801, 542-4300. *Windbreaks for Montana: A Landowner's Guide*, Montana State University Extension Bulletin No. 366, is available for \$2.00/copy from the Extension Mail Room, Montana State University, Bozeman, Montana 59717.

COOPERATIVE EXTENSION SERVICE
U.S. DEPARTMENT OF AGRICULTURE
MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA 59717
AN EQUAL OPPORTUNITY EMPLOYER

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

BULK RATE
POSTAGE & FEES PAID
USDA
PERMIT No. G268



Forestry Education for Montana Landowners

PROGRAM LOCATION AND STAFF

The Extension Forestry Program is housed in the School of Forestry, University of Montana, Missoula. The Extension Forestry Specialist is administratively responsible to the Director and State Program Coordinator of the Montana Cooperative Extension Service, Montana State University, Bozeman. The Forestry Specialist also is responsible to the Dean, School of Forestry, University of Montana, for accuracy and validity of subject matter.

FOR FURTHER INFORMATION, CALL OR VISIT THE EXTENSION FORESTRY OFFICE:

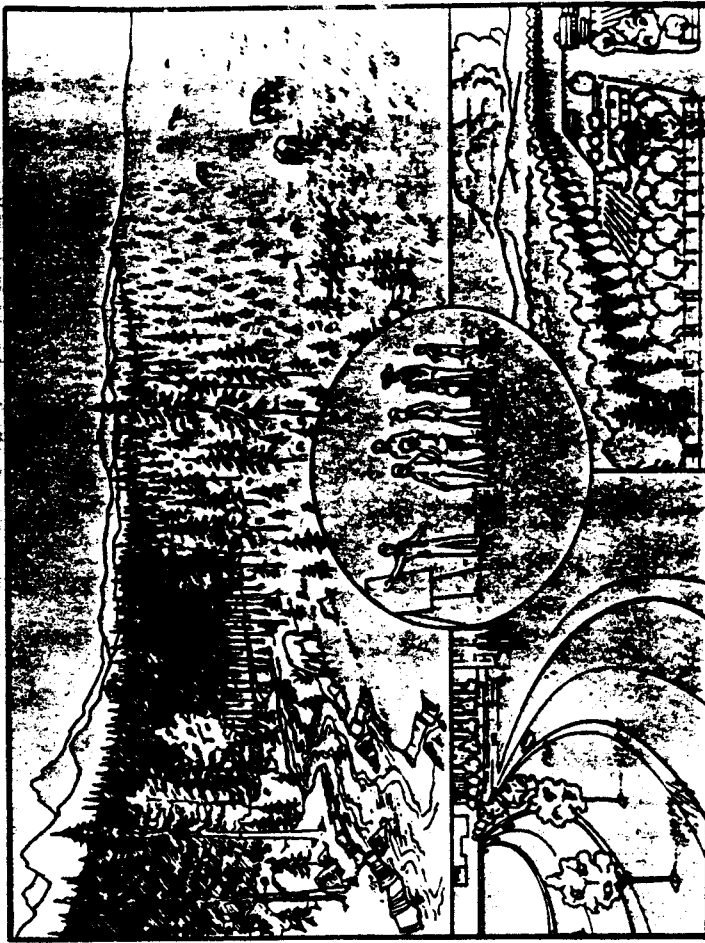
Dr. Steven B. Laursen
Extension Forestry Specialist
School of Forestry, F209
University of Montana
Missoula, MT 59812
(406) 243-2773

OR YOUR LOCAL COUNTY EXTENSION OFFICE

The programs of the Montana Cooperative Extension Service are available to all people regardless of race, creed, color, sex or national origin.

Issued in furtherance of cooperative extension work in agriculture and home economics; acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, Carl J. Hoffmann, Director, Cooperative Extension Service, Montana State University, Bozeman, Montana 59717.

FORESTRY EDUCATION PROGRAMS



MONTANA COOPERATIVE
EXTENSION SERVICE

INTRODUCTION

In 1982, the Montana Cooperative Extension Service, Montana State University, initiated a forestry education program in cooperation with the School of Forestry, University of Montana. The program was developed to increase public awareness of forestry issues and to improve the management of our privately-owned forest resource. This pamphlet provides a brief description of the Extension Forestry Program and the importance of its role in serving the needs of Montana citizens.

FOREST RESOURCE VALUES

Montana's forest resources are vital to the social, economic and environmental well-being of the state. Forest watersheds provide water, wildlife and wood products, supplement our livestock industry's rangelands, and provide excellent recreational opportunities. Urban forests enhance environmental quality and increase property values. Farmstead and field windbreaks save energy, reduce erosion, increase crop yields and add beauty to landscapes.

SCOPE OF PROGRAMS

The Extension Forestry Program provides forestry education for all citizens of the State of Montana.

Nearly 20,000 different private landowners account for 25% (over 3 million acres) of the commercial forest lands in Montana. These lands traditionally supply a large portion of the state's annual timber harvest.

Small private owners are faced with increasingly complex management situations. The Extension Forestry Specialist's responsibility is to inform and educate the public on forest land issues and to encourage landowners to implement management schemes for the protection and proper utilization

tion of forests, forested rangelands, water, wildlife, and recreation resources.

The Extension Forestry Specialist provides up-to-date information to forest landowners and forest managers on various subjects including management planning and practices; legislative and regulatory policies; forestry incentive programs; taxation; marketing and utilization; protection from insects, diseases and fire; noxious weed control; and woodland grazing.

Additional service responsibilities include youth conservation education, and technical/informational support for Montana's urban forestry and farm windbreak programs, the Christmas tree industry, and local community development groups.

Information dissemination is accomplished via publications, brochures, demonstrations, workshops and the mass media. MONTGUIDES and Extension bulletins dealing with forestry topics can be obtained from County Extension Agents and State Service Foresters. A free bimonthly newsletter, the Montana Extension Forestry Digest, includes news briefs, feature articles on forest land management, and statewide log price information. Contact the Extension Forestry office to have your name added to the mailing list.

INTER-AGENCY COOPERATION

The goals and objectives of the Extension Forestry Program are designed to complement those of the other forestry assistance agencies operating in Montana. Each agency has a specific role. The Extension Forestry Program is planned and implemented on a coordinated basis in cooperation with County Extension Agents, Extension Service Specialists, the United States Forest Service, the Soil Conservation Service, the Montana Department of State Lands, and the faculty and staff of the University of Montana Forest and Conservation Experiment Station and School of Forestry.

TESTIMONY FOR THE MONTANA FOREST & CONSERVATION
EXPERIMENT STATION

HELENA, MONTANA
JANUARY 30, 1987

My name is Jim Runyan. Currently I am Champion International's Western Operation Planning Manager headquartered in Milltown, Montana. The planning department oversees both internal and external forestry research. This is not just for Montana, but also Washington, Oregon and northern California. I would like you to understand also I am not a research scientist. My background is in forest management.

With such a large land area to oversee research on, I and my staff are in contact with more universities and research groups than the number of states I have just mentioned. This makes my contact with other industry members also far reaching. I mention this because I would rather have you hear a spokesperson from the forest products industry, not just from Champion. When industry and public agencies identify a research need, often with the assistance

of a university, cooperatives are formed, generally with that university. It is felt co-ops give the greatest return for the dollar ^{INVESTED.} ~~inflation~~. Which institution sponsors the co-op depends on not only the physical location of the research need, but also the quality of the faculty and facilities. We are looking, as I stated, for the best work for the investment. How does this related to the experiment station? It is my belief if you have a facility that does not participate in research, they are out of touch with changes in their discipline. The Station helps to insure, for the individuals doing research, that they are on the leading edge of finding the answers to current research needs, not only with knowledge, but also equipment. If the University of Montana does not have these individuals and facilities, the co-ops will not be connected ^{went} at this institute^{now}. There are other schools competing for this type of work and it is a feather in the forestry school's cap to sponsor this type of research. It is important to realize this is outside money which helps keep the facility on top

of current knowledge which can be translated into improving the teaching of our future foresters. A viable experimental station also helps improve chances for grants from industry ~~members~~ and public agencies for specific types of research, again, an additional benefit to teaching. In simple terms, business is attracted to where good research is performed.

As to the type of research coming out of the station, I refer back to a statement I made at a hearing on June 11, 1986 in Helena. This research is being done with an operational objective. It is not "pie in the sky" type work, but good solid on-the-ground research. When results are available, they are in a form that is useable to the individual who needs them to make the necessary management decisions. Another point that separates this station from most is the research involved does not try to "re-invent the wheel." Every effort is made to use existing information which helps make the station more efficient and cost effective. There also seems to be a good mix of both short and long-term projects.

It is important to also remember the research being done is not just useable by large companies such as Champion, but also the small, private tree farmers.

You may ask what does supporting the station gain the state. I feel as a forester, it helps insure wise business decisions by providing good growth and yield data, successful plantations after old-growth is removed, guaranteeing future stands of timber, improved seedlings to insure higher yields, improved techniques in harvesting to prevent environmental damage, better utilization of fiber removed, methods of practicing good land management economically, keeping soils on the slopes and our state's streams clear and more. This is the right time to be studying and understanding our second-growth stands of timber. The decisions made in forestry and land management today will have a definite effect on tomorrow's yields and the condition of this state's resources which need protection. By continuing the needed support to the station, land managers, both public and private, big and

small, will have the opportunity to make the proper
decision and insure well-informed foresters graduating from
the University of Montana.

mrw/RUNYAN

Exhibit 29

1-30-87

S U M M A R Y

UNIVERSITY OF MONTANA

presentation to the
Joint Subcommittee on Education

January 30, 1987

Contents

University of Montana Budget Hearing Education Subcommittee January 30, 1987

Part I: Montana's University -- Excellence and Service

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- Serving Montana
- A growing research effort
- Economic development: new jobs

Part II: A Decade of Resource Decline

- Total Budget (indexed for inflation)
- FTE faculty
- Utility costs
- Deferred maintenance
- Faculty salary comparisons
- State support per student: UM versus peers
- Budget contingency plan
 - Summary
 - News release

Part III: UM Legislative Budget Request

- State support (indexed for inflation)
- Formula funding factors
- Summary of University of Montana budget needs

Introduction

Part I

Montana's University: Excellence and Service

The University of Montana has been and continues to be a public university of the highest quality. It is also a state-wide institution whose influence is felt throughout the farthest reaches of the state through research, outreach, community service and support for economic development.

The materials that follow demonstrate the University of Montana's academic excellence, the scope of the University's outreach service and research, and its success in helping Montana's changing economy develop new business and new jobs.

Touchstones of Excellence

● **Rhodes Scholars:** With 23, UM ranks 19th among all American colleges and universities; sixth among state colleges and universities; and sixth among schools west of the Mississippi. Ahead of schools like Berkeley, Duke and Columbia. Andrew J. Vliet, named in 1986, is now at Oxford.

● **Sears Congressional Interns:** Journalism students are selected for a three-month internship in Washington, D.C., on the staff of a U.S. senator or representative. The 22 chosen from our School of Journalism ranks UM first among all journalism schools in the country.

● **Truman Scholarships:** Founded 10 years ago, these are given annually to one student from each state and about 50 scholars-at-large. Winners are chosen on the basis of scholarship, leadership, commitment to career in government. Provides \$20,000 for junior and senior years in college and two years of graduate study. UM has had seven in 10 years. Elizabeth Russell of Missoula won in 1986.

● **Law School Moot Court team:** A UM team has advanced to the finals of the National Moot Court Competition five out of the past seven years. In 1981, UM won the nationals.

● **Mansfield Center:** Since the last legislative session the Maureen and Mike Mansfield Center has become a reality. It has hosted two national conferences, one of which brought former President Jimmy Carter to Montana. The center is building important bridges between Montana and the Pacific Rim, and its unique focus on ethics in public affairs has attracted national attention.

● **Athletic success:** We have completed a new 12,000 seat-stadium at no cost to the state, and we continue to have an athletic program worthy of a fine academic institution:

- . 9 academic all-Americans since 1979
- . 94% graduation rate for our athletes

University of Montana

Touchstones of Excellence--2

- . 2nd in Big Sky Conference in championships
- . Women have won all-sports title in Mountain West Conference for past 3 years.
- . If men's and women's conference were combined, UM would have been the all-sports champion the past two years.
- . Yet we rank 7th out of 8 schools in total athletic budget.

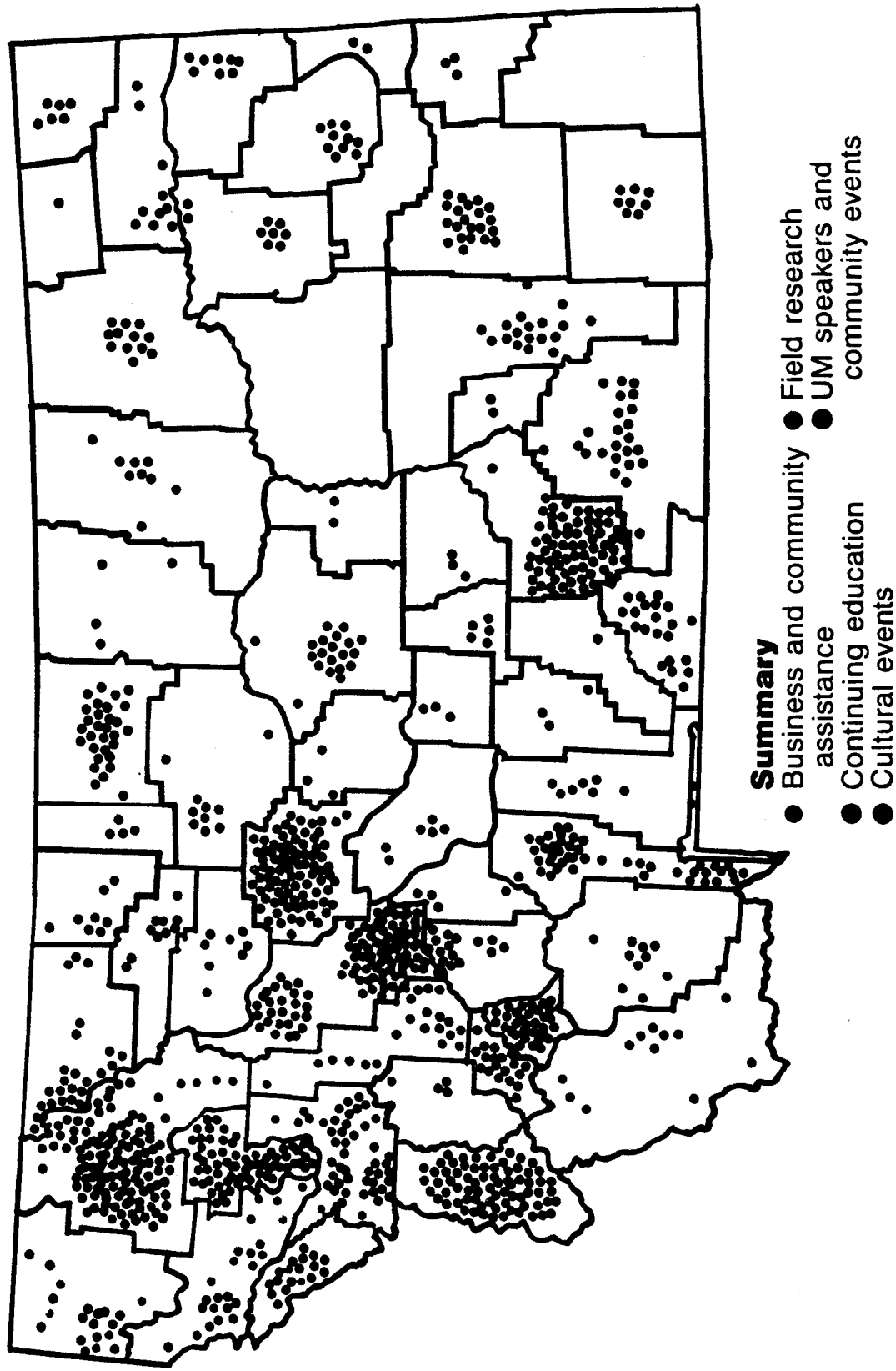
● **Biological Station at Flathead Lake:** among foremost centers for freshwater research in the world. Its work on Flathead Lake and in the Flathead River drainage is helping safeguard one of Montana's most precious resources.

● **Montana Repertory Theatre:** The only Equity repertory company between Minneapolis and Seattle. In 1985-86 the Rep brought high quality professional theater to 2768 Montanans in 9 cities.

● **Theodore Roosevelt Memorial Ranch:** The Boone and Crockett Club has purchased a ranch on the Rocky Mountain Front and dedicated it to research aimed at reducing conflicts between livestock and wildlife. The club selected UM to direct this unique project and will give the University \$900,000 to endow this work and a research professorship.

● **Creative writing:** The program that has boasted such well-known writers as Richard Hugo, Bill Kittredge, Rick Demarinis and Jim Welch continues to produce important new talents. The most recent -- Ralph Beer, who ranches just south of Helena -- is the author of the critically acclaimed Blind Corral.

SERVING MONTANA



A growing research effort

The bar graph on the next page shows outside research funds in 1976-77 and 1986-87. Below is a list of significant outcomes and work in progress:

Alternative fuels from agricultural/logging waste

Fireproofing techniques

Poison ivy preventive

New uses for lodgepole pine

Cancer research

Using satellites to measure forest productivity

Computer modeling of global climate and productivity

Pollution monitoring with bees

Commercial huckleberry cultivation

Work on compatibility of wildlife and ranching

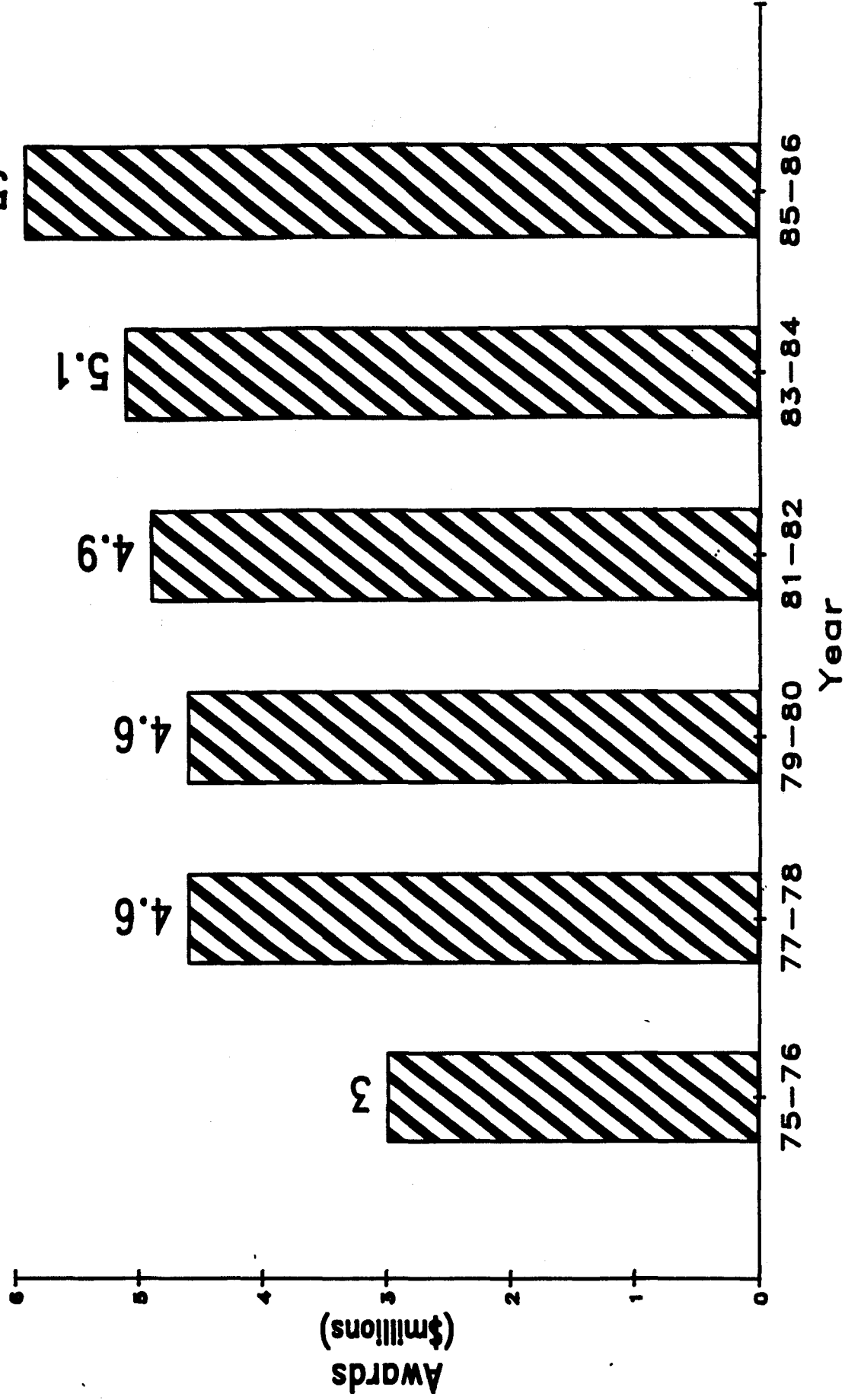
Improved venereal disease diagnosis

Bighorn sheep population dynamics

Detailed accounts of many of these projects appear in the University of Montana publication Vision, included at the back of this packet.

University of Montana
Research and Training Awards

FY 1975-76 to 1985-86



Economic Development: New Jobs

The University of Montana is a powerful force for economic diversification and renewal. Listed below are some new western Montana businesses with ties to the University. All fall into one of three categories: 1) They are direct spinoffs from UM faculty research. 2) UM faculty members are helping them develop new products or processes. 3) They have publicly stated that proximity to the University of Montana and one or more of its departments was a significant factor in their decision to locate in western Montana.

<u>Firm</u>	<u>Founded</u> <u>or moved to W. MT</u>	<u>Employees</u>
Alternative Diagnostix	1985	1
ChromatoChem	1985	4
DataRite	1985	8
Desert Mountain Forest Products	1982	20-40
Education Logistics	1983	29
Ribi ImmunoChem	1981	35
RiboTech Inc.	1983	4
Tote Manufacturing	1984	2
Wood Science Labs, Inc.	1984	2
Writing Software International	1983	9
Roadside Guides Inc./Mountain Press	1983	5
Total jobs		119-139

Introduction

Part II

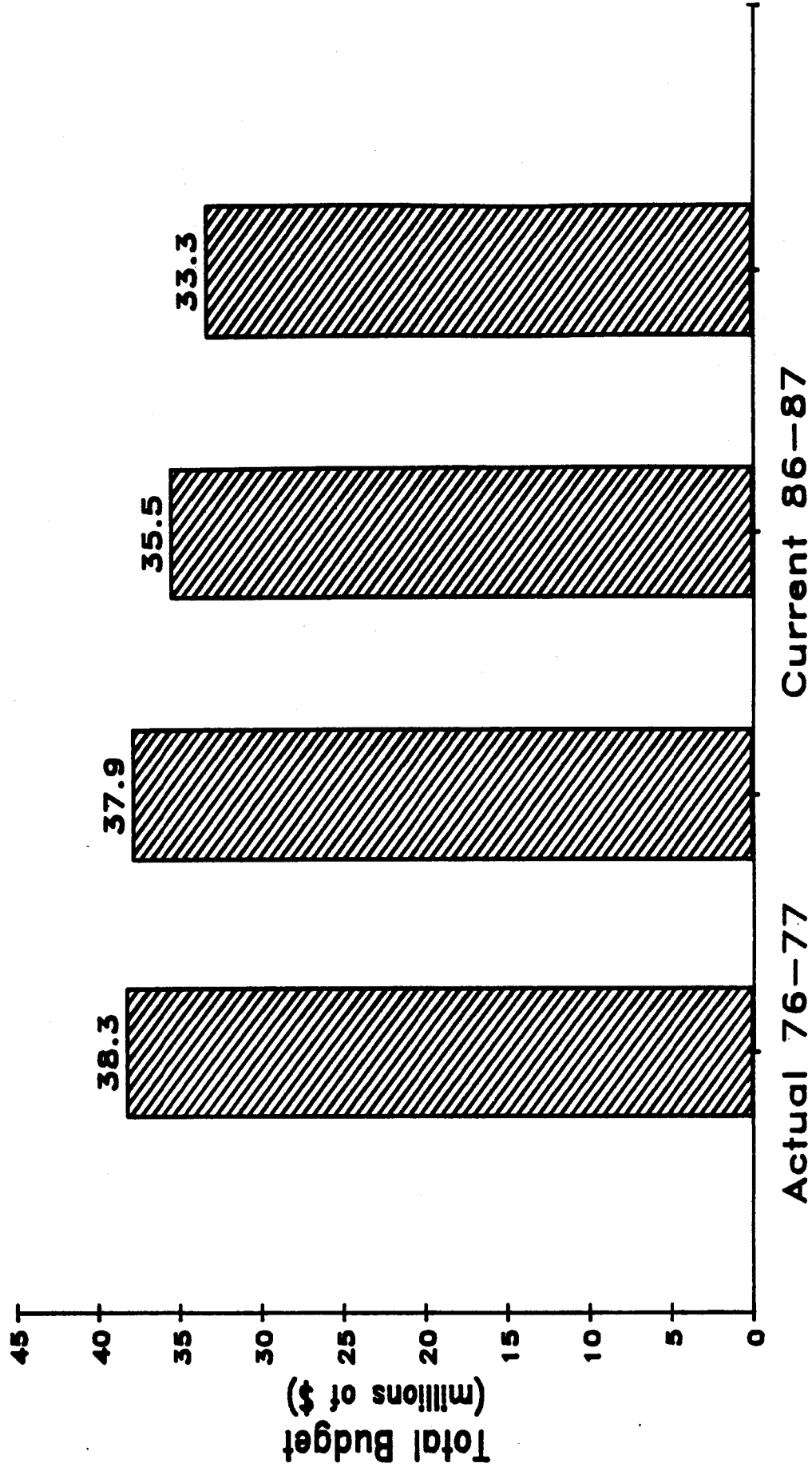
A Decade of Resource Decline

The University of Montana has experienced a substantial decline in resources for its basic instructional and support services during the last decade. UM's total budget has declined 8 percent in real dollar terms since 1976-77 and would decline an additional 6 percent if the Executive Budget Recommendation is adopted.

The severity of this decline and the projected consequences of the Executive Budget Recommendation are detailed on the following pages. Shown are --

- The decline in the total budget
- The decline in the size of the faculty
- The increase in utility costs
- Accumulated deferred maintenance
- The decline in faculty salaries
- State support per student compared with peer universities
- The impact of the proposed Executive Budget

University of Montana
Total Budget Indexed for Inflation
FY 76-77, 86-87, and 87-88

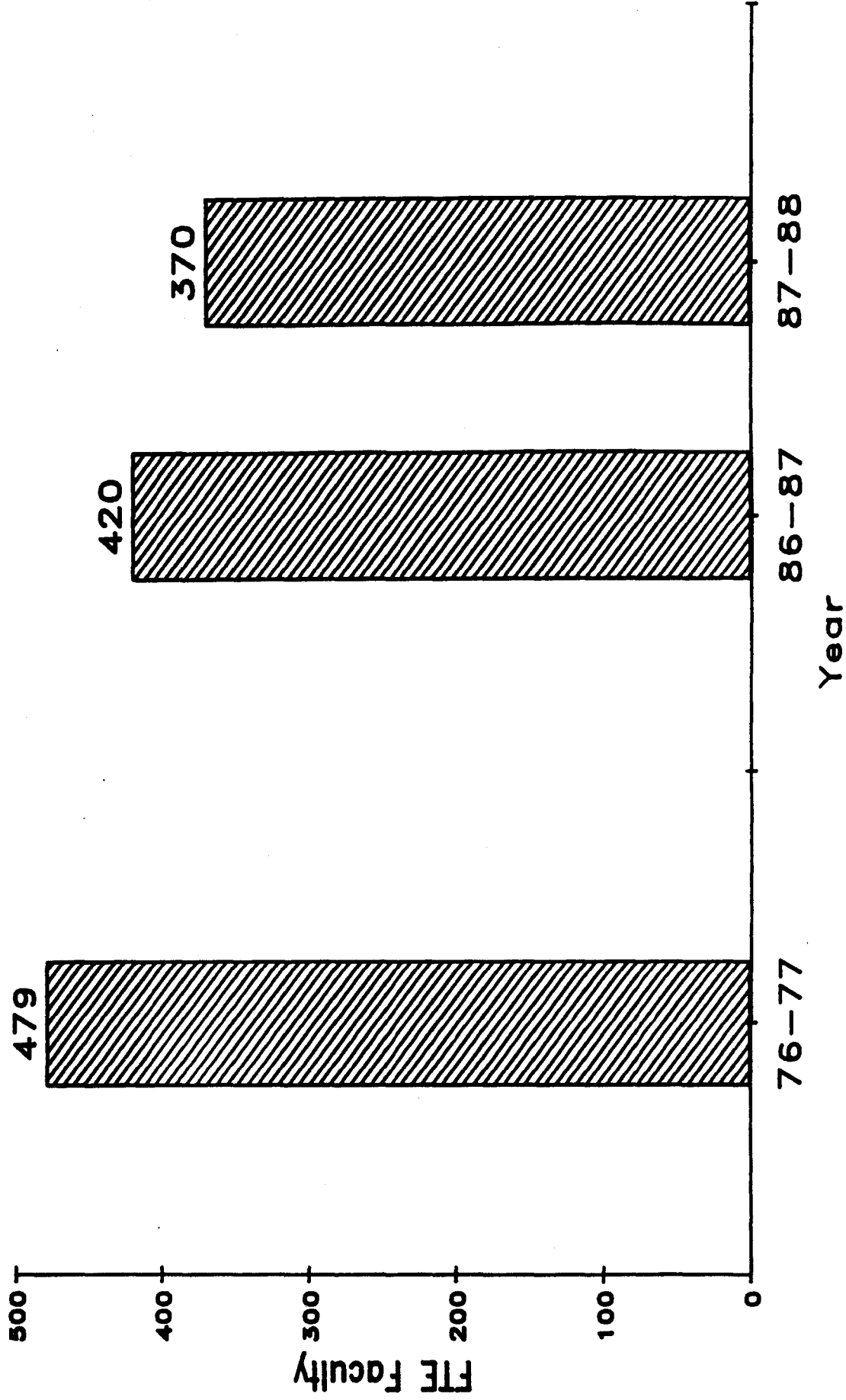


HB 500 86-87 Executive 87-88

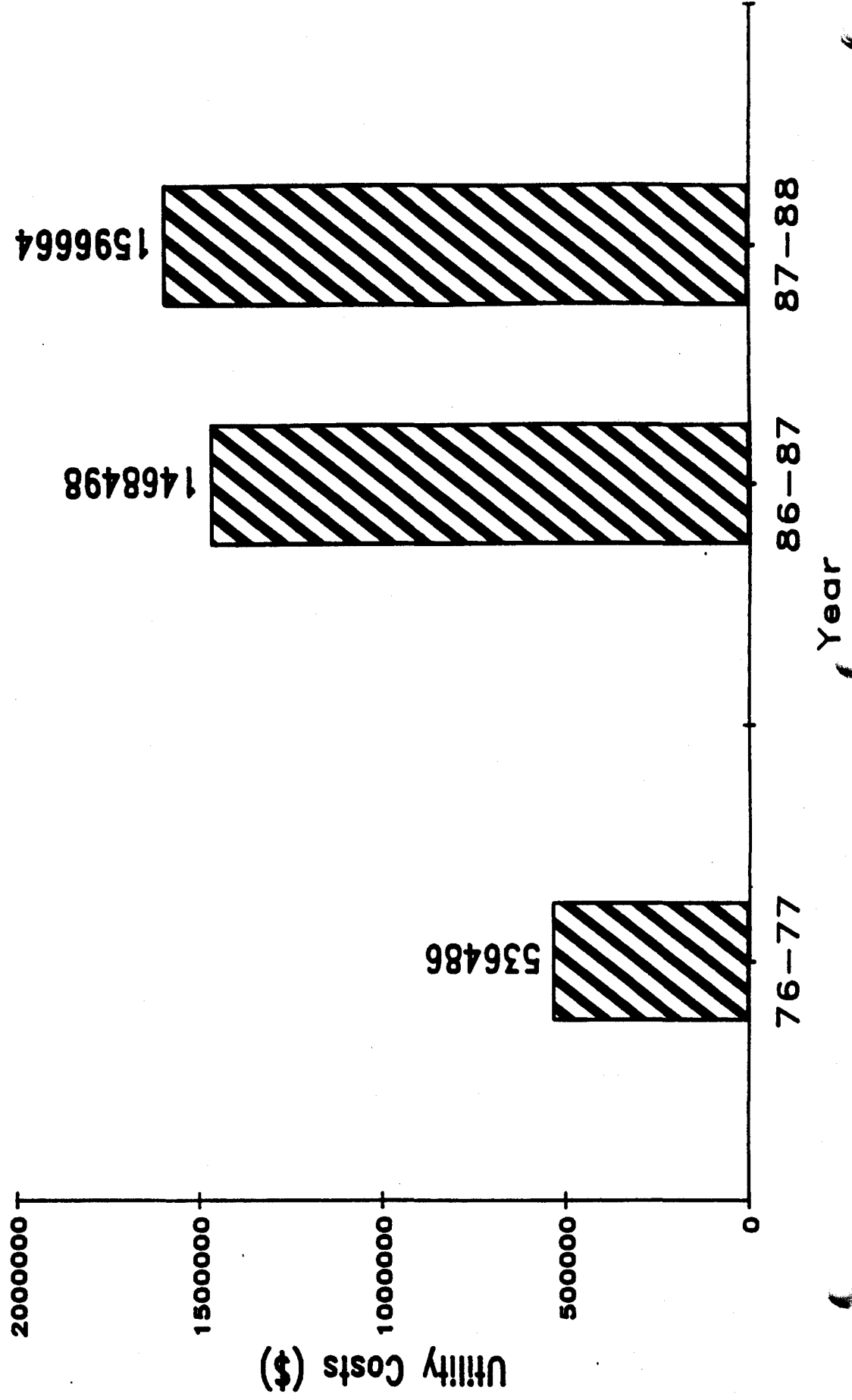
University of Montana

FTE Faculty

FY 76-77, 86-87, and 87-88



University of Montana
Utility Costs
FY 76-77, 86-87, and 87-88

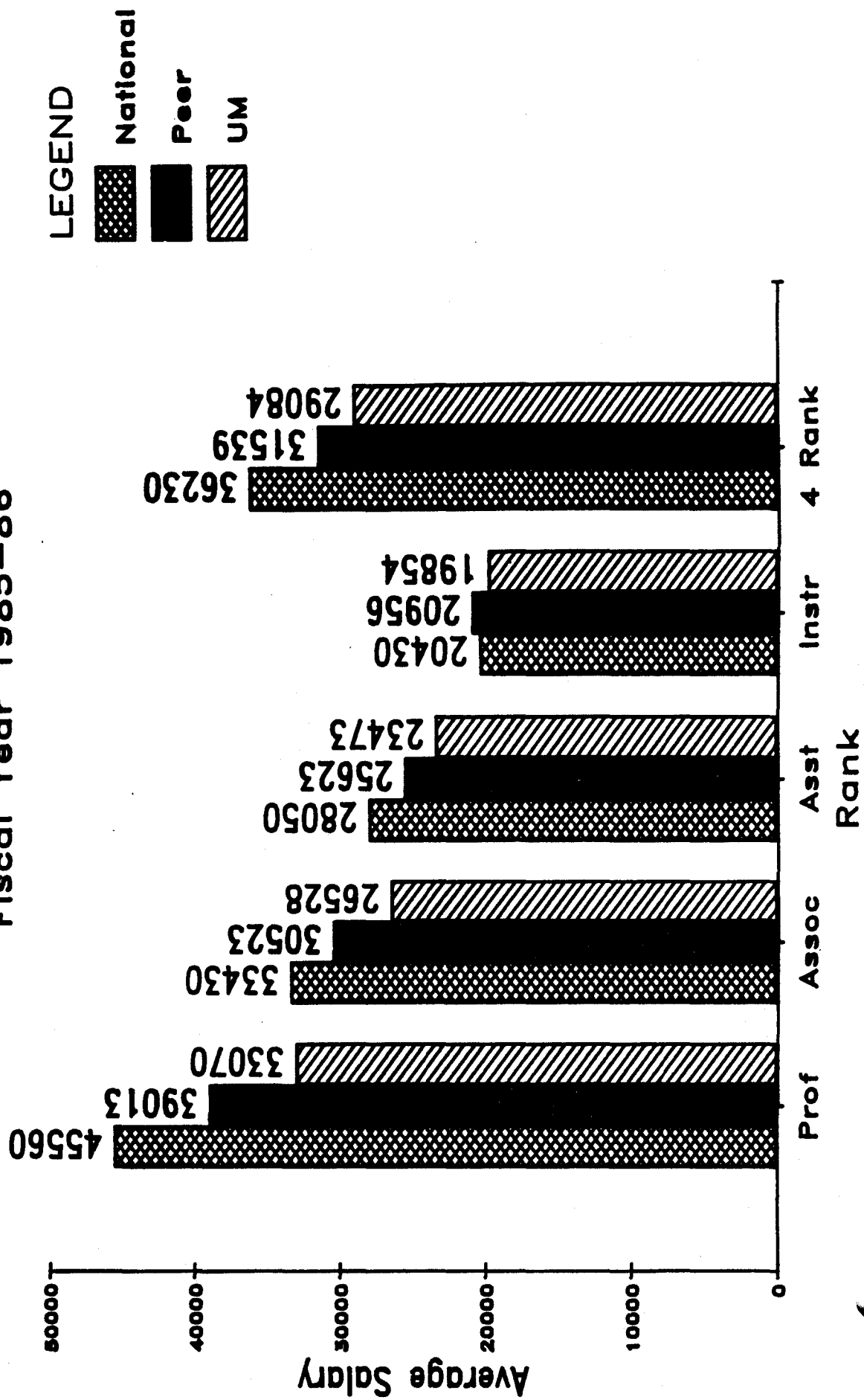


University of Montana
Deferred Maintenance

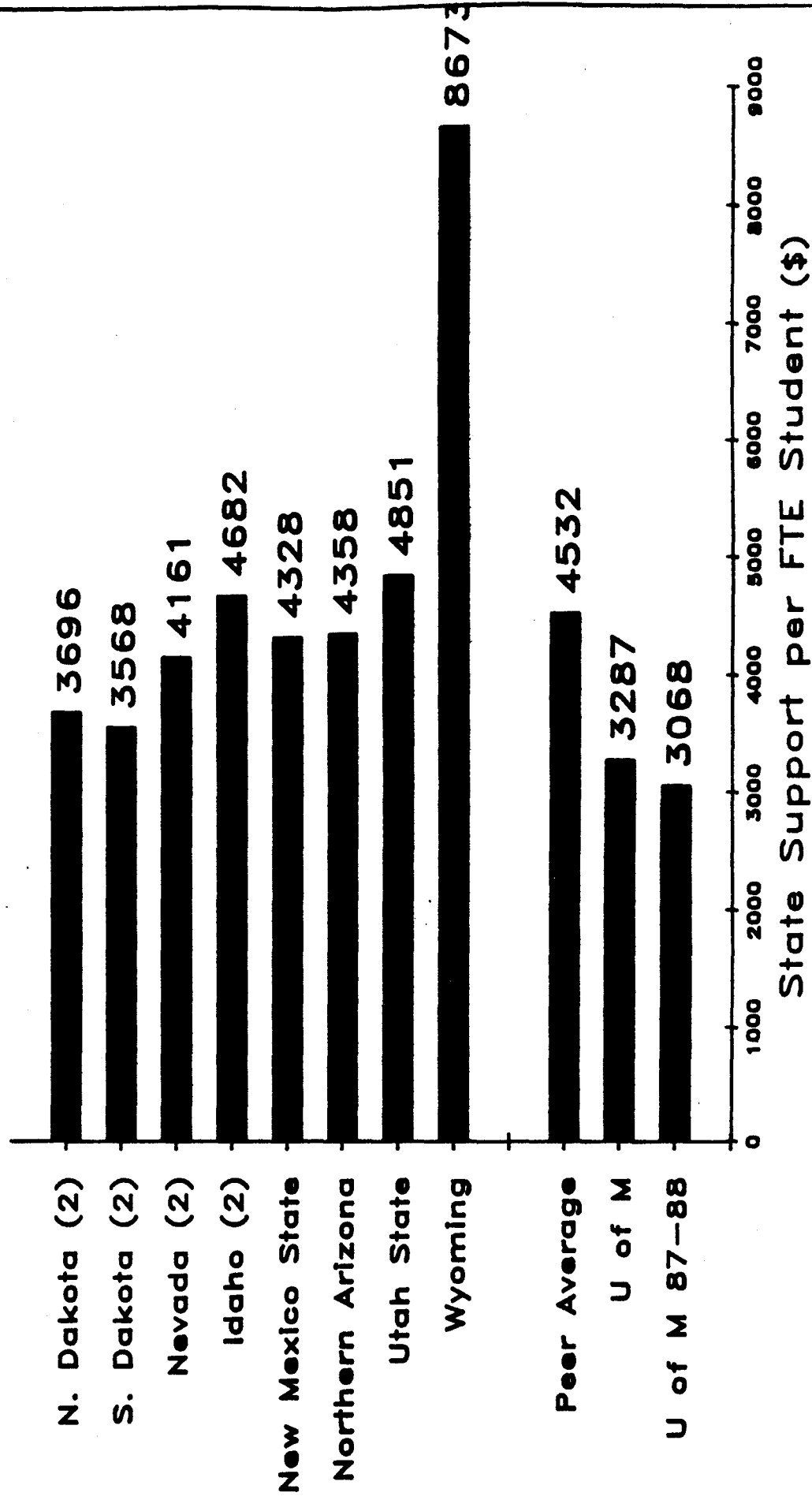
FY 86-87

Asbestos Abatement	\$ 2,252,700
Safety and Health	2,215,500
Heating and Cooling	1,738,300
Repair and Renovation	1,102,100
Utilities and Grounds	964,400
Paint, Carpet, & Drapes	309,800
Roofing	<u>270,700</u>
TOTAL	\$ 8,853,500

University of Montana **Faculty Salary Comparisons** Fiscal Year 1985-86



University of Montana
State Support Per Student
U of M versus Peers
 FY 1985-86



**University of Montana
Budget Contingency Plan
January 7, 1987**

Note: The number in parentheses is an estimate of the number of positions that would be eliminated.

Academic Affairs: Total \$1,990,000

Abolish full-time associate academic vice president (.7 FTE).
\$32,000.

Reorganize Graduate School/Research Office (1.0 FTE). \$25,000.

Potential departmental consolidations. (? FTE) \$200,000.

Microbiology, Botany, and Zoology
Anthropology and Sociology.
Mathematics and Computer Science.
Chemistry and Physics and Astronomy.
Philosophy and Humanities.
Economics and Political Science.

Program eliminations:

Communication Sciences and Disorders (11.9 FTE). \$317,000.
Religious Studies (6.1 FTE). \$200,000.
Home Economics (8.3 FTE). \$201,000.
Business Education (2.3 FTE). \$68,000.
Pharmacy (16.7 FTE). \$511,000.
Physical Therapy (3.8 FTE). \$92,000.
Marching Band (.3 FTE). \$16,000.

Program reductions:

Reduce Journalism School to academic year operation.
\$10,000.
Music (4 or 5 FTE). \$100,000.

Reductions through attrition, retirement etc. \$218,000

Student Affairs/University Relations Total \$199,000

10 percent cut from Intercollegiate Athletics (2.6 FTE).
\$133,000.

Eliminate wrestling (replace with tennis).
Eliminate financial aid in non-sponsored sports.
Eliminate part-time coaches.
Eliminate business manager.
Eliminate assistant equipment manager.
Eliminate assistant sports information director.
Reduce financial aid for men's and women's track.
Reduce percentage of out-of-state aid awards.

Budget Plan

2

Center for Student Development (.8 FTE). \$21,000
Reduce contract terms for counselors and secretary.

Career Services (.3 FTE). \$7,000.
Reduce counselor to nine-month contract.

Admissions (.2 FTE). \$3,000.
Reduce two counselors to 11-month contracts.

News and Publications (.5 FTE). \$10,000.
Reduce appointments of writers and photographer to 10 months.

Campus Recreation (.8 FTE). 25,000.
Shift to Auxiliaries.

Fiscal Affairs

Total \$363,000

Physical Plant (5.5 FTE). \$234,000.
Eliminate two maintenance and custodial workers
Eliminate one machinist
Eliminate one craftsman
Eliminate animal warden
Eliminate one mail room worker
Eliminate one supervisor
Terminate custodial contract
Reduce security operating budget
Reduce maintenance operating budget

Controller's Office (2 FTE). 37,000.
Eliminate two accounting clerks
Reorganize auxiliary accounting

Computer Center (1 FTE). 30,000.
Reduce software budget
Eliminate one programmer/analyst*

Eliminate operating reserve. \$26,000.

Equal Opportunity/ Personnel. \$11,000
Eliminate staff development budget

Internal Audit (.5 FTE). \$7,000.
Eliminate half-time clerical position

Budget Office. \$1,000.
Reduce operating expenses
Small FTE reduction.

Vice president's office. \$1,000.

University of Montana

Budget Plan

3

Eliminate equipment budget

Vacancy savings of \$16,000.

President's Office (1.3 FTE).

Total \$48,000

Eliminate president's executive assistant

Reduce legal counsel to two-thirds time.

Central Accounts

Total \$476,000

Fringe benefits. \$425,000.

Fee waivers. \$51,000

Approximate total FTE reduction: 71

Total reductions: \$3,076,000

* A programmer analyst and a software specialist will also lose their jobs as a consequence of increased equipment maintenance costs. This is independent of the governor's budget recommendation.



University of Montana

Office of University Relations • Missoula, Montana 59812 • (406) 243-2522

MEDIA RELEASE

January 7, 1987

UM ANNOUNCES PLANS FOR DRASTIC BUDGET CUTS

Missoula --

The contingency plan the University of Montana will present to the Montana Board of Regents Jan. 8 could possibly eliminate six departments and one of the University's eight schools. Seventeen departments could be affected by mergers, cutbacks or other reorganizations, and intercollegiate athletics will lose 10 percent of its state support.

In announcing the plan, UM President James Koch called the prospects "tragic" and "a blueprint for dismantling the University as we know it."

"The events pushing us in this direction are bad policy for the university, and bad policy for the state," Koch said.

At its December meeting the Board of Regents directed the state's colleges and universities to develop contingency plans for the greatly reduced budgets proposed by Governor Ted Schwinden for the coming biennium. The governor's proposal cuts an additional \$1.2 million from a UM budget that has already been reduced \$2.4 million since January, 1986.

To deal with these accumulated cuts, President Koch asked each vice president to prepare plans for permanent reductions in their budgets totaling more than \$3 million. Nearly \$2 million

- more -

UM CUTS -- 2

of the total would come from UM's academic programs.

The plan raises the possibility that the School of Pharmacy, which has been part of the University since 1913, would be disbanded and its departments of pharmacy and physical therapy eliminated. A third health-related department, communication sciences and disorders also faces elimination.

The three departments are unduplicated in any other college or university in Montana, and all have excellent success placing their graduates.

Commenting on their possible loss, Koch said "It is our fervent hope that a combination of a tuition surcharge and a more generous legislative appropriation will let us preserve these programs."

Other departments facing possible elimination are religious studies, home economics, and business education. Music would be cut but not eliminated, and the School of Journalism would go from a 12-month to an academic year operation.

Microbiology would move to the College of Arts and Sciences where it would join zoology and botany in a single consolidated department of biological sciences, a move expected to save approximately \$15,000.

The plan envisions savings of approximately \$200,000 from similar consolidations, most within the College of Arts and Sciences. Possibilities include combining anthropology with sociology, computer science with mathematics, physics and

- more -

UM CUTS -- 3

astronomy with chemistry, economics with political science, and humanities with philosophy.

Academic Affairs Vice President Donald Habbe said that if the plan is implemented, these changes would extend over several transitional years.

"We have contractual obligations to faculty, staff and students that must be honored," Habbe said. "Even if we began the process now, these changes could not be completed by the start of fiscal year on July 1. For next year at least, we will continue to adopt a lot of one-time-only cuts and economy measures."

In the central administration Associate Academic Vice President Richard Solberg will retire at the end of this year, and his position will not be filled. The contract of University Legal Counsel Mary Beth Kurz will be reduced to two-thirds time. The position of executive assistant to the president held by Dan Smith will be eliminated.

Student affairs and university relations activities under Vice President W. Michael Easton will be reduced by \$200,000. Most of that will come from intercollegiate athletics to comply with an order from the Regents cutting state support for athletics by 10 percent.

Wrestling is being eliminated and replaced by men's tennis, a less expensive sport and one of the Big Sky Conference's required "core sports." Four classified employees and four part-

UM CUTS -- 4

time coaches will also lose their jobs. Scholarships will be reduced in the men's and women's track programs, and athletes who remained at UM when their sports were eliminated earlier will no longer receive scholarships.

Counselors in Admissions, Career Services and the Center for Student Development will be reduced to nine or ten month contracts as will some employees in the News and Publications Office.

Twelve employees in areas reporting to Fiscal Affairs Vice President Glen Williams will lose their jobs, and one will work fewer hours. Fiscal affairs has planned for cuts of \$364,000. Among the areas most affected are the Controller's Office, the Computer Center and the Physical Plant.

Williams said that he was being forced to cut basic, essential services.

"We aren't going to be able to pay our bills as quickly, we are going to be less able to provide computer support to academic programs and administrative offices, and we are going to do a lot less maintenance and custodial work," Williams said.

"We have also reduced our financial reserves to the point that we could not respond to an emergency," Williams said.

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WSB/wsb
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Introduction

Part III

UM Legislative Budget Request

To prevent losses of the magnitude described above, the University of Montana asks to be funded at the level established by House Bill 500 (1985 Legislature) and requests funding for faculty salaries equal to the average of our peer institutions.

The following graph demonstrates that funding at this level would still leave UM with less spending power than it had in 1976-77.

The University is not seeking full "formula funding." As the second graph in this section shows, the formula has not been fully funded nor is there much prospect that it will be. The formula simply has not been successful in keeping the University of Montana competitive with the average of our peer institutions. However, even the partial application of the formula, following a round of budget cuts, makes further cuts inevitable: as programs are cut, enrollment drops; lower enrollment results in lower funding from the formula; and additional cuts become necessary, beginning another circuit of the downward spiral. Any effective funding system must explicitly recognize that academic programs have base costs, independent of minor enrollment fluctuations.

The present formula funding system also eliminates any incentive for the University to reorganize into a more efficient or focused institution. Today when budgets are cut, the result is always a university thinner and weaker across the board. The ability to retain savings to reinvest in the remaining programs would insure that those programs emerged strengthened or at least unweakened. Also the authority to assess tuition surcharges that are not simply deducted from state appropriations could give us the ability to retain valuable but expensive programs that the state could not otherwise afford.

Finally we are seeking return of indirect costs as the Governor has proposed. Securing these funds, independently of other appropriations, will greatly strengthen our research efforts, improve our ability to attract and retain top faculty members, and aid our efforts in support of economic development.

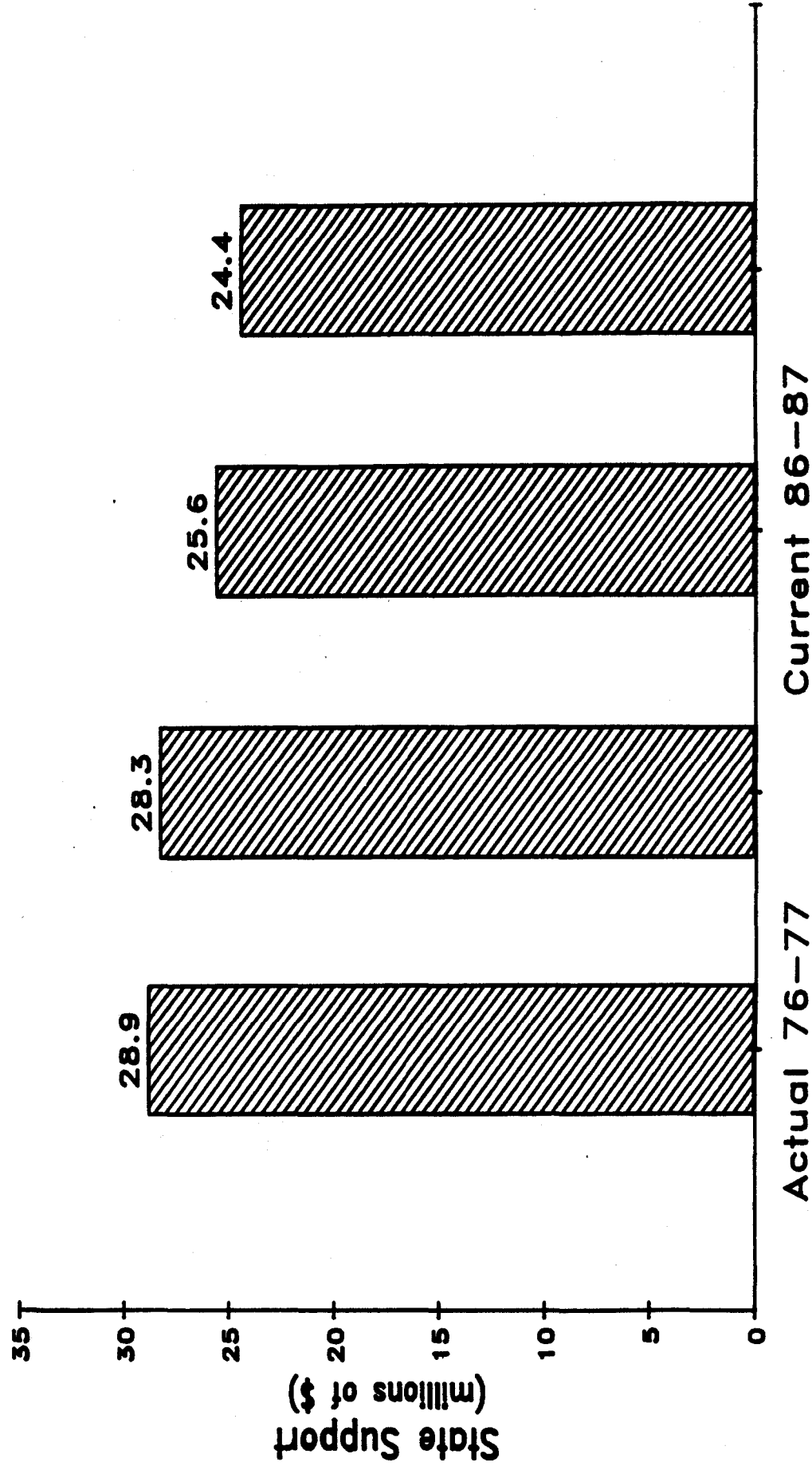
Program modifications

The University of Montana is requesting two minor program modifications:

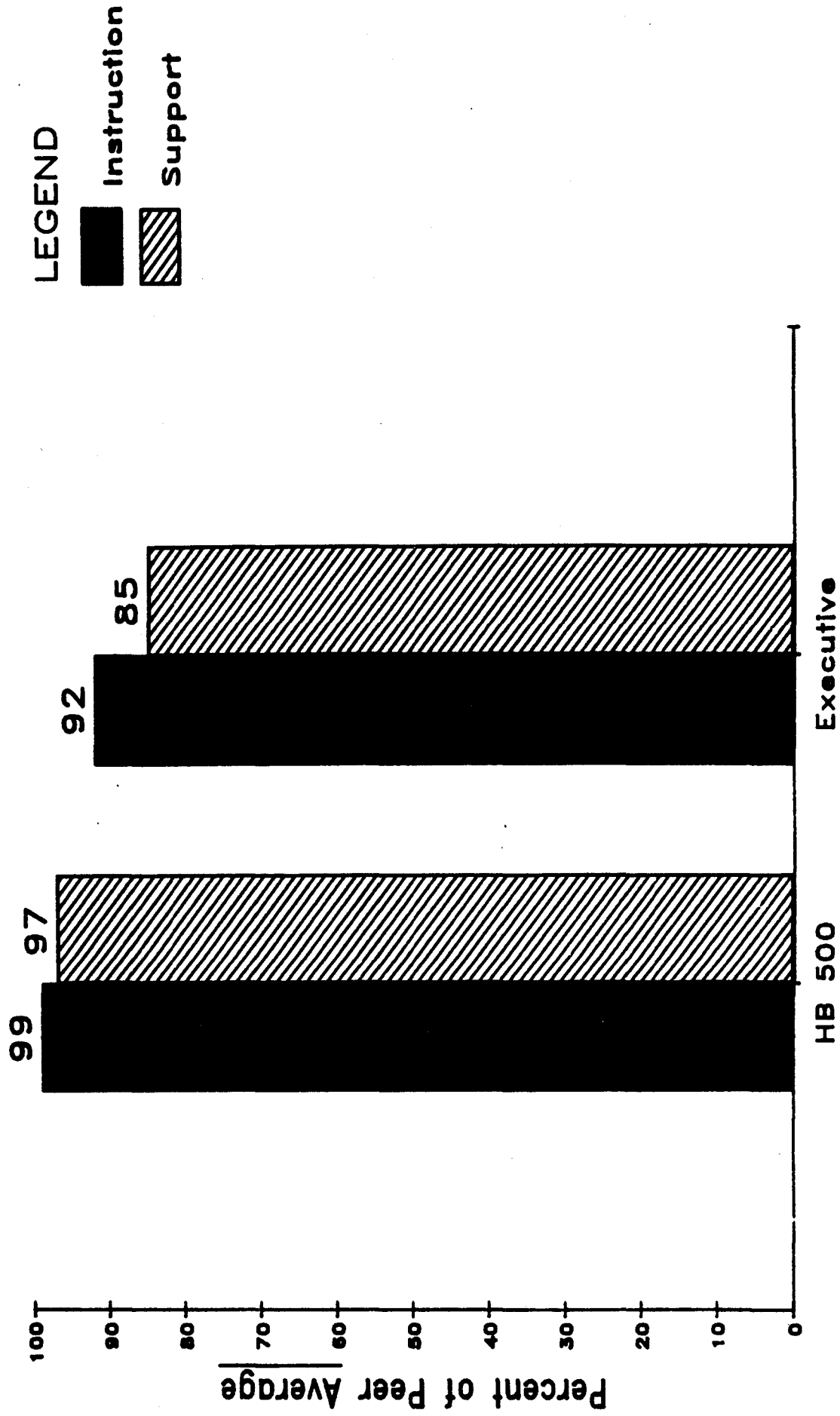
- 1) New space: Shift Corbin Hall from Auxiliaries to university academic use -- \$103,311.
- 2) UM Biological Station: Increased support for basic research -- \$112,600.

University of Montana

University of Montana
State Support Indexed for Inflation
FY 76-77, 86-87, and 87-88



University of Montana **Formula Funding Factors** HB 500 and 1989 Biennium



Summary

University of Montana Needs

Funding:

- A budget providing funding equal to HB 500 (1985 Legislature): \$37.8 million.

- Ability to bring faculty salaries to the level of our regional peer institutions.

Flexibility:

- A system of budgeting that permits reinvestment of savings.

- The ability to levy tuition surcharges that remain in the system rather than being deducted from state appropriations.

- Return of indirect costs to the University as proposed by the Governor.

Program modifications:

- New space: Shift Corbin Hall from Auxiliaries to university academic use -- \$103,311.

- UM Biological Station: Increased support for basic research -- \$112,600.

Exhibit 30a
1-30-87

TO: The Honorable Dennis Nathe, Chairman
The Honorable Judy Jacobson, Vice Chairman
The Honorable Members of the Joint Subcommittee on Education

FROM: Richard L. Gajdosik, Associate Professor
Physical Therapy Program
University of Montana

Richard L. Gajdosik

I have been on the faculty at the University of Montana for 10 years. We developed the Program at the University in response to student needs and the health care needs of the State. Because we seek to prepare physical therapists to deliver services primarily in a rural setting, we select mature, independent thinking-highly qualified students. We are graduating competent practitioners. Not only are they contributing directly to the health care needs of our citizens, but they also are contributing to the development of our profession. Our faculty have been and continue to be engaged in research projects supported by the national Foundation for Physical Therapy, and we publish routinely. We involve students in research projects, and the number of scientific publications in professional journals by our students is one of the highest in the nation - our students have published 15 articles over the last six years of this young program. Please help us continue this impressive record. We have a high quality program.

Our Program also has the potential to attract and work with developing health-care companies. This is best demonstrated by Athtec, a California based company, that plans to relocate to Montana to develop physical therapy exercise equipment based on robotics technology. Having a Physical Therapy Program in the State was instrumental in attracting this company.

In closing, I urge you to help us to continue meeting the needs of our State. Our Program is an outstanding example of higher education enhancing the quality of life of our citizens.

1-30-87

My name is Roger Hyman, I am ~~the~~ a parent of a child who is profoundly hearing impaired. This is Amanda. My wife and I along with our 3 children live in Chilopodung, a small rural community 80 miles east of Mexico. We have found it to be extremely difficult and frustrating to receive adequate services ~~where we live~~ ^{where we live} which will meet the needs that our daughter requires. Through the Speech Hearing & Language Clinic at the U of M. we have found these services and we are very thankful both for the excellent staff and the help that we have received.

We have to realize that our society is for all practical purposes a non-handicapped environment set up for, if you will pardon the expression, "Normal People". Well I think the time is here when we have to stop thinking of handicapped people as minorities whose needs can be swept aside because of economic disparities, and start realizing they are just "Normal People" like ourselves, who have special needs which must be provided for now.

Now before we start comparing this

facility with private ones lets not
forget that this program also offers
the only ^{one} ~~program~~ of its kind in ^{importance}
and is preparing those who will someday be
dedicating their careers to meeting the
needs of ~~of~~ people like my daughter
Amanda and this might be in the
private sector, but it also may be
right in your own public school
system where your own children or
grandchildren or whoever may someday
have special needs too.

Thank you.

January 28, 1987

To: Chairman-Dennis Nathe
Vice Chairman- Judy Jacobson
Members of the Subcommittee on Education

Dear Honorable Legislators,

I am a senior student at the University of Montana in the Physical Therapy Professional Program. Since attending this program, I have created and administered a number of ongoing programs serving the Multiple Sclerosis population in Montana. Additionally, I have worked for people with disabilities for the past twenty years as a volunteer and as a professional. I have worked in Montana for:

Tri County Developmental Disabilities Division
Flathead Industries for the Handicapped
Boulder River School and Hospital

I have worked for hospitals, private care facilities, and nursing care facilities.

I have witnessed, through these experiences, that PHYSICAL THERAPY MAKES A DIFFERENCE in peoples lives. PT can make a difference in an individual's ability to function in society and to function in daily activities. PT makes a difference in the quality of an individual's life. For this reason I chose to become a physical therapist. The education I have recieved at the University of Montana has been exceptional. The faculty are knowledgeable and dedicated. The program has provided me with valuable skills and information which I shall apply to untold numbers of citizens in my future practice. The people of Montana would be sorely affected by the loss of this important program. Montana's need for these services is evident by the many unfilled positions in the state presently.

I implore you to provide adequate funding to the University of Montana to retain this and other vital health care education programs. Your decisions MAKE THE DIFFERENCE.

Sincerely,



Susan Sheely

TESTIMONY TO THE JOINT SUBCOMMITTEES ON EDUCATION
IN SUPPORT OF FUNDING THE UNIVERSITY SYSTEMS OF MONTANA

SUSAN SHEELY
PHYSICAL THERAPY DEPARTMENT
UNIVERSITY OF MONTANA
JANUARY 29, 1987

1-30-87

Letter of Protest

We, the undersigned students and faculty, wish to express our concern and indignation about the recent cutbacks in the College of Arts and Sciences that forced the Dean of the College to order the classified staff to take five days of leave without pay. Because this measure is so blatantly unfair to the staff, members of the faculty individually are voluntarily taking a day's leave without pay to alleviate the burden imposed on the staff. This humanitarian gesture on the part of those faculty cannot be overvalued, but does not address the root causes of the crisis.

We do not believe that it is fair that the staff and faculty should have to take up the burden of financing the operation of the University when adequate financial support of the University is properly the responsibility of the State of Montana through its elected legislature.

If the State and the people of Montana remain indifferent to the cuts at the University of Montana, they will ultimately only hurt themselves. Clearly, adequate means of financing of the University must be found and implemented soon if the morale at the University is not to be damaged irreparably. Surely, few will want to attend or work for a University that is not a vital and important part of the lives of all Montanans. Consequently, we will inevitably lose one of the State's most precious assets if we force the young people to leave Montana to pursue an education. Montana needs its young people if it is to look forward to a sound future.

The College of Arts and Sciences and the University cannot tolerate further cuts without sacrificing the quality of education it currently provides. We urge that an adequate solution to the financial crisis be found to restore the College to its state of educational wholeness.

John D. McCreesh

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John Hay
Jennifer Pledge

Shon Fieber

Wally Edgell

Susan Myer

John Edgell

Rebecca Rosenleaf

Art Houtkoski

Rebecca Rosenleaf

Michael Janssen

Joan Conzelmann

Judy Albright

Rebecca Bargley

Dick Stipan

Michelle Woolley

Linda Lanchy

Joanne M. West

Fancy Rose

Larry Notch

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Frederick W. Skinner
Associate Professor of History

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Paula Bopf
Amber L. Underhill
Carolyn Friedt

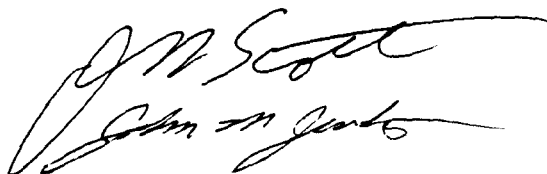
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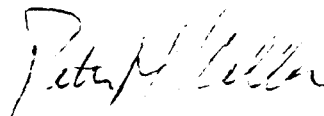
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Greg Virginia

Sheila Ruck



Joel Werner

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Vicki Amason

Kirsten Woodlake

Stephanie Lund

John D. Dunning

David M. [unclear]

David K. Niblack

4/5/80

STEFANIE PETERSON

Michael [unclear]

Alexander I. [unclear]

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Robert L. ...

Keeley D. Olson

James A. ...

Kurt ...
Woodward

Stephen Edwards

David K. ...

STEPHANIE PETERSON

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Terry Boyer
Kevin L. Conrad
Ken Murphy
Joseph J. Smith
Gerald G. Scott
Anna Pazderic

Jan Nasset
Chuck Bendell
Luan Buchanan
Laura J. Absher
Thomas Kipp

David [illegible]
(TH)

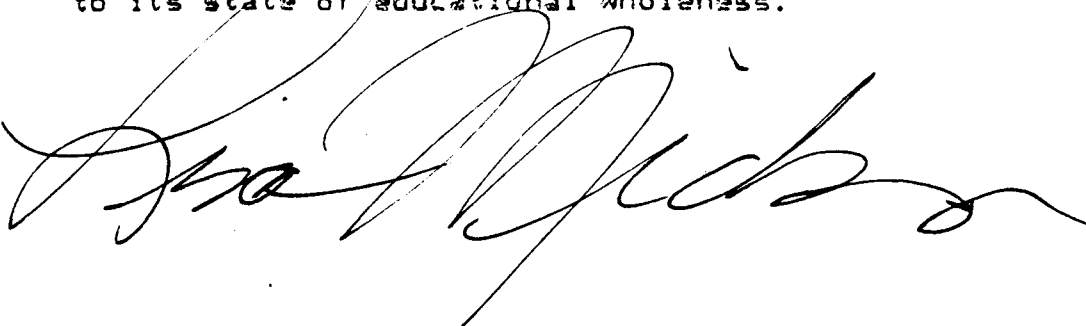
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A large, stylized handwritten signature in dark ink, likely belonging to David M. Dickson, is written across the bottom of the page. The signature is fluid and cursive, with a prominent 'D' and 'M'.

Letter of Protest

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Marcia Lass
Grad. Student
French Dept.
Univ. of Montana

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Raman Zylawsky
Professor of French
Jan. 29, 1987

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Stephane Andersen
Adm. Sec.
Dept. of Foreign Language
University of Montana

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Robert R. Boock

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Debbie Earlip

Robert Lindsay

John [unclear]

Harold A. Mancini

Christie Loch

Theresa J. Rader

Charlene Kanonen

Hardi [unclear]

Mythia [unclear]

John Doole

Robin Knudsen

Mike Rodenbaugh

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John Willard
Margaret Lee Loughlin
Lisa A. Fisher
Chul Daulton
Barbara Mahnke
Karl Finkelm
Margaret C. Thierchaff
Robert Lynn

1560 Sunflower Dr.

Box 62 Florence, Montana
329 Craig Hall
636 100th Ave

1300 S. 31st W. Missa MT 59601
525 SSB E apt 1-A
516 So. Orange

752 Aber Hall, Missoula, MT. 5980
132 Curtis Hall, Missoula, MT

1889 S. 14th St. L.A.

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Steven J. Leto

STEVEN J. LETO
HISTORY

Letter of Protest

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James A. Portwood
Bonny D. Portwood

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Nancy Hiett

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Renee H. H. H.

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Vicki J. Page

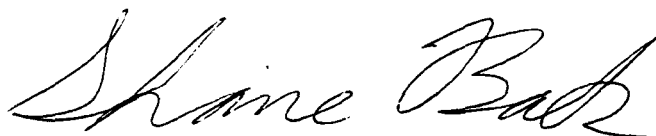
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A handwritten signature in cursive script, appearing to read "Shane Bask".

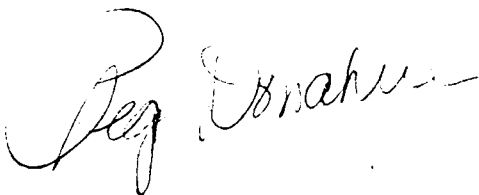
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If the State and the people of Montana remain indifferent to the cuts at the University of Montana, they will ultimately only hurt themselves. Clearly, adequate means of financing of the University must be found and implemented soon if the morale at the University is not to be damaged irreparably. Surely, few will want to attend or work for a University that is not a vital and important part of the lives of all Montanans. Consequently, we will inevitably lose one of the State's most precious assets if we force the young people to leave Montana to pursue an education. Montana needs its young people if it is to look forward to a sound future.

The College of Arts and Sciences and the University cannot tolerate further cuts without sacrificing the quality of education it currently provides. We urge that an adequate solution to the financial crisis be found to restore the College to its state of educational wholeness.

A handwritten signature in cursive script, appearing to read "Peg Donahue", is written in the bottom left corner of the document.

Letter of Protest

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The College of Arts and Sciences and the University cannot tolerate further cuts without sacrificing the quality of education it currently provides. We urge that an adequate solution to the financial crisis be found to restore the College to its state of educational wholeness.

Sean Melter

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The College of Arts and Sciences and the University cannot tolerate further cuts without sacrificing the quality of education it currently provides. We urge that an adequate solution to the financial crisis be found to restore the College to its state of educational wholeness.

Carol Sayce

Letter of Protest

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[illegible][illegible]

Robert Schenck Peritt
338-42-6799

U.M. - Geography Major - sophomore

Letter of Protest

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We do not believe that it is fair that the staff and faculty should have to take up the burden of financing the operation of the University when adequate financial support of the University is precisely the reason for the existence of Montana through its elected legislative body.

If the State and the people of Montana remain indifferent to the needs of the University of Montana, they will ultimately only hurt themselves. Clearly, adequate means of financing of the University must be found or implementation of the morale at the university is not to be damaged irreparably. Surely, few will want to attend or work for a university that is not a vital and important part of the lives of all its citizens. Consequently, we will inevitably lose one of the state's most precious assets as we fail to provide the people of Montana to pursue an education. Montana needs the best and the brightest to look forward to a sound future.

The College of Arts and Sciences and the University cannot tolerate further cuts in funding, sacrificing the quality of education it provides to its students. We urge that an adequate solution to the financial crisis be found to restore the College to its state of excellence and productivity.

Steve Ryle

Letter of Protest

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The College of Arts and Sciences and the University cannot tolerate further cutbacks without sacrificing the quality of education it currently provides. We urge both an adequate solution to the financial crisis be found to restore the College to its state of educational excellence.

Further, we strongly believe that no more cuts should be forced on the university, and that gasoline ~~to~~ and liquor taxes should be doubled ~~annually~~ to increase revenue for this purpose.

Fred M. Collier
1/29/87

Letter of Protest

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If the State and the people of Montana remain indifferent to the crisis at the University of Montana, they will ultimately only hurt themselves. Clearly, adequate levels of financing of the University must be found and implemented soon if the morale at the University is not to be damaged irreparably. Surely, few will want to attend or work for a University that is not a vital and important part of the lives of all Montanans. Consequently, we will inevitably lose one of the State's most precious assets if we force the vote, people to leave Montana to pursue an education. Montana would then be left with a void if it is to look forward to a sound future.

The College of Arts and Sciences, and the University, cannot tolerate further cutbacks without sacrificing the quality of education. We therefore urge the State to provide an adequate solution to the financial crisis by forcing the College to the state of adequate funding.

Lisa Wendt
January 29, 1987

R. Kent Smith
Senior / Spanish
Missoula, MT
June 29, 1987

Letter of Protest

We, the undersigned students and faculty, wish to express our concern and indignation about the recent cutbacks in the College of Arts and Sciences that forced the Dean of the College to order the classified staff to take five days of leave without pay. Because this measure is so blatantly unfair to the staff, members of the faculty individually are voluntarily taking a day's leave without pay to alleviate the burden imposed on the staff. This humanitarian gesture on the part of those faculty cannot be overvalued, but does not address the root causes of the crisis.

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The College of Arts and Sciences and the University cannot tolerate further cuts without a griffling the quality of education it provides its students. We urge that an adequate solution to the financial crisis be found to restore the College to its state of educational wholeness.

Sincerely,

R. Kent Smith
Senior / Spanish

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The College of Arts and Sciences and the University cannot tolerate further cuts without sacrificing the quality of education it provides. We urge and demand an adequate solution to the financial crisis be found to restore the College to its state of educational excellence.

Mark Napolitano

Letter of Protest

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The College of Arts and Sciences and the University cannot tolerate further cuts without sacrificing the quality of education it currently provides. We urge that an adequate solution to the financial crisis be found to restore the College to its state of educational wholeness.

Ken Galt

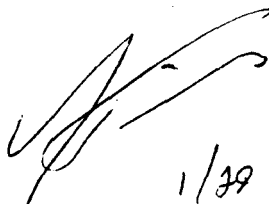
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We do not believe that it is fair that the staff and faculty should have to take on the burden of financing the operation of the University when the state's financial support of the University is reduced. The state's role in the financing of higher education is a matter of public policy and should be decided by the state legislature.

If the State and the people of Montana remain indifferent to the needs of the University of Montana, then we will ultimately only hurt ourselves. Directly, the state's failure to finance the University will be felt in the increased costs of the schools at the University, which will be passed on to the students. Secondly, few will want to attend a school where the quality of education is so important a part of the life of a citizen. Consequently, we will inevitably lose one of the finest and most valuable assets of the state, the young people who are trained and educated to become the future leaders of the state. If it is to be forwarded to a better future.

The College of Arts and Sciences and the University should continue further. The state's failure to finance the University is a matter of public policy and should be decided by the state legislature. The state's role in the financing of higher education is a matter of public policy and should be decided by the state legislature. The state's role in the financing of higher education is a matter of public policy and should be decided by the state legislature.



1/29

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The College of Arts and Sciences and the University cannot tolerate further cuts without sacrificing the quality of education it offers. We urge that an adequate solution to the financial crisis be found to restore the College to its state of scholarly excellence.

Wm. J. Castle

Letter of Protest

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Linda Mae Sanchez

Letter of Protest

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Dan Berge

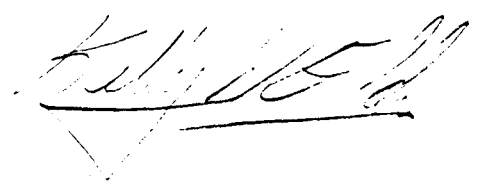
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A handwritten signature in dark ink, appearing to read "Kelly J. Edwards", is written over a horizontal line. Below the signature, there is a large, faint, hand-drawn triangle.

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Greg
Pehlaja

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Kelli
Oliver

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Duane Matt

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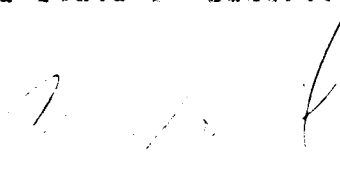
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Parker Heller

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Greg Puhlya

WITNESS STATEMENT

NAME JUDY KOVATS BILL NO. _____
ADDRESS 214 Barnett Dr Stevensville, MT 59870 DATE 1 30 87
WHOM DO YOU REPRESENT? DoM - Communicative Sciences & Disorders
SUPPORT DoM - CSD OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

WITNESS STATEMENT

NAME Richard M. Boehmle BILL NO. _____
ADDRESS 3125 Old Pond Road DATE 1/30/87
WHOM DO YOU REPRESENT? U of M. Dept C.S.D.
Restored funding
SUPPORT U. System. OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Exhibit 34
1-30-87



University of Montana

Department of Religious Studies • Missoula, Montana 59812 • (406) 243-6292

January 28, 1987

Dennis G. Nathe
Representative
Capitol Station
Helena, MT 59620

Dear Representative Nathe:

Tough times in Montana make it necessary for all of us to decide what is essential, and as a legislator on the Joint Education Subcommittee you are at the center of that decision-making process. After food and shelter, like most Montanans you probably agree that nothing is more important than preparing our young people to meet and compete successfully in modern life through education.

We appreciate that you have the even tougher assignment of determining what is essential in higher education. For over sixty years, Montanans have thought it essential that, in an unbiased and objective manner, our students learn how our deepest values are influenced by religion. Now that our young people must compete in a world economy, it is even more essential that they learn about the religious values of other countries as well. Yet if the Governor's proposed budget is sustained, Montana's only department of religious studies will be terminated.

We ask you to read the attached "fact sheet" (as Walter Brennan says, "No brag, just fact!"), and as many of the attached letters as you have time (we have many more on file if you want to see them). Thank you for your interest and support.

Sincerely,

Ray L Hart

Ray L Hart
Chair

RLH/tcs

Enclosures

RELIGIOUS STUDIES AT THE UNIVERSITY OF MONTANA

A Program in the Tradition of Excellence

"This is one of the most revered department at the University. I took these courses back in the 1930's..."

John Toole, Missoula

WE ARE UNIQUE

- We offer the **only** baccalaureate degree in Religious Studies in the Montana University System.
- We are the **oldest** program in the academic study of religion of any public university in the United States (since 1924).

OUR STUDENTS - OUR GREATEST ASSET

- Eighty-three percent of our students are from small Montana towns and ranches.

WE HAVE A COST-EFFECTIVE PROGRAM

- Over the past four years, **our class sizes have increased while program costs have declined.** We have succeeded in reducing costs without sacrificing the high quality of our department.

RELIGIOUS STUDIES IS CENTRAL TO A LIBERAL ARTS EDUCATION

- Religion is the oldest and most universal subject in human culture - and is as relevant as today's headlines.
- Every year, over 1500 students take courses in Religious Studies. **Our program offerings are a vital part of the General Education requirements necessary for all UM students.** We teach courses in Ethics and Values and Historical and Cultural Perspectives; and our writing courses encourage a high degree of writing skill.
- We are constantly working to improve access to our program. Currently, we are developing plans for **telecast** courses to make our classes available to homes and classrooms throughout Montana.

WE CAN PLAY A ROLE IN MONTANA'S FUTURE

- Right now, Montana is building economic relations with Japan. **We can more effectively create favorable trade relations with Japan** if we understand how their business success is based upon cultural and religious values.

OUR DEPARTMENT HAS WON NATIONAL RECOGNITION FOR ITS HIGH QUALITY

- "You have one of the best (religious studies departments) in the country."

Jacob Neusner, University Distinguished Professor, Brown University

- "...the Department of Religious Studies at Montana has sustained a position of acknowledged leadership in an international scholarly field..."

William Scott Green, Chairman, Department of Classical Studies, University of Rochester

1-30-87

TO: The Honorable Dennis Nathe, Chairman
The Honorable Judy Jacobson, Vice Chairman
The Honorable Members of the Joint Subcommittee on Education

FROM: Richard L. Gajdosik, Associate Professor
Physical Therapy Program
University of Montana

Richard L. Gajdosik

I have been on the faculty at the University of Montana for 10 years. We developed the Program at the University in response to student needs and the health care needs of the State. Because we seek to prepare physical therapists to deliver services primarily in a rural setting, we select mature, independent thinking-highly qualified students. We are graduating competent practitioners. Not only are they contributing directly to the health care needs of our citizens, but they also are contributing to the development of our profession. Our faculty have been and continue to be engaged in research projects supported by the national Foundation for Physical Therapy, and we publish routinely. We involve students in research projects, and the number of scientific publications in professional journals by our students is one of the highest in the nation - our students have published 15 articles over the last six years of this young program. Please help us continue this impressive record. We have a high quality program.

Our Program also has the potential to attract and work with developing health-care companies. This is best demonstrated by Athtec, a California based company, that plans to relocate to Montana to develop physical therapy exercise equipment based on robotics technology. Having a Physical Therapy Program in the State was instrumental in attracting this company.

In closing, I urge you to help us to continue meeting the needs of our State. Our Program is an outstanding example of higher education enhancing the quality of life of our citizens.

TESTIMONY TO JOINT SUBCOMMITTEE ON EDUCATION

in Support of Funding For Montana University System

Lynn Price, PTS
Physical Therapy Program
University of Montana

January 30, 1987

To: Members of the Joint Subcommittee on Education
Dennis Nathe, Chairman
Judy Jacobson, Vice Chairman

From: Lynn Price, PTS

My name is Lynn Price and I am a senior student in the Physical Therapy Program at the University of Montana. As a Montana tax-payer, homeowner, and mother, I care about the future of our state. As a student who has the privilege of participating in the Physical Therapy Program at the University of Montana, I know first-hand about the quality of a program that may be cut, and I am concerned that programs of this caliber will be eliminated as a result of decreased funding for the Montana University System. I would like to tell you about the quality of education, faculty, and students, in the Physical Therapy Department at the University of Montana, not to convince you to save the Physical Therapy Program and cut someone else, but as an example of one quality program of many that our state will lose if higher education in Montana is not adequately funded.

The quality of the students in the Physical Therapy Program at the University of Montana is a result of the dedication and hard work required, first to be considered for acceptance into the professional program, and then to meet the high standards expected by our faculty. Pre-physical therapy students must complete two years of rigorous prerequisite coursework with a minimum GPA of 3.0. Additional requirements include many volunteer hours of hands-on experience, which enables students to consider the demands of a career in physical therapy, a profession which requires a high degree of skill, knowledge, and dedication to people. The commitment to such a profession is not made lightly, and the long hours of hard work that must be sustained as a pre-physical therapy student are a test of that commitment.

Those of us who are accepted into the Physical Therapy Program know that we are very fortunate, and are excited to have the opportunity to begin our professional education. In addition to challenging academic studies, we work under supervision as student physical therapists in hospitals across Montana, and in the University of Montana Physical Therapy Clinic, a health care service for students which is totally self-supporting. We participate as volunteers in community projects, and raise money for the program, and for scholarships for future physical therapy students. We are constantly challenged to do our

best, not only academically, but professionally, and personally. We are trained, not only in the knowledge and skills of the profession, but in the abilities necessary to be productive, responsible citizens of Montana.

Credit is due the faculty for stressing the importance of these qualities, and for serving as examples for us as students. I am speaking from the heart when I say that the state of Montana should be proud to have faculty such as ours serving as role models for its students.

In addition to consistently providing quality classroom instruction, our professors provide additional help, including evening and weekend times. They are involved in research, publishing in two to three professional journals a year, and train us in research skills. They are continually working to make the Physical Therapy Program at the University of Montana a quality program, and a productive, academically stimulating, supportive environment for us as students. Also of importance, during these difficult economic times, are their efforts to make the program as financially self-sufficient as possible.

In summary, the Physical Therapy Program at the University of Montana is an example of education that is "Made in Montana." It is an example of the quality that the faculty and students of the Montana University System contribute to the future of our state.

Thank you for your interest and efforts in behalf of education in Montana.

1-30-87

Testimony to Joint Subcommittee on Education
in Support of Funding the University of Montana

Philip S. Solum
Physical Therapy Department
January 28, 1987

January 28, 1987

To: Chairman-Dennis Nathe
Vice Chairman-Judy Jacobson
Members on the Subcommittee on Education

Dear Honorable Legislators,

We who are involved with the physical therapy program at the University of Montana are understandably upset at the suggestion of the governor of Montana to balance the budget at our expense. In our opinion, the elimination of the physical therapy program at the University would harm the hopes of an economic recovery in this state. There are at least twelve openings in the state for physical therapists. Some health care employers in Montana have been actively seeking physical therapists for over two years. This clearly shows the availability of employment in the state.

Once employed in the state, physical therapists would contribute to the tax revenue and overall economy of the state. The average starting salary for graduates in 1986 was \$22,500. There were twelve graduates practicing in the state so the gross income of the graduates was \$270,000. The estimated income of the total graduates of the University of Montana physical thereapy program practicing in the state was \$1,080,000. These figures point out that physical therapists are an asset to the state of Montana.

Respectfully Submitted,

Philip S. Solum

Philip S. Solum

TESTIMONY TO JOINT SUBCOMMITTEE ON EDUCATION

in Support of Funding For Montana University System

Roger P. VanLoan
Executive Director
Montana Chapter of the National
Multiple Sclerosis Society

January 30, 1987

**To: Members of the Joint Subcommittee on Education
Dennis Nathe, Chairman
Judy Jacobson, Vice Chairman**

From: Roger P. VanLoan, Executive Director

**Subject: Budget cuts and the Physical Therapy Department of the
University of Montana**

There is no doubt we are all concerned about the state budget deficit and the need for some fiscal management changes. It seems, however, that in our state, and nation, when such changes are necessary, we always seem to focus on Human Services for cuts. Some of the proposed cuts in our present University System appear to follow this philosophy.

The Physical Therapy Department at the University of Montana is well respected for the quality of professionals they produce. The elimination of this vital program will have a negative impact on our communities as well as the University. The community involvement of these students has been very beneficial to some of our health care facilities and health agencies.

The Montana Chapter of The National Multiple Sclerosis Society represents over 2500 people in Montana with M. S. As we do not receive any federal or State Funds and our Chapter is not a United Way Agency, we must depend upon our own programs to raise the funds to provide service to our clients and pay a staff. With the present economic conditions, fund raising is very difficult. As a result, our staff consists of one full and one part-time person for the entire state. Thus, we must depend upon volunteers. To provide some of our services, we need qualified volunteers.

Such volunteers have made themselves available to us from the P.T. Department at the University of Montana. These students have assisted in establishing support groups, providing group physical therapy sessions and water exercise programs. Such services would be unavailable to the M.S. person in these areas otherwise.

Last summer, a senior P.T. student project resulted in a one week M.S. camp. Funds were raised, advertising was done, a program with activities adapted specifically to those with M.S. was created and a complete volunteer staff to direct and manage the camp was provided entirely through the efforts of students of the U of M Physical Therapy Department. Without them, this camp would not have been provided. A Camp Program for 1987 is already scheduled, but can only exist if these students are available.

Physical therapy is a must for those who have multiple sclerosis, an incurable disease of the central nervous system. However, the therapist must be knowledgeable of the disease when working with M.S. persons. Standard physical Therapy procedures, without an understanding of M.S. could prove more detrimental than helpful to many with M.S. We are extremely fortunate to have such an opportunity to work so closely with these students.

Before dismantling our University system by cutting such programs and valuable community services, why not look at areas where duplication exists, and inefficient and over staffed agencies continue to waste funds. We are all being asked to cut back, tighten our belts and pitch in to help. Would it not be in order to consider a time/work study done by an unbiased agency of all our state functions. We might be surprised at the amount of work we could do with fewer, more efficient workers. This process would effect everyone, not just a few. We have plenty of duplication and inefficiency. To change it may mean some tough, political decision. But, it's time we put personal aspirations aside and make meaningful decisions even if they aren't always politically favorable.

On the subject of Human Services cutbacks, it seems the agencies and providers for the elderly and younger disabled are the first to feel the impact of economic hard times. Our cuts provide less service at higher cost, elimination of services and requalification standards causing fewer persons opportunity for help, while the others still in need are left ... alone.

As long as Montana exists, we are going to need the best in human services. Physical therapy is a part of that. Why not train the best and keep them employed right here in our own state. Everyone comes out ahead.

Exhibit 40
1-30-87

TESTIMONY TO JOINT SUBCOMMITTEE ON EDUCATION

IN SUPPORT OF FUNDING

FOR THE MONTANA UNIVERSITY SYSTEM

Dana W. Austin
24 South Fork Nemote Creek Road
Superior, Montana 59872
Pre-Physical Therapy Student
January 30, 1987

To: Committee Chairman Dennis Nathe, Vice Chairwoman
Judy Jacobson, and members of the joint committee.

My name is Dana W. Austin. I am a resident of Mineral County and have lived in Montana since 1971. It is my desire to go to school, live, and work in Montana. I became interested in the field of Physical Therapy in 1974 as an undergraduate at the University of Montana. At that time, there was no Physical Therapy school in Montana. I was looking forward to its arrival, which was estimated to be two years from then. By the time the Physical Therapy school opened at the University of Montana in 1978, I had a family and chose to wait until my children were of school age before returning to school myself. My youngest is in kindergarten this year, and I will finish my pre-requisites this spring. If the Physical Therapy school at the University of Montana is eliminated, I have no option of going elsewhere. Circumstances have caused me to wait a long time; please don't take this opportunity from me. Thank you.

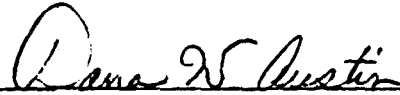

Dana W. Austin

Exhibit 4
1-30-87

TESTIMONY TO THE JOINT SUBCOMMITTEES ON EDUCATION
IN SUPPORT OF
FUNDING THE UNIVERSITY SYSTEMS OF MONTANA

CHRISTINE M. SMITH
PRE-PHYSICAL THERAPY MAJOR
JANUARY 30, 1987

TO: Chairman Dennis Nathe, Vice-Chairman Judy Jacobson and Members of the Joint Subcommittee on Education.

I am a 31-year-old housewife and my husband is a 32-year-old construction worker. We live with our 3-year-old son in the Bitterroot Valley outside of Stevensville where we are in the process of rebuilding an old orchard. We moved to Montana ten years ago. We love this state and her people, and we feel privileged to live here. I am also a full-time student at the University of Montana majoring in pre-Physical Therapy. I would like to address what this educational opportunity means to me economically, professionally and personally.

The nature of my husband's work is such that it would be questionable, at best, to base our future economic stability solely on it. However, until I am in a position to assume the full share of our growing economic responsibilities and commitments he has no opportunity to explore or develop other avenues of income.

My interests and abilities are such that I feel the most affective way I can contribute to the welfare of my family, community and state is as a physical therapist. I will be able to provide a needed service to the people of this state in a profession I find fascinating.

One of the benefits of being a parent is the challenge children present to us to be our best, to replace words with action and strive to set an example of personal excellence for them to emulate. My son pushes me to explore and develop my potentials so that I may be able to contribute more fully to the community of this state.

The physical therapy education and training is a challenge which once met will provide me with a way to meet important economic, professional and personal goals. The opportunity to practice this profession will improve the quality of my life and enable me to contribute to the improvement of the quality of others' lives. In order to attract and keep capable, competent and contributing people in this state we must provide challenging, competent and employable educational opportunities. These opportunities will provide the people of this state with the skills and resources necessary to meet the demands of our lives and times.

Christine M Smith

Date:

1/30/87

623 Porter Hill Road

Stevensville, MT 59870

777-2160

WITNESS STATEMENT

NAME JUDY ROVATS BILL NO. _____
ADDRESS 214 Garnet St DATE 1 30 87
WHOM DO YOU REPRESENT? U of M. - Communication Sciences & Disorders
SUPPORT ✓ OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: My son and I have come to Helena to express our distress at the possibility of the elimination of the University Department of Communication Sciences and Disorders.

Speaking to you as a mother of a hearing impaired child, acceptance of my sons hearing deficit was the first battle that needed to be won to keep him on a road toward normal development.

You, as our legislators must also deal with the acceptance of a deficit - our States budget deficit. So, you must agree, we both have difficult jobs.

While I have won my first battle of accepting my son's hearing handicap, I cannot accept the possibility of the elimination of the Dept of Communication Sciences & Disorders. It is a major part of his road to normal development.

I cannot accept it because it will deeply affect: 1) his present and future speech & language development.

2) the future success or failure in our Montana public schools. He will probably need therapy throughout his school career. So we must have speech & language therapists and audiologists!

and-

3) As a parent, it will eliminate the majority of the educational materials and personal guidance I will need to receive to assist in his growth.

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S) _____

DATE 1-30

DEPARTMENT _____

NAME	REPRESENTING	SUP- PORT	OP- POSE
Bill Jett	Bus Ed UofM	✓	
Margaret Bruno	U of M Home Econ	✓	
Betty Cole	U. M Home Ec	✓	
Anthony Mellow	Montana Hospital Assoc	✓	
Lee N Von Kuster	U of M School of Ed	✓	
Pete Carroll	U of M	✓	
Jim Sears	U of M	✓	
Samuel	MSU / U of M	✓	
Leonard H. Brewer	Minnesota Mt. Med Assoc	✓	
Ella Raczewski	U of M ms. wt	✓	
Linda Green	U of M Home Ec	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S) _____

DATE 1-30

DEPARTMENT _____

NAME	REPRESENTING	SUP- PORT	OP- POSE
<i>Kazuo Susan</i>	<i>U of M CSD</i>	X	
FRANK PETTINATO	U of M - SCHOOL OF PHARMACY	X	
Donna Aline	U of M P.T. School	X	
William Dolan	U of M PT School	X	
RICHARD L. GADOSIK	U of M. PT PROGRAM	✓	
Kerry Johnson	School Board trustee (individual)	✓	
Eric C. Skowron	U of M Pharmacy School		
<i>David K. F.</i>	<i>U of M</i>	✓	
Ellen H. Reynolds	U of M	✓	
Mary Ann Dwyer	U of Montana	✓	
Brenda Chappell	U of Montana	✓	
Barbara Bass	U of Montana	✓	
Glen A. Hasek	Dept. of Communication Director	✓	
<i>James H. Hasek</i>	<i>Helena School Sp. Services</i>	✓	
Bogor Hasek	Director of CSD Unit		
<i>Rosemary Hasek</i>	<i>Helena C. Heger in support of education</i>	✓	
Diane F. Hasek	U of H.E. Dist.	✓	
Susan Aze	U. M. H.E. Dist.	✓	
Ruth C. Mallin	U. M. H.E. Dist.	✓	
Dave Hasek	City of Missoula	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S) _____

DATE

1-30-87

DEPARTMENT _____

NAME	REPRESENTING	SUP- PORT	OP- POSE
San Marin-Kovach	U of M. Alumni	X	
Gilly Johnson	U of M CSD	X	
Ruth Ann Johnson	U of M CSD	X	
Quentin Johnson	U of M CSD	X	
Yvonne M. Johnson	U of M CSD	X	
Mona Padua	U of M CSD	X	
Diego Casanueva	U of M Staff Senate		
Rachel Wagner	U of M CSD	X	
Tina Tabor	U of M CSD	X	
Paul A. Dietrich	Religious Studies	X	
Ray Hall	"	X	
Joseph Brown	"	X	
Mary Lisa Pryne	"	X	
Eusie Lindbergh	"	X	
Stefanie St. John	U of M	X	
Barbara Dwyer	U of M Physical Therapy	X	
Lori Martin	U of M Pharmacy	X	
Robert H. Lukewie	Mont. State Pharm. Assoc.	X	
Tom Feterick	Veterans Administration (Pharmacy)	X	
Lady Conway	U of M CSD Dept.	X	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY (S) _____

DATE

1-30-87

DEPARTMENT _____

NAME	REPRESENTING	SUP- PORT	OP- POSE
Brenda Johnson	U of M Stem Ed	✓	
Jeff Nune	U of M CSD	✓	
Teresa Keiffer	U of M CSD	✓	
Allison MacDonald	U of M CSD	✓	
Donald M. Goldberg	U of M Comm Sci & Dis	✓	
JUDY KOVATS	U of M Comm Sci & Dis	✓	
Dani Kovats	U of M CSD	✓	
Sheila Leith	U of M CSD	✓	
Janet M. G. Allen	U of M CSD	✓	
Kathy Cody	U of M CSD	✓	
Kathy Warrather	U of M CSD (Comm Sci & Dis)	✓	
Chylla M.	U of M CSD (Comm Sci & Dis)	✓	
Don B. Hancock	U of M CSD	✓	
Yaswira N.	U of M CSD	✓	
Peta Sherry	U of M Science	✓	
Martha Sheek	U of M Law School	✓	
Katy DeLano	U of M (Science)	✓	
Dennis Fort	U of M School of Pharmacy	✓	
Jim Semmelroth	U of M - Philosophy	✓	
Theresa Harkin	U of M CSD	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT.
IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.

VISITOR'S REGISTER

Education

SUBCOMMITTEE

AGENCY(S) _____

DATE 1-30-87DEPARTMENT U of M

NAME	REPRESENTING	SUP- PORT	OP- POSE
Jane Bower Dulme	U of M Physical Therapy	✓	
Susan Sheely	U of M Physical Therapy	✓	
Stacy M. Todd	U of M Physical Therapy	✓	
Lynn M. Potts	U of M Physical Therapy	✓	
Richard M. Brinkman	U of M C.S.D.	✓	
Paul J. White	U of M Physical Therapy	✓	
Philip J. Johnson	U of M Physical Therapy	✓	
Michael R. Wynne	U of M C.S. & D.	✓	
Juan E. Fawcett	U of M Maternal CSD	✓	
Ruth J. Thompson	U of M PT	✓	
Bruce W. Hester	U of M Maternal CSD	✓	
Dana Engstrom	U of M PT	✓	
Susan Judge	U of M CSD	✓	
Christy J. Johnson	U of M CSD	✓	
Matthew D. Haver	U of M PT	✓	
Jacklyn R. Thiel	U of M CSD	✓	
Laura C. Smith	U of M CSD	✓	
Barbara Thayer	U of M PT	✓	
Roten Brannon	U of M PT	✓	
Astri Kristin Larsen	U of M CSD	✓	

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 IF YOU HAVE WRITTEN COMMENTS, PLEASE GIVE A COPY TO THE SECRETARY.