

MINUTES OF THE MEETING  
EDUCATION SUBCOMMITTEE  
50TH LEGISLATURE

February 9, 1987

The meeting of the Education Subcommittee was called to order by Chairman Dennis Nathe at 8:20 a.m. on Monday, February 9, 1987 in the SRS Auditorium.

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

EASTERN MONTANA COLLEGE

Proponents:

Senator William Yellowtail testified in support of Eastern Montana College. The college serves southeast Montana. EMC has a minor in Native American Studies, the last one remaining in the state. It is very important to protect the one unit that still has this significant program.

Senator Pat Regan testified concerning adequate funding. The changes facing the university system can build a stronger system.. Eastern Montana College is an important segment of the university system.

Dr. Bruce Carpenter, President of Eastern Montana College, (085) commented that Eastern was the only comprehensive unit in the system. As a result of the Board of Regents roll and scope policy, the college serves a particular clientele and purpose.

Dr. George W. Rawlins, Professor Emeritus at EMC and member of the Constitutional Convention in 1972, testified (160) about the quality of students and the growth of the college. The salaries were not as high as other units, however, he felt the morale was still good. Eastern had trimmed activities to effectively use all of the funds given to them. The college serves as an important community and cultural function. The students participate in community activities and charitable groups. This relationship to the community of Billings was of great value. Professor Rawlins discussed the intent of the members of the Constitutional Convention relative to higher education. They wanted a strong board of regents to direct the system, hoping to sustain quality higher education. He felt the design has not worked as well as intended, and was not meant to bypass the legislature.

He asked for high priority funding for the university system.

Senator Chet Blaylock (511) testified in support of funding for Eastern Montana College at reasonable levels. He felt that the University System had been cut as far as possible without doing serious harm and would join in attempts to raise revenue for the system.

Representative Cal Winslow (544) addressed the committee about setting priorities, reorganization, and accountability. He said that Eastern provided an opportunity to get a good education. Economic development is closely tied to education, and he urged a use of the resources that education provided.

Representative Kelly Addy (641) pointed out that EMC was the furthest east of any of the four-year colleges. Those classes were always full and had many returning students. He felt that Eastern served in a unique way by customizing instruction for certain businesses.

(1-B) President Carpenter discussed the roll and scope of Eastern Montana College. He listed facts about the growth of the college and how the student body reflected the community. He noted that the reduced faculty had diminished the ability of the college to function. One important fact over the past three-year history (074), he pointed out, was that out of the 400-500 graduates, 91 percent had been placed in jobs, 74 percent had stayed in Montana. A number of businesses had been interviewing students on the campus. Of those, two thirds were from out of state. President Carpenter read a letter by Nick Cladus from PaineWebber Incorporated, concerning the development of the business data bank at Eastern. He considered support of Eastern and its programs an investment providing a turnaround in the economy (Exhibit 4).

President Carpenter continued to explain the high quality programs at Eastern. Those included the exchange programs that had been instituted for faculty between University of Montana permitting the sharing of ideas and to facilitate better access of programs. He felt these efforts were important to mention since they provided access in a cost effective way. Other ventures would include the development of human services programs for handicapped populations, teaching extension courses and the sharing of classroom space and resources, and the making use of experts in the community. Since Montana had begun to experience a shortage of teachers in some specialized areas, a unique program had been offered. In the special education area, teachers prepared to work with and serve emotionally disturbed

children in the public schools. The Great Falls Public Schools had made contract offerings available with position assignments in the Great Falls public schools for those teachers that had successfully completed their work in the area of the emotionally disturbed. Because of this, other school districts will have the ability to implement programs for the training and retraining of teachers. This will channel individuals into areas where critical shortages exist. This is an immediate response to an identified shortage that can be accomplished cost effectively.

Mr. Eric Feaver, President of Montana Education Association testified stating that Eastern was a catalyst. He said that the college dealt with teacher preparation programs. The redesign of Eastern would result in a better trained product.

Dr. Ronald Sexton, acting academic Vice President at Eastern gave his perspective about the unique programs at Eastern. Those included special education and rehabilitation counseling. The quality programs that are offered had been managed using the best possible resources. The faculty sharing programs have permitted the faculty to share resources, ideas and access.

(2-A) President Carpenter commented that the undergraduate and graduate programs were not separate ventures. He mentioned that the college was looking for ways to deliver programs by telecommunication.

Mr. Greg Anderson, President of Associated Students at Eastern (069) testified in support of Eastern. He said a variety of students that were goal oriented and energetic towards gaining quality education. He asked the committee for responsible funding to pursue revenue enhancement (Exhibit 1).

Ms. Vicki Deinhamer, senior in communications, testified in support for funding for Eastern. She said that Eastern met the needs of the people in the community with an opportunity for an education.

President Carpenter (240) continued with his presentation for Eastern Montana College. He said that every effort was being made to maintain quality. Eastern did not receive state support for research. The college also has the highest student to faculty ratio this includes, however, the lowest instructional support rate in the system. There are several public service programs one of which is the public radio station KEMC. The continuing education programs have a sizable outreach. The career development programs are offered to specific agencies and businesses. The proposed

budget cuts an additional 7 and one half percent. However, Eastern's budget request was for funding at the HB500 level which could restore many areas including a base adjustment for faculty salary (373). He noted the problem of maintaining high caliber faculty. If the college were able to retain 100 percent of the indirect costs this would be a way to invest in the faculty for seed grants and assistance. The center for handicapped children has a great need for expansion and not reductions. The hazardous waste and asbestos problems were also mentioned.

Mr. Ken Heikes, Administrative Vice President for Eastern Montana College, elaborated on the asbestos problem (419). He explained that the operating expenses on the Physical Education Building had been paid by state appropriation. Asbestos had been found in the ceiling. Additional money would be needed for scaffolding due to the excessive heights of the building. The request had been for \$70,000 but now that request had increased to \$95,000. A resolution by both the Education Subcommittee and the Long Range Planning Subcommittee had been recommended by Ellen Feaver, Director of Administration (Exhibit 2). Since the building was not built with state funds, the question of funding for the asbestos problem is difficult to resolve. Chairman Nathe noted that this was mandated by the EPA to take care of the asbestos problem.

President Carpenter noted several items that would be of considerable assistance to the college, regardless of the funding level. One, that flexibility was needed in the formula and two, the efficiency of sending faculty to teach classes in outlying areas was more cost effective rather than having students come to the campus. Another area that needed to be explored was to find a way to provide encouragement for the faculty. He closed by reading a letter by Mr. Gene Cetrone, of the local executive committee at Eastern Montana College (Exhibit 3).

Ms. Kelly Holmes, the Montana College Coalition lobbyist supported the funding for Eastern saying that stable enrollment had been maintained. The college worked closely with the community and a center of learning.

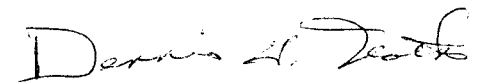
Representative Les Kitselman wrote in support of EMC and would like to see Eastern receive the NBA program.

Senator Hammond asked President Carpenter (070) about the cooperative project with SAM and MEA on improving teacher training. He wanted to know about screening teachers and aptitude. President Carpenter replied that the data was not totally available but the initial look reinforces early exposure to the classroom experience.

Senator Jergeson (148) asked about the assigning of supervising teachers to student aides. Public schools identify individuals who are willing to have aides and they are recommended.

Representative Peck (188) said the committee needed more facts and figures to help the committee with decisions. President Carpenter said that information had been given from each campus on proposed cuts to meet the executive level budget. The collective bargaining agreements and the requirement for notification to the faculty would be a problem in staff reductions. He stated that he would be extremely reluctant to prioritize academic programs because he did not want to make a judgement before notifying and working with the campus committee. Representative Peck asked for a preferred list in terms of addbacks or a nonprioritized list with a dollar figure attached. The committee needs to know more specifically what the results of specific funding levels will be. President Carpenter agreed to provide as much information as possible.

ADJOURNMENT: The meeting was adjourned at 11:20 a.m. The next meeting will be held at 7:30 in the SRS Auditorium to hear HB167 and at 8:00 for Western Montana College.

  
DENNIS NATHE, Chairman



# APPROPRIATIONS REPORT 1981 BIENNIUM

EASTERN MONTANA  
COLLEGE  
JUL 0 1979  
LIBRARY

MONTANA ROOM

## OFFICE OF THE LEGISLATIVE FISCAL ANALYST



Table 6. Capital Expenses per Student.

<u>Unit</u>	<u>Fiscal 1980</u>	<u>Fiscal 1981</u>
MSU	\$118.02	\$125.10
UM	118.02	125.10
EMC	85.42	90.55
MCMST	127.01	134.63
NMC	102.28	108.42

Scholarships are funded at the same level per student as in the 1979 biennium. This amounts to \$55.67 at MSU, \$69.54 at UM, \$59.12 at EMC, \$89.94 at MCMST and \$89.20 at NMC.

New costs are added due to transferring eastern Montana college's operating costs of the physical education building to the current operating account from auxiliary funds. The auxiliary funds which previously paid operational costs of the physical education building will now be used to expand the complex. House Bill 761 authorizes EMC to sell \$1.5 million of bonds to construct additional physical education and recreational facilities.

Physical therapy program costs of \$27,000 a year are transferred from WICHE student assistance to university of Montana for an in-state rather than out-of-state program.

Organized research at UM is increased \$50,000 in fiscal 1980 and \$100,000 in fiscal 1981. With the forestry experiment and conservation experiment station costs removed from UM's organized research budget UM's fiscal 1978 organized research program was about half or \$200,000 less per year than MSU's. UM's organized research funds are identified in the appropriation bill to insure that these added dollars are expended on organized research.





**EASTERN**  
MONTANA COLLEGE

1500 North 30th Street, Billings, Montana 59101-0298

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February 3, 1987

Representative Bob Thoft, Chairman  
Long Range Planning Committee  
Capitol Station  
Helena, MT 59620

RE: Policy - Operations and Maintenance Expense - Physical Education Building

Dear Bob,

Thank you for allowing us to present the issue surrounding the asbestos encapsulation in the Physical Education Building. I have attached a copy of my memorandum to Ellen Feaver concerning this matter.

I am at a loss to see the distinction between this building and a residence hall or other facility donated to a campus that has been converted to administration or instructional use. The costs of operating, maintaining and remodeling these buildings have traditionally been paid for by state appropriation--either through the appropriation process or from Long Range Building funds. The facilities belong to the State of Montana and the State is receiving a benefit since it has acquired a needed facility from non appropriated tax resources.

Your attention to this policy issue--and funding--are appreciated.

Sincerely,

Kenneth W. Heikes  
Administrative Vice President

KWH/llt

Attachment

c: ✓ Bruce H. Carpenter (w/o Enc.)  
Ellen Feaver (w/o Enc.)  
Tom O'Connell (w/o Enc.)  
Madalyn Quinlan (w/o Enc.)  
Doug Booker (w/o Enc.)

## EASTERN MONTANA COLLEGE

Agency Summary Budget Detail Summary	Actual FY 1986	Budgeted FY 1987	Recommendation FY 1988	FY 1989
Full Time Equivalent Employees	374.53	358.46	323.21	323.21
Personal Services	9,735,025.10	10,017,823	8,930,610	8,930,610
Operating Expenses	3,770,599.61	3,472,423	3,626,149	3,592,510
Equipment	274,202.27	245,000	190,032	190,032
<b>Total Agency Costs</b>	<b>\$13,779,826.98</b>	<b>\$13,735,246</b>	<b>\$12,746,791</b>	<b>\$12,713,152</b>
Current Unrestricted Fund	13,779,826.98	13,735,246	12,746,791	12,713,152
<b>Total Funding Costs</b>	<b>\$13,779,826.98</b>	<b>\$13,735,246</b>	<b>\$12,746,791</b>	<b>\$12,713,152</b>
Current Level Services	13,779,826.98	13,735,246	12,746,791	12,713,152
<b>Total Service Costs</b>	<b>\$13,779,826.98</b>	<b>\$13,735,246</b>	<b>\$12,746,791</b>	<b>\$12,713,152</b>

**Agency Description**

Eastern Montana College was established in 1927 with an initial authorization to prepare teachers for the elementary schools. The establishment of the college was in response to needs expressed by citizens in the eastern part of the state, because all the existing institutions of higher education were in the western half. Eastern Montana College is a comprehensive state college with programs in the liberal arts.

teacher training, business and human services. Graduate programs through the master's level are offered in teacher training, special education and related areas. The programs in special education and rehabilitation are unique in the University System. The Continuing Education Program gives the student an opportunity to learn the newest developments in his field of study and to explore newly emerging areas of interest and concern.

INSTRUCTION Budget Detail Summary	Actual FY 1986	Budgeted FY 1987	Recommendation FY 1988	FY 1989
Full Time Equivalent Employees	218.22	204.73	170.54	170.54
Personal Services	5,916,160.36	6,023,073	5,412,627	5,412,627
Operating Expenses	693,861.62	550,000	672,858	672,858
Equipment	66,300.51	30,000	66,546	66,546
<b>Total Program Costs</b>	<b>\$6,676,322.49</b>	<b>\$6,603,073</b>	<b>\$6,152,031</b>	<b>\$6,152,031</b>
Current Unrestricted Fund	6,676,322.49	6,603,073	6,152,031	6,152,031
<b>Total Funding Costs</b>	<b>\$6,676,322.49</b>	<b>\$6,603,073</b>	<b>\$6,152,031</b>	<b>\$6,152,031</b>
Current Level Services	6,676,322.49	6,603,073	6,152,031	6,152,031
<b>Total Service Costs</b>	<b>\$6,676,322.49</b>	<b>\$6,603,073</b>	<b>\$6,152,031</b>	<b>\$6,152,031</b>

**Program Description**

The objective of the Instruction Program is to provide educational activities directed primarily at the production of credits which satisfy the various curricula requirements leading toward a post-secondary degree. The category also includes expenditures for academic administration where the primary assignment is administration (academic deans).

**Budget Issues**

Instruction is funded at 95% of the formula using Fall 1986 FYFTE enrollments of 3,276 for the entire 1989 biennium. The FTE listed in the 1989 biennium are only the budgeted faculty derived from the Instruction formula. Instructional support staff are not estimated because actual program FTE are a matter of discretion at each unit and may vary depending on how staff reductions have been made. Vacancy savings were not applied.



Mr. Chairman and Members of the committee, for the record I am Greg Anderson, President of the Associated Students at Eastern Montana College.

It gives me great honor, today, to speak on behalf of our students and in support of a school which we dearly love.

Eastern has a down-to-earth, personable atmosphere which allows students room for academic and social growth.

Our faculty, staff and administration make sure that each student feels like part of the Eastern family. They continually go out of their way to make sure our students set goals, have dreams; and most importantly, they help us to reach our untapped potentials.

There is no way to sum up the "typical" student that attends Eastern when one looks at the cross-section of ages, majors, and family backgrounds.

Our students range in age from under 17 to over 80 with an average age of 27. These age differences add to each individual's education. A 20 year old senior and a 70 year old freshman may find themselves in the same class. Both are seeking a degree and both are hoping to start a productive career, but they are both learning from each other's generations through their different perspectives, life experiences and insight. Both the traditional and non-traditional age student at Eastern intermingle in a very healthy mix, which enhances each other's learning experience.

If there is one way to describe the typical student at Eastern it would have to be that they are energetic, goal-orientated, and very ambitious.

For a moment I would like to speak from the perspective of a traditional student and tell you why my education and experiences at Eastern are so important to me and my future.

I came to Eastern in the fall of 1982, at the age of 17. I was at most an average achiever throughout my high school years. I came to Eastern on a Gymnastics fee waiver, a student loan and a small amount in savings. With a family of six boys, five of which are in college, I recieved no financial help from my parents. Being 500 miles from home and only knowing one person at Eastern I was unsure about what I was getting myself into. Well, my first experience with the people at Eastern was positive and it only got better from there--that is why I am here today.

My first year at Eastern was very busy but rewarding. Between classes, five hours of gymnastics practice a day, homework, and a part-time job, there was little time left in the day. I made it home to Kalispell after the first year of school with seven dollars to my name.

My next two years of school, I was a resident assistant in the residence halls, continued my gymnastics career, and continued to recieve grades in my college work that I never thought I could have ever attained.

Last year I was elected as the Student Body President, became a two-time All-American gymnast, and continued to receive higher grades and work a part time job.

This year I am a senior serving my second term as Student Body President, volunteering at Eastern as an assistant gymnastics coach and will be graduating this spring with Academic High-Honors.

The reason I just shared my college-career with you is because this profile describes the typical ambitious student at Eastern Montana College. You can change the name and some of the specific experiences, but the level of academic and social success our students receive are typical of those experiences which I have been fortunate enough to have gained.

Not only are we fortunate to receive a quality education from our dedicated faculty, but we are also able to gain practical experience from our extra-curricular activities, internships, and the employment which we have in the community. Our ambition and positive contacts with the community and around the state might be one reason why our students enjoy a 90% placement after graduation.

The students are at Eastern because they realize that their goals, dreams, and literally the quality of their lives depend on the ability to receive a quality degree. We are receiving a quality degree now and in no way would I call my experiences and education from Eastern mediocre, but if we continue to cut the most cost-effective unit in the system; not only would we make quality a dream, but we would make mediocrity a reality.

Montana students are already paying tuition at 105% of our peer institutions; we are willing to pay at this level as long we are assured a quality education. But I can guarantee you that at a time in which our students are known for being thrifty, to pay for a mediocre education at 105% of our peers would not be a wise investment. We are already beginning to lose our brightest students because of the fear of a less-than-quality system, but if mediocrity becomes a reality, higher education in Montana will not be an option for any of our students.

Today's students are ambitious, goal orientated, and in search of a comfortable and quality life. Geographic location is easily sacrificed if quality is seen anywhere in the horizon, even if it means crossing state lines in the search for excellence. Once the students leave, they make important contacts in their new location, and rarely return. We ask you that you allow us the option of staying in a state that we love.

In closing, the students at Eastern Montana College lobby your support in the following areas:

- (1) We ask for honest and responsible funding for EMC and the University System
- (2) Long-range planning of the system and not bi-ennium band-aid planning.
- (3) Revenue Enhancement.
- (4) To realize education is an asset for the future, and that the future starts today, not tommorrow.

The students at Eastern Montana College are willing to lead the state into economic and educational prosperity, but we need your help.

Thank you.....



February 9, 1987

Representative Dennis Nathe, Chairman  
Joint Subcommittee on Appropriations - Education  
Capitol Station  
Helena, MT., 69620

RE: Policy - Operations and Maintenance Expense - Physical Education Bldg.

Dear Chairman Nathe:

Attached is a copy of the memorandum furnished to Ellen Feaver, Director, Department of Administration, concerning this policy issue. Also attached is a copy of the transmittal letter to Representative Bob Thoft, Chairman, Long Range Planning Committee.

When reading these documents, I believe that it is clear that a policy decision is needed in order to properly submit requests for funding for operations and maintenance expenses of facilities that are owned and used by the State of Montana. In our case, a Physical Education Building was built and paid for from building fees. The operating costs were discussed by the Legislature in 1979 and determined to be appropriate plant expenses to be paid from state appropriation. However, the asbestos encapsulation seems to be an item that is neither appropriate as a program modification nor an item eligible for consideration by the Long Range Building Program committee.

Your consideration of this issue - and its funding - is appreciated.

Sincerely,

Kenneth W. Heikes  
Administrative Vice President

cc: Bruce H. Carpenter  
Carrol Krause  
Ellen Feaver  
Sib Clack  
Madalyn Quinlan  
Tom O'Connell  
Doug Booker

**TO:** Ellen Feaver, Director  
Department of Administration

**FROM:** Kenneth W. Heikes  
Administrative Vice President

**DATE:** January 26, 1987

**RE:** Physical Education Building

### **Introduction**

On several occasions the question has been raised as to whether or not major repairs and/or maintenance items would qualify as appropriate requests for funding from the Long Range Building Program. The answer thus far appears to be "no." Reasons given have been "it is a revenue producing facility" or "it is a facility not constructed under the Long Range Building Program." I am also told that submitting a program modification for funding through the appropriation process may not be acceptable. I am at a loss as to how to acquire funding for major maintenance or repair items. Specifically, my request is how to acquire funds to encapsulate asbestos in the ceiling of the Physical Education Building, a multi-function facility used for instruction, recreation, and intercollegiate athletics.

### **Background**

The Physical Education Building was constructed in 1959-60 from proceeds of the sale of revenue bonds. Debt service for the bonds was paid from a student building fee and operating costs were initially paid from appropriated funds. When state appropriations were not keeping up with enrollments in the 1960's, decisions were made to help pay operating costs of the facility from the building fee. That practice continued for several years. In the early 1970's, I learned that the other units were having operating costs in similar facilities paid from the institution's regular operating budget.

During the 1977 legislative session, the issue of how operating costs were to be paid on physical education facilities was discussed. Documentation was presented to Representative Carroll South, chairman of the education subcommittee, on March 24, 1977, showing that operation and maintenance should be paid from state funds in the same manner as other facilities used as classrooms. Unfortunately, that information was submitted too late to be included in the 1977 budget considerations. Fortunately, the 1979 legislative subcommittee included the operational costs in the current unrestricted education and general budget of Eastern Montana College. That information is documented on page 208 of the "Appropriations Report - 1981 Biennium" prepared by the Office of the Legislative Fiscal Analyst.



**Ellen Feaver  
Page 2  
January 26, 1987**

Since 1979 the current unrestricted operating budget of the college has paid the maintenance and repair costs.

The revenue bonds were retired in 1984 and the building fee pledged to another revenue bond issue. The physical education facility does not produce "other revenues" as evidenced by annual audit reports, and no other funding sources are available.

The asbestos was detected by the consulting firm retained by the Commissioner of Higher Education in 1984-85 to survey the university system. Their recommendation is to encapsulate the asbestos. The cost is estimated to be about \$95,000. Certainly the State of Montana would be named as a defendant should legislation be sought for failure to take care of this hazardous item.

#### **Resolution Needed**

The question is what procedure, or which route, is to be followed in order to have these kinds of building modification requests reviewed and approved—the Long Range Building procedure or the appropriation procedures?

**KWH/kh**

**c: Bruce Carpenter  
Jack Noble  
Bill Lannan  
Tom O'Connell  
Sib Clack**

**Attachment LFA Report - 1979**

# Cetrone Studio

photography as an art

February 6, 1987

The Honorable Dennis Nathe, Chairman  
Joint Subcommittee for Appropriations--Education  
Helena, MT 59601

Dear Representative Nathe:

Education is one of the areas Montana has done right. We can demonstrate this truth in many ways. Montanans know the importance of educating our citizens, and have always found ways to pay the bill for this most fundamental investment in our economy, our sciences, and our culture. It is our university system that enables us to learn of the classics. And I think it is our university system that can help us to maintain the realities of our existence. It enables us to balance the realities of today against the message of the past and the demands of the future.

One of the realities we face today is the need to continue our tradition of excellence in education against the limitations of our economy. It is not easy. As a former Montana state senator, I am aware that you hear many voices asking for a share of the available funding. And I have also been in the position of the students of today--and those of tomorrow--and I know that their hope for the future lies in the education we provide them. In the classrooms of the University System lie the underpinnings of careers and quality of life for our children.

Those careers and that quality of life come not just from the training that we give our students. They may come from the sugar beet industries that could grow from the studies of a scientist at Eastern Montana College. They will come from the small businesses helped to prosper and grow by the students and professors in Eastern's School of Business. They will come from the teachers trained by Eastern who will influence the children in tomorrow's classrooms. They will come from the communication skills and the sense of their own unique place in the world that comes from Eastern's teaching in the arts and sciences.

When we combine what Eastern Montana College and our other university system units create with the special qualities our state has as a place to rear children and to live a full and safe life that enables us to develop our full potential, we have to be aware that we cannot short change the future. As we balance the demands of today's financial problems, it seems to me that we must maintain the full funding of Eastern Montana College and the other units, or we will fall into a downward spiral that will destroy the quality that we hold dear.

Education dollars are capital investment dollars--and they always return a profit. Failure to make this investment will result in loss for all of us. Budget cuts already initiated have damaged the educational program at Eastern Montana College.

Those effects are just beginning to be felt. I add my voice to those who plead for no more damage. Please find ways to adequately fund our so-far successful higher education system.

Sincerely,

*Gene Cetrone*

Gene Cetrone, Chairman  
Local Executive Committee  
Eastern Montana College

**Consumer Markets**

PaineWebber Incorporated  
First Interstate Center  
401 North 31st Street  
Suite 1700  
Post Office Box 7028  
Billings, MT 59103-7028  
406 248-1700

Nick R. Cladis  
*Senior Vice President Investments*  
*Branch Manager*

**PaineWebber**

February 9, 1987

The Honorable Dennis Nathe, Chairman  
Joint Subcommittee for Appropriations—Education  
Capitol Station  
Helena, Montana 59601

Dear Representative Nathe:

It was my hope to deliver this message in person, but because of a business conflict I am unable to be with you this morning.

My past association with Eastern Montana College as a graduate and student body president prejudices my remarks toward any program that would enhance this school. I am communicating this letter from the point of view of a local businessman familiar with the benefits that Eastern Montana College has provided and continues to provide to the community.

Recently our company made a financial commitment to developing a business data bank at Eastern. The reason for this support is to meet a genuine need in our state. This is only one example of how hundreds of people desire an opportunity to enhance their skills, to continue their education, and to open new doors in their careers. Eastern is providing solutions that are essential and deserve the support of the legislature.

As business people we resent the waste of our tax dollars. We want and expect good management and tough decisions from our legislators. Your support of the programs offered at Eastern Montana College will benefit our state for years to come.

Without the opportunity for our citizens to develop their personal and professional careers, they will make unfortunate decisions to relocate to states that can provide the opportunities. We all recognize the economic conditions of the state, but consider the support of Eastern Montana College and its programs an investment in helping to provide a turnaround through education.

Respectfully,

*Nick Cladis*

Nick R. Cladis  
Senior Vice President

VISITORS' REGISTER

Education sub COMMITTEE

BILL NO. \_\_\_\_\_

DATE 2-9

SPONSOR \_\_\_\_\_

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
George W. Gallina	Billings	✓	
Paul P. [unclear]	Billings	✓	
<del>James C. [unclear]</del>	<del>Billings</del>	<del>✓</del>	
Dicki Orinhamer	Billings	✓	
Bruce Hamperter	EMC	✓	
W E [unclear]	EMC	✓	
Gene Heiker	EMC	✓	
Kelly Holmes	MT College Coalition	✓	
CAROL KRAUSE	COMN OF 4. ED	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FORM.  
PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.