

MINUTES OF THE MEETING  
EDUCATION SUBCOMMITTEE  
50TH LEGISLATURE

February 10, 1987

The meeting of the Education Subcommittee was called to order by Chairman Dennis Nathe at 7:30 a.m. on Tuesday, February 10, 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.

HOUSE BILL 187

HB187 appropriates \$320,000 to operate a spring wheat breeding and biotechnology program at the Montana Agricultural Experiment Station and was introduced by Representative Rex Manuel. Representative Manuel stated that this was a very important program to the economy of the state of Montana.

Dr. James R. Welsh, director of the Montana Agricultural Experiment Station, briefly explained the Montana spring wheat facts sheet (Exhibit 1). This component of state agriculture represents more than \$200 million per year or 16 percent of all ag products in the state. The potential economic return from this research would result in improving quality and adding \$5.5 million to Montana's economic base. He explained that the support team for the program was already in place: plant pathology, the new greenhouse, etc.

Mr. Randy Johnson from the Montana Grain Growers Association (MGGA) supports the spring wheat breeding program and hiring breeder to work with the geneticist whom the United States Department of Agriculture will provide (Exhibit 2).

Mr. Larry Johnson, secretary of the grain growers at Kremlin, supports HB187. The wheat industry has become competitive. He said that besides higher protein, better milling and baking qualities and higher nutrition values, Montana needs to develop "value added" varieties such as "sweet wheat". (Exhibit 3)

Mr. Jim Jenks, chairman of the wheat research and marketing committee, testified in support of HB187. He stated that the state has a responsibility to support the spring wheat industry that generates so much money into the economic base. The wheat research committee will help, but it cannot

not compete with the better climates. It takes ten years to develop a new variety of wheat and make it available to the commercial market. The average usable life expectancy of any new variety is only seven years (Exhibit 5, 6)

Mr. Viggo Anderson supported HB187 stating that there was no spring wheat that was tailored to this area. (Exhibit 7)

Mr. Mark Rasmussen (371) testified in support of HB187 stating the necessity for research for the economic development of the state. The establishment of new varieties of spring wheat would give a tool to better deal with the environment.

Mr. Ross Fitzgerald supports HB187 and its value to the state for the survival for farmers.

OPPONENTS: There were no opponents.

WESTERN MONTANA COLLEGE

Dr. Doug Treadway called on Commissioner Carroll Krause from the Montana University System to explain the efficiencies to be gained by a merger of the administrations of Western Montana College and University of Montana. He said the merger process does take time but could be in effect by July 1, 1988. He asked that Western Montana College continue to be funded as a separate college.

Representative Fritz Daly (535) testified in support of WMC. He said that it was important to provide access for students for an education. He asked that the football program at WMC be reinstated since this is where the majority of coaches were trained. He was personally grateful to have received an education at Western and to have a job since most of his friends were laid off or had no job and it was directly attributable to his education at the college.

Mr. Jeff Morrison, member of the Board of Regents (624), said that WMC was the smallest and most vulnerable unit. He said that the campus was well maintained. (1-B) The college was established for teacher education. The graduates get jobs in the state and remain in rural areas. Western has had more changes instituted by the board of regents than any of the other units.

Mr. Alan Nicholson from the Board of Public Education had concerns about having an adequate supply of teachers. (Exhibit 10) The Board of Public Education urged the commissioner to consider the potential crisis if there is not adequate teacher training. He said that quality teacher program should be increased not eliminated.

Mr. Bill Anderson (125), Deputy Superintendent of Office of Public Instruction, asked the committee to realign priorities and find the money to invest in the college. He said that Western Montana College was supportive of the Montana teacher education program standards. He is concerned that the supply of teachers will diminish.

President Douglas Treadway presented a slide show of the college. He explained the community support in the city of Dillon and gave a college profile of the students and the rural setting. He also showed the reductions that were made in the administration. One important note was the fact that enrollment had increased. (Exhibit A) The relocation of the Law Enforcement Academy was mentioned as well as the fact that 60 percent of the coaches in Montana were graduates of Western.

Senator John Anderson (536) discussed the quality of the teachers that had graduated from WMC. He read a resolution from the town of Sheridan (Exhibit 11).

Representative Ralph Eudaily (2-A) supports WMC and the teacher education program.

Representative Charles Swysgood testified in support of Western and asked the crowd to stand in support of the college. He read the hometowns of students that were affected by the elimination of the football program including some out of state students. He said for some it was the only chance to compete in college football. The fact that half of the state populace resided in rural areas made WMC appealing due to its rural education projects. The college ranked third in the number of faculty holding doctoral degrees (100). Education is the states most productive investment and he urged the committee to fund the programs. (Exhibit 12, 13)

Dr. Lee Spuhler who directs the Rural Education Project introduced other educators who supported Western Montana College.

Mr. Bernie Joslyn, Superintendent of Joplin/Inverness school (2-A-151) spoke concerning the teachers that were produced at Western and their understanding of the rural way of life.

Mr. Ron Maley, teacher/counselor from Twin Bridges (212) had chosen to attend Western because of the outstanding program of teacher education. Other reasons for choosing Western where the geographical area, being close to home, with a size and rural nature including being a resource for teachers in the field.

Mr. Bernie Hartman, Helena elementary principal, spoke in support of teacher education at Western. (257) Dr. Spuhler explained about the rural education project. Western had been awarded a three year grant with the option to apply for an additional three year grant from the fund for the improvement of post secondary education (FIPSE). The basic program develops a rural teacher education project. The project addresses the critical teacher shortages in rural areas, the lack of university support for rural teacher education and the lack of innovative teacher training models specifically for the needs of small schools.

Mr. Keith Parker (307) member of the faculty and president of the WMC faculty association spoke on the institutional size and quality of the college. He commented that the diversity and talent of the faculty was worthy of documentation.

Dr. Terry Cypher (441), professor of mathematics, testified about the growth and success among the students. He acknowledged a dedicated faculty and encouraged support for the college.

Dr. Judy Ulrich testified about the faculty putting the students first. She said the faculty worked well together. She chose Western because of the personal touch and individual attention given to students.

Ms. Arlene Williams, administrative assistant to the student teacher placement office at Western, had seen an overwhelming demand for quality teachers. Their office dealt with superintendents and principals on a daily basis. Most of them look for a teacher that could adapt to a small rural community that was often isolated. Teacher education was Western's speciality.

Mr. Steve Howery, student body president, spoke in support of the college. He said that the student body was confident and had attended the subcommittee hearing in numbers. He encouraged support for the law enforcement academy (Exhibit B).

Mr. Gary Butori, vice president of associated students of Western Montana College spoke about the quality of education that was based on the individual. The participation in actual classrooms gave students an opportunity to experience first hand challenges and problems they would face as teachers.

Ms. Karla Kelly, senior class president of Western Montana College, spoke in support of the college. She felt the college was good and the faculty approachable.

Mr. Doug Fraley, a four year letterman in football, spoke about the friendship and closeness of a small college.

Ms. Sandy Schmidt from Fairfield spoke in support of Western. The college took an interest in the work study student. The college was important to the people of Dillon.

Mr. Kelly Holmes, Montana College Coalition lobbyist, testified about the high morale and the school being a necessary link for such a large state. (Exhibit D)

Ms. Susan Arthur, a 1986 graduate, said the experience at the school had been rewarding. Teachers were well prepared and able to help students succeed. The college had growth in enrollment and was well deserving for needed funding.

Mr. Larry Hamm from Butte, supported funding for the college.

Ms. Mary Holt, supported funding. She was concerned that education be made available. Making a living was a real challenge and education was a needed tool. (Exhibit 13)

Mr. Darin Allerd (311) urged the committee to support the college.

Ms. Margaret Hagenbarth (329) recognized the excellent teacher training. She believed that Western was unique due to their specialization in rural education.

Pat Carrick, resident of Dillon, had the opportunity to attend college at Western. He said the college had a positive interaction with the community. He perceived a disturbing trend of the removal of services into urban centers which he called colonization (Exhibit 14).

Mr. Paul Sagunsky, Montana Tavern Association, (486) spoke as a proponent. He owned the "local hangout" and had seen a trend over the years towards much more serious students. He supports funding to continue education.

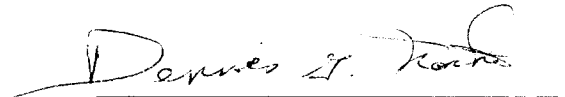
Mr. Ted Stanicich (515) supports funding as important for the economy of the state. Children from family farms could afford to go to Western.

Mr. Phil Blank, vice president of Norwest bank in Dillon, said the attitude at higher education level affects the families and long range plans. He urged support of funding to halt the out flow of students to other states.

(3-A) Mr. Henry Worrest, vice president for academic affairs, said the founding fathers knew the value of an

education. There was a direct correlation between the standard of living and education. He felt more higher education was needed, not less. He demonstrated to the committee a toy car and batteries. He made the point that the nations toymakers sold 12.1 billion toys per year which equaled about \$200 spent on toys per child. At the price of a \$15.00 toy, which was more important - one more toy to wear out or an education that would last a lifetime.

ADJOURNMENT: The meeting was adjourned at 10:50 a.m. After the hearing on Western Montana College, Dr. Bill Beavis and Dr. Peter Glassman, professors at the University of Montana, spoke briefly in support of funding for the universities. They were concerned about the morale and that sufficient funding be given so that the administration would have the tool to hold the core of the university program. They discussed some insights to restructuring and recommendations in administration.

  
DENNIS NATHE, Chairman



HB BILL NO. 187  
 INTRODUCED BY *W. James Tolsted, Anthony Sabo, Gray*  
*W. Smith, Sybil Smith, Wendy Spivey*

A BILL FOR AN ACT ENTITLED: "AN ACT TO APPROPRIATE \$320,000 TO THE MONTANA AGRICULTURAL EXPERIMENT STATION TO OPERATE A SPRING WHEAT BREEDING AND BIOTECHNOLOGY PROGRAM IN MONTANA."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:  
 Section 1. Appropriation. There is appropriated \$320,000 from the general fund to the Montana agricultural experiment station for the biennium ending June 30, 1989, to establish and operate a permanent, ongoing spring wheat breeding and biotechnology program in Montana.

-End-





## MONTANA SPRING WHEAT FACTS SHEET

1. Spring wheat has an average gross sales value of over \$200 million per year (excluding government payments) and averages 30% of all crops raised in Montana.
2. Spring wheat accounts for 16% of the value of all agricultural products raised in Montana.
3. Montana seeds an average of 2.8 million acres of spring wheat with an average total production of 55 million bushels.
4. On the average, spring wheat accounts for over half of the total wheat production in Montana.
5. A price improvement of 10¢ per bushel resulting from improved quality properties will produce \$5.5 million additionally for Montana's economic base.
6. In 1986, three of the top four varieties in Montana were developed at MSU. Montana varieties occupied over half of the seeded spring wheat acreage.
7. Much of the current quality, pest resistance, and variety adaptation in Montana spring wheat has come from the USDA breeding program at Montana State University. This program has been redirected toward basic wheat research and genetics.
8. Montana currently does not have a spring wheat breeding program to produce new varieties.
9. Varieties developed in other states will not maintain Montana's competitive edge in quality or production.
10. Private breeders will not provide all varieties necessary to satisfy Montana's needs.
11. House Bill 187 will authorize a program to develop new varieties with special emphasis on more desirable market properties, insect and disease resistance, and basic wheat biotechnology to improve Montana's competitiveness in the marketplace.

JRW:sak/114  
1/30/87



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**MONTANA GRAIN GROWERS ASSOCIATION  
Testimony on HB 187**

**Spring Wheat Breeder Program**

Since 1981, there has been no Spring Wheat Breeder, either federally, or state-funded, at Montana State University. The position simply does not exist.

Traditionally, this was a position manned and funded by the Agricultural Research Service of the U.S.D.A. But, ARS made a policy shift several years ago. They will no longer be involved in breeding positions for crops because, too often, these programs could be utilized only in a very limited geographic area. A new variety of wheat, for example, might only be grown in a few counties in one state and the economic impact felt by a relatively small portion of the tax-paying public. Instead, ARS wanted to broaden research areas to broaden the return on that research. For breeding programs, this means federal funding for the support people for a breeder, but not the breeder position itself.

The ARS will support a geneticist because that position sends material to breeders over a multi-state area. But, ARS will no longer be maintaining Cultivar Release Programs. That will be the individual state's responsibility. But, they will support those state release programs.

Now the case in point. Dr. Harry Mc Neil for many years was the one and only Spring Wheat Breeder in Montana. As an ARS breeder, he was totally federally funded. When he retired in 1981, ARS invoked their new philosophy and did not replace him with another breeder. (This is the pattern they say they will follow in all states---do away with the program through natural attrition.) ARS, however, did not cut funding to MSU. They gave MSU a geneticist instead, Dr. Larry Alexander.

Understand, geneticists are nice people to have around. They provide the germ plasm enhancement that gives the breeder material to work with. Pair a geneticist with a breeder and one has the nucleus of an on-going release program. At MSU, both the winter wheat and barley programs have had such a pairing of federal and state personnel for years, but not for Spring Wheat. The federal authorities

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President  
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WILLIAM BRINKEL  
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Broadview

LARRY JOHNSON  
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Kremlo

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Treasurer  
Great Falls

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have had their half of the team on line but the state, since 1981, has not added a breeder.

It should be noted that a Spring Wheat Program was maintained, at a reduced level, since Dr. McNeil's retirement. The ARS wanted to give Montana an adjustment period after withdrawing their program. They allowed their geneticist, Dr. Alexander, to wear "two hats" and spend approximately half of his time on breeding and the variety release program. Of course, without the FTE, MSU had little funding for him and the Montana Wheat Research and Marketing Committee stepped up its support.

But last year it hit the proverbial fan. Dr. Alexander left Montana for greener pastures where he was paid more and only had to do one job. MSU asked the U.S.D.A. to replace him. The Fed's response was predictable. Montana, in five years, had made no tangible move to pick up the state responsibility of providing a breeder to compliment the federal geneticist.

After nearly a year of debate the U.S.D.A. has relented---to a degree. Yes, they will give Montana a Spring Wheat geneticist but he will no longer be allowed to do any wheat breeding. When this person arrives at MSU, and ARS is interviewing candidates right now, he will be strictly a laboratory person, concerned with molecular engineering and molecular genetics. It is an open question as to what kind of scientist Montana will be able to attract when he discovers that his work will not be leaving the lab because we have no breeder to make a practical application of his work.

It is being asked of you, then, that Montana take the responsibility of Spring Wheat breeding as has been traditionally the case in Hard Red Winter Wheat and barley. In four of the last seven years, Spring Wheat exceeded Winter Wheat both in acres and value in our state. Spring Wheat has exceeded barley in value forever. Therefore, Spring Wheat should receive, at least, an even cut in general fund support with these other crops.

Thank you for your support of House Bill 187.

**Montana Grain Growers Association**

**Position Paper**

**HB 187**

**Spring Wheat Breeding Program**

**The Montana Grain Growers Association supports HB 187 to establish a Spring Wheat Breeding Program in the State of Montana.**

**The wheat industry in the United States and the World has become extremely competitive. The wheat producing countrys' ability to produce has exceeded the demand for consumption. This has made price and quality extremely important factors in the struggle to capture domestic and world wheat markets.**

**To capture and maintain an acceptable share of world wheat markets U.S. producers must continue producing a high quality product at a price that can move into world markets. To do this, on going research must be conducted in providing new and improved varieties of wheat--wheat that not only meets the need of the buyer, but costs less to produce.**

**Montana has a special place in world markets. Over half of the wheat produced in Montana is Dark Northern Spring Wheat, a high quality, high protein , Hard Red Spring Wheat. DNS is a bread wheat primarily used to blend with Hard Red Winter Wheat flours to increase protein levels and improve milling and baking qualities. Montana, on the average, is the number 2 producer of HRS wheats in the U.S.**

**In the past, Montana has provided producers with spring wheat varieties through a spring wheat breeding program of the Agricultural Research Service (ARS) of the USDA. Since the ARS has reoriented this research program toward more basic genetic issues and discontinued variety development, Montana has been left without a program that can provide producers with new varieties.**

**To retain and eventually increase their competitiveness in both the U.S. and world markets, Montana producers need to increase the demand for the products we raise. To increase the demand for Montana wheats, we need to continue enhancing the quality. We need wheats that have higher protein, better milling and baking qualities, and higher nutrition values. To go one step further, Montana needs to develop "value-added" varieties. An example is "Sweet Wheat". The consumer is increasingly becoming concerned with the way his diet is affected by sugar and artificial sweeteners. If one could produce a wheat that produces it's own sweetener, products could be produced from these wheats that contain little or no sugar of any kind. A**

**"sweet wheat" wheat is currently being developed at MSU. If we are to stay on the leading edge, we need to be creative and explore even more creative and innovative products.**

**Not only do Montanans need better varieties to maintain demand for their product, but they need them to reduce the cost of production. Today's farmer is, at best, struggling to stay in business. In addition to working toward adjusting the world's supply/demand situation so that prices of our commodities will be forced up, we need to focus more attention on the inputs of small grain production. We need to take some giant strides in reducing the cost of producing a bushel of wheat.**

**This means developing wheats that require less inputs and/or more efficiently use those inputs. Wheats that use less or even produce their own nitrogen. Wheats that can take more stress and produce more in the dry climate of Montana. Wheats that are resistant to chemicals. Wheats that are resistant to the diseases and pests of Montana. In short, Montana needs to release wheat varieties that require less fertilizers, herbicides, pesticides, and fungicides.**

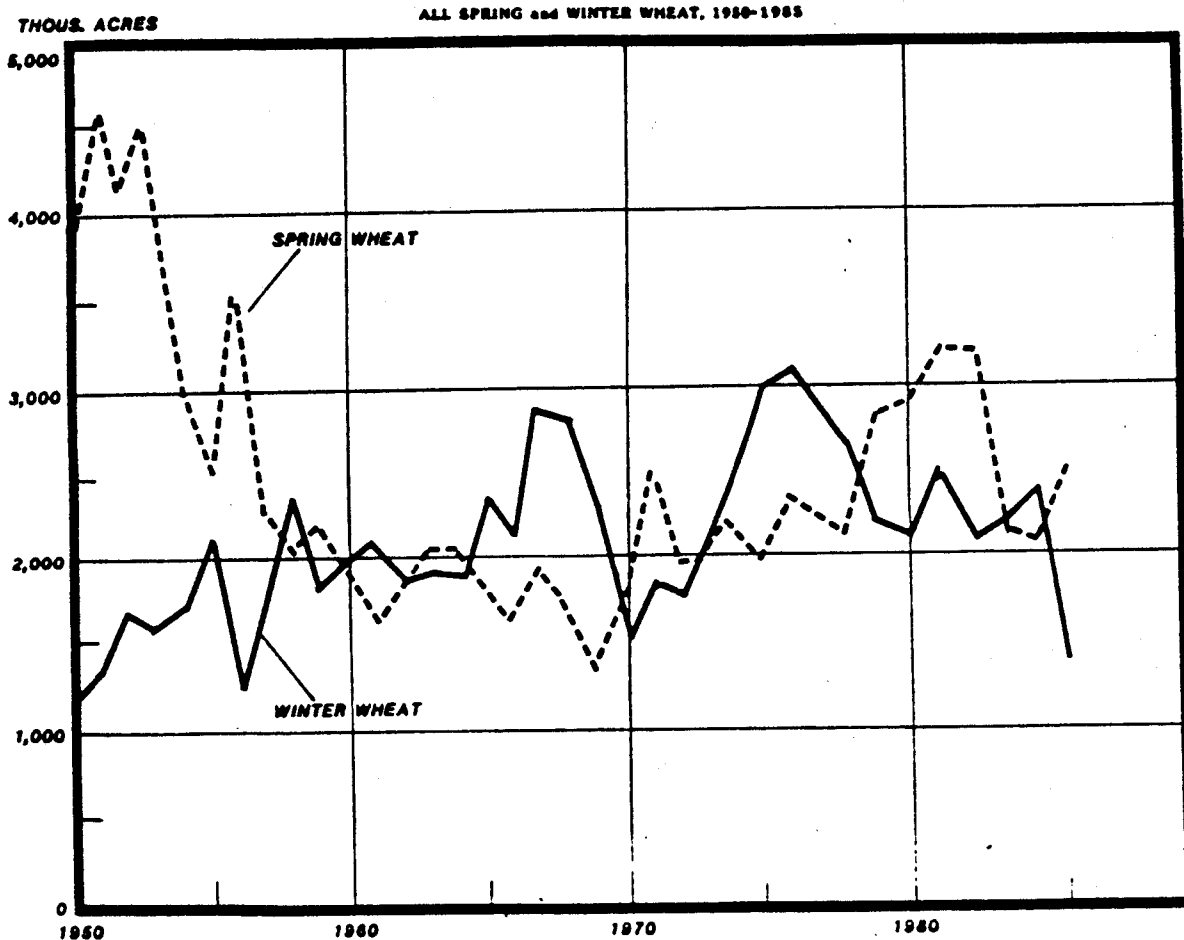
**To do that, we need a spring wheat breeder in Montana. First, because of geographical, cultural, disease, and insect differences, Montana can not rely on variety releases of other states. Second, Montana cannot rely on varieties released by private breeders, again, because we are unique. Private breeders cannot afford to develop varieties that are specifically adapted to Montana's conditions. They cannot sell enough seed in one single state to recover the development cost of a new variety. They tend to develop varieties that are more designed for the midwestern and greatplains states.**

**Since the 1950's, several economic studies have measured the benefits of agricultural research relative to the costs. The resulting benefit/cost ratios vary, but most fall in the range of \$30 to \$50 of benefits for each dollar spent. This program would not only benefit the income of Montana producers, but also work to improve the general economy of Montana. A price increase of 10 cents per bushel from improved quality and protein will produce an additional \$5.5 million for Montana's economic base.**

## SPRING WHEAT PRODUCTION IN MONTANA

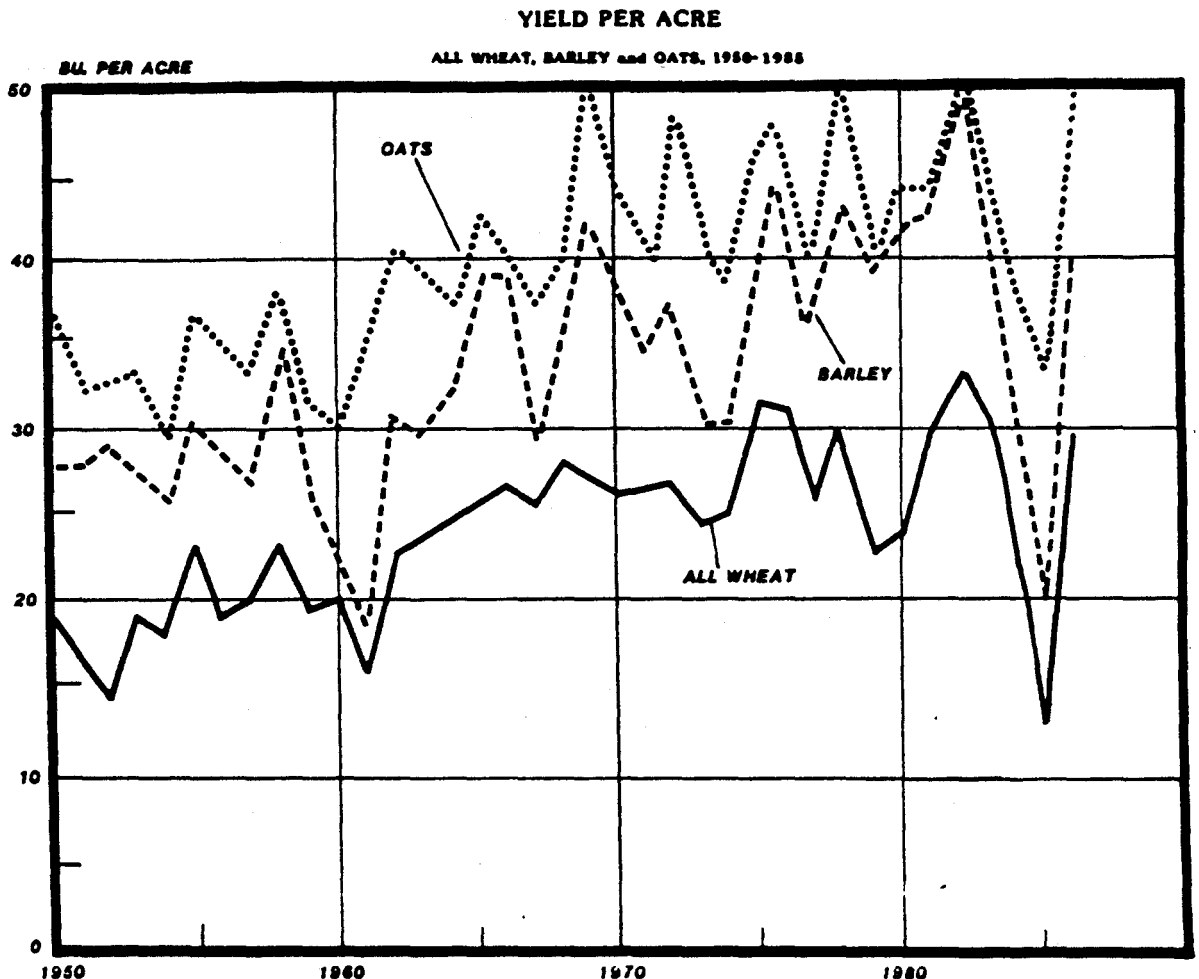
Spring Wheat is the single most important commodity raised in Montana. Montana ranks second in the production of hard red spring wheats in the U.S. Spring Wheat is grown in 52 Montana counties. In the last five years, Montana seeded an average of 2,803,000 acres of Spring Wheat, with an average production of 55.1 million bushels. In three of the last five years, there was more spring wheat seeded than winter wheat. On the average, spring wheat accounts for 53% of the total wheat production in Montana. At \$227,766,000.00 per year, the value of spring wheat (excluding government payments) averages 30% of all crops raised in Montana. It amounts to 16% of the value of all agricultural products raised in Montana. Spring Wheat is vitally important to the economy of Montana.

### ACRES HARVESTED



## INCREASED PRODUCTION DUE TO IMPROVED VARIETIES

In 1950, the average yield for wheat was less than 20 bushels per acre. Now wheat yields in Montana are approaching 40 bushels. Much of this increase is due to wheat varieties that are more suited to Montana's climate and soils. This increased yield, means not only increased gross income for a producer, but also less production costs per bushel. A recent study shows that in 1940 spring wheats grown at research centers produced about 2 to 2.5 bushels per inch of water. In trials conducted in 1982, spring wheat produced 5 bushels per inch of water.

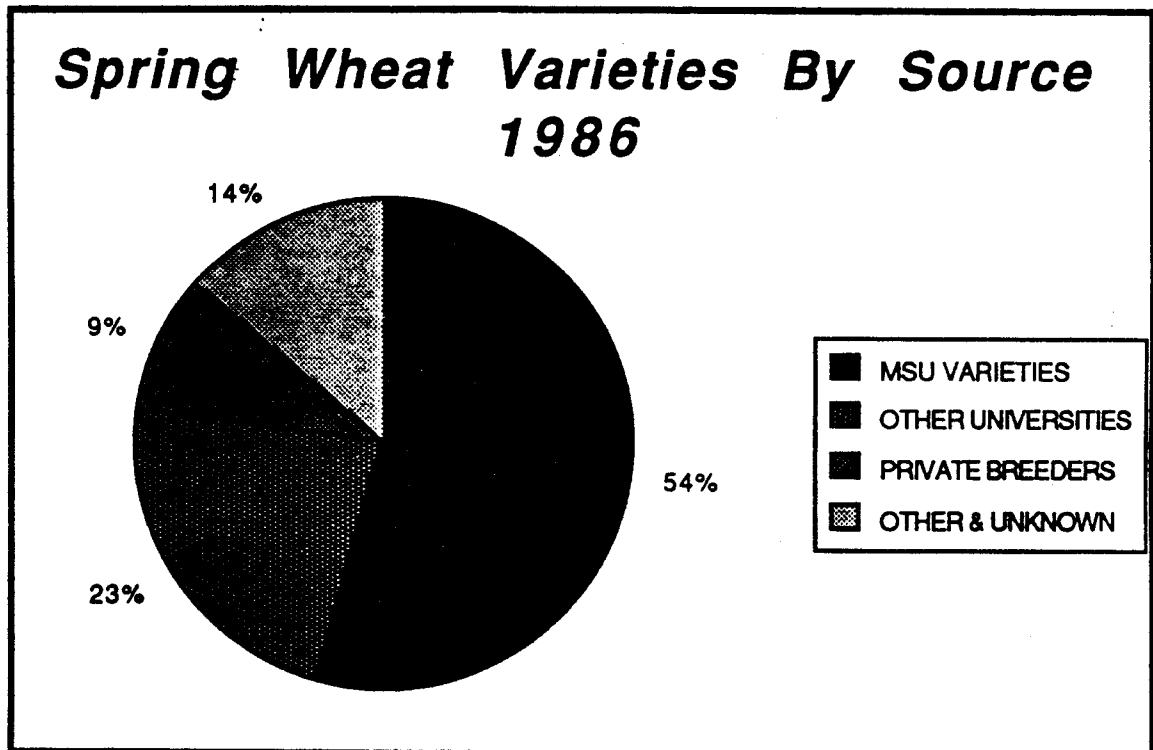


1982 Yield per acre Oats - 51.0 Bushels



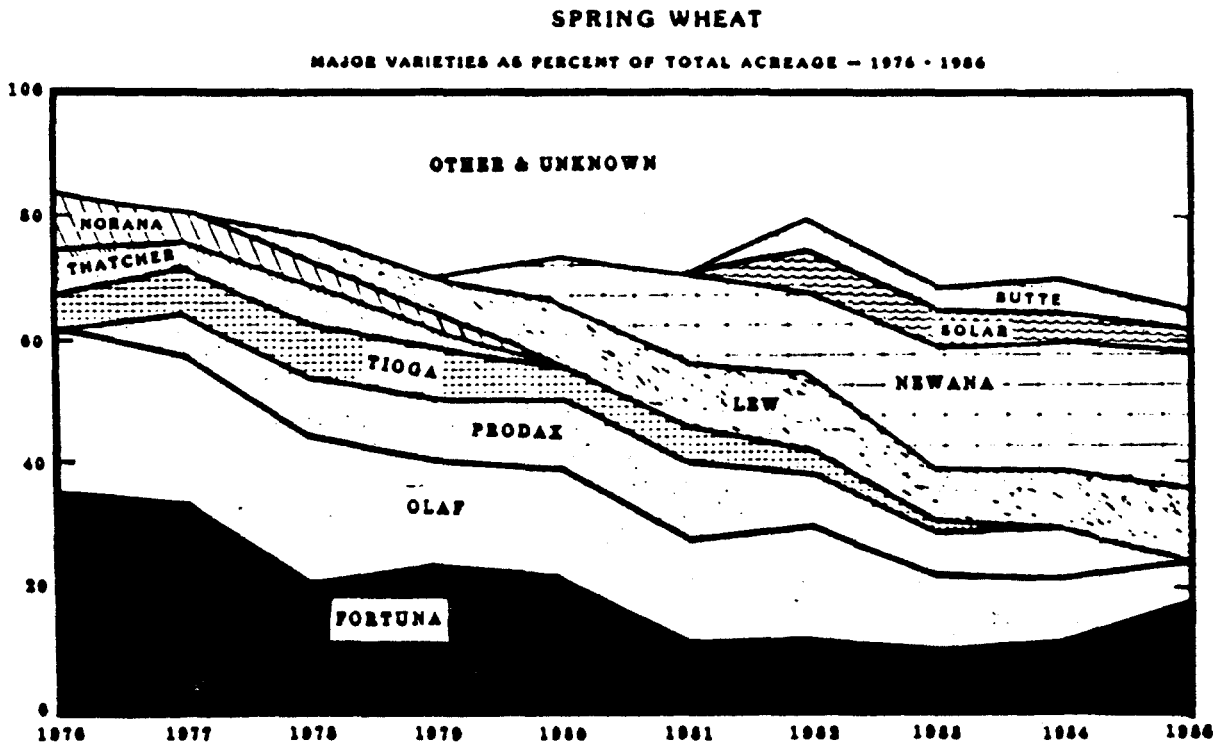
## MONTANA'S SPRING WHEAT BREEDING PROGRAM

Much of the increased spring wheat production in Montana can be attributed to the Spring Wheat Breeding Program at Montana State University, that up to this point has been largely federally funded. Currently, six MSU varieties are in commercial production in Montana. In 1986, three of the top four varieties were developed at MSU. 54.5% of the seeded spring wheat acreage were Montana varieties. 23% of the acreage was developed by Land Grant Universities in other states, 9.1% by private breeders and 13.4% by other and unknown sources. Development of spring wheat varieties that are better adapted to Montana's climate and soils are a significant factor in increasing HRS acres in relation to the total wheat acres seeded in Montana.



## WHY MONTANA MUST DEVELOP IT'S OWN VARIETIES

Montana developed varieties are the highest yielding and most seeded varieties because Montana is unique. Our climate, soils, altitude, pests and diseases are not similar to many other locations. A wheat developed for another state in most cases is not suited for Montana. Because our state is unique, private breeders are not inclined to develop varieties that do well here. They can not sell enough seed in one single state to recover the development cost of a new variety. They tend to develop varieties that are designed to do well in the Midwest and Central states.





## MONTANA WHEAT RESEARCH & MARKETING COMMITTEE

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JIM CHRISTIANSON  
Executive Vice President

### MONTANA WHEAT RESEARCH AND MARKETING COMMITTEE Testimony on HB 187

#### Spring Wheat Breeder Program

Many people have asked what the role of the Montana Wheat Research and Marketing Committee will be in the future of the Spring Wheat breeding program at MSU and the Research Centers around Montana.

One thing is sure. The Wheat Committee can't carry the program. The \$160,000 annual budget needed for Spring Wheat breeding is simply too much for the amount of money we have for research and it can be argued that the Committee spends too many research dollars on wheat and barley breeding programs now.

The Committee, in the current budget year, is spending \$295,000 for research at MSU in 14 distinct areas. \$144,000 of that, nearly half, is for wheat and barley breeding. The remaining 11 research programs share the remaining \$151,000.

The Wheat Research and Marketing Committee concurs with the general farmer consensus that the general fund in our state has an unshirkable responsibility to support a Spring Wheat industry that generates more than \$200 million for the Montana economic base.

The Montana Wheat Committee will continue supporting good research programs for wheat and barley. In effect, helping to make good programs better. But, for the Committee to become the major funding source for an on-going program, like Spring Wheat breeding, is to detract from other research responsibilities. For example, the theoretical research that has not, as yet, proven its worth to the general fund; Swheat and Hard White wheat. Or, the emergency funding for immediate problems; the new barley virus in the western Triangle or the effect of a new chemical residue.

If you give the producers a basic program they, with their own dollars, will put a polish on it. For this reason, we ask your support of House Bill 187. Thank you.



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**JIM CHRISTIANSON**  
Executive Vice President

### MONTANA WHEAT RESEARCH AND MARKETING COMMITTEE Testimony on HB 187

#### Spring Wheat Breeder Program

From the time the first breeding cross is made in the process of creating a new variety of wheat for Montana farmers until that new wheat is available to the commercial market place is a matter of ten years. But the average usable life expectancy of any new variety is only seven years.

The wheat breeder spent 7 or 8 years selecting plants that have shown resistance to a host of diseases but when that wheat is grown commercially the leaf rusts, root rots, blights, smuts, and the like, which are just as genetically variable as the plant they prey on, are adjusting to combat their new environment.

Occasionally there is a variety that survives a very long time. In Montana Spring Wheat the best example is the variety Fortuna. But no variety, including Fortuna, will last indefinitely. In an average of seven years, new varieties become unsuitable to the environment for which they were created.

Currently, there are about four experimental spring wheat varieties that show good promise and three fair promise for quality and yield. A half dozen with promise for saw fly resistance. All of these were started with a first cross previous to 1981. Any crosses made since 1981 have been put on a shelf at MSU waiting for someone to work on them.

The payoff for neglect in the spring wheat breeding program is inevitable. The break in the release of new varieties of Spring Wheat that is coming in 3 - 4 years can not be stopped, even if you would hire a breeder today. But, the longer we stall off putting this person to work in Montana, the wider that inevitable gap will grow.

On behalf of the Montana Wheat Research and Marketing Committee, I ask you to support House Bill 187. Thank you.



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Executive Vice President

### MONTANA WHEAT RESEARCH AND MARKETING COMMITTEE Testimony on HB 187

#### Spring Wheat Breeder Program

To a country like ours that is awash in a sea of unsold wheat, it is frightening to think we have only scratched the surface in production capacity.

It has been estimated that by the end of this century bio-technology, genetic engineering and the like will make it possible to increase wheat production to the extent that the area of the U.S. in the Mississippi River Valley and east, which today raises 20 percent of our country's wheat, will be able to raise enough bushels to supply both our domestic and export needs.

Montana can not possibly hope to compete in bushels. With scientific advances and their high rainfall, the east and west coasts can simply bury us in quantity. Montana's niche for the future is only in quality; milling and baking quality. God gave us an arid, cold climate in this state that allows us to grow wheat that has higher protein, strong gluten strength, better loaf volume, and longer mixing time than wheat grown in 90 percent of the rest of the country. This makes our wheat blending wheat. Its place in the market is to improve the milling and baking quality of high production wheats grown not only in other parts of this country, but around the world.

Today our only real competition for Hard Red Spring Wheat in terms of blending quality is North Dakota and Canada. Tomorrow it may be different. Idaho and eastern Washington-Oregon are pushing hard to get into the Hard Red Spring business. It is a premium market with premium prices. Their breeding programs are new but well funded and energetic. We don't have one at all.

I ask your support for House Bill 187. Thank you.

WITNESS STATEMENT

NAME Viggo Andersen BILL NO. 1151

ADDRESS Great Falls DATE \_\_\_\_\_

WHOM DO YOU REPRESENT? MEGA

SUPPORT  OPPOSE \_\_\_\_\_ AMEND \_\_\_\_\_

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

7

WESTERN MONTANA COLLEGE 1987-89 BUDGET  
REPORT TO THE APPROPRIATIONS JOINT  
SUBCOMMITTEE ON EDUCATION

INTRODUCTION

Western Montana College has made major strides during this biennium, in spite of the mounting financial problems of the State as a whole. We are requesting that you recommend to the Legislature that Western be supported to at least maintain the 1986 funding level, under House Bill 500, with an adjustment for our enrollment increases.

In support of our funding maintenance request, I am presenting a brief overview of the institution as it stands today: efficiently operated, future oriented, and proud of our outstanding faculty, staff and students.

I assure you as I stand before you, that there is no mediocrity at Western Montana College! Instead, what you have on the Dillon campus is the State's Blue Chip Stock in its educational investment program. I will now go over some of the many reasons why this is so.

COMMUNITY SUPPORT

The City of Dillon, as the host community for WMC, is a highly supportive stronghold for higher education. In spite of the agriculture and economic crisis within Beaverhead County, an unprecedented fund drive was recently completed in which the number of individuals and businesses contributing to the Foundation and to scholarships doubled over previous years. To give you a feel for the depth of the tap root of public support for Western, an individual recently apologized to me that the contribution their family was making to the scholarship fund was not very large. I was told that for the first time in their family history, they had to go on unemployment. After they bought their groceries from that first unemployment check, a contribution was brought up to our college. It is imperative at this juncture that we in the halls of the colleges and you in the Legislature get out and hear from these people of Montana who are so strongly committed to educational opportunity. A number of them are here today. There are far more than most are aware of because they are not making the headlines.

COLLEGE PROFILE

Western, with its 1,000 students, is placed in a rural setting within a friendly and comfortably sized community. 50% of Montana's people live in a

town like Dillon and many other much smaller communities. Over 100 Montana schools graduate less than 50 seniors each year. Students from these schools find WMC an ideal sized college. Large enough to offer quality programs and services. Small enough to provide individual attention in a relaxed, unhurried atmosphere. Of the 9 public and 3 private colleges in the State, WMC stands at the mid-point in enrollment with 5 colleges being smaller and 6 being larger.

From a national perspective, among the 3,300 public and private colleges and universities, 40% have below 1,000 students and 65% have under 2,500 students. Western is the size and type of college which stands at the mid-point on a national perspective as well. These small and medium size schools are the bedrock of the country's higher education system. It is a well documented fact that a higher proportion of national leaders, corporate executives and other prominent individuals come as undergraduates from the small liberal arts colleges than is the case of large university graduates. WMC is no exception. Celebrating our 94th birthday this month, we are stronger than ever and our graduates remain in this state enhancing each year the leadership pool of talent and dedication to Montana's future.

Established as a land-grant college, the first teachers college in 1897, Western represents traditional Montana values at their best.

Today, there is a blending of traditional and modern facilities on the WMC campus. During the current biennium a number of major improvements have been underway, some of which we will briefly highlight in this presentation.

#### MANAGEMENT

In 1985 we reduced administration by eliminating all dean level positions. With the resulting savings, we added faculty positions which had fallen in number behind the desired student to faculty ratio. We also created contingency reserves which served us well during the ensuing State funding cut backs. In 1986 we eliminated another 10% from our administrative budget--again in anticipation of further revenue short-falls and with an eye to continuing reinvestment in quality academic programs and faculty development.

While we were pruning our administration under our own reformation--not by order of the Regents--we were also pursuing external funding support. To date nearly \$2 million in private and federal support has been obtained to partially underwrite State shortfalls as well as to position us for major campus-wide improvements.



When we appeared before the Interim Session of the Legislature, three times before the Board of Regents, and today before this subcommittee, we are not showing you major cuts of programs or positions because our planning and fund raising and institution-wide efficiencies, coupled with major enrollment gains and the resulting increases in tuition income, all preclude the kind of reductions being described by other units.

#### ENROLLMENT

Enrollment at the beginning of this biennium grew by 8% over the previous year. This Fall Semester we gained another 10% to record an 18% increase over the two years. During this period 1984-86, enrollment in the University System fell from 29,288 to 27,684-- a 9.5% decline while WMC grew from 894 to 1053. From what was expected across the System compared to what actually is happening at WMC, my calculations show we are 27 to 28% ahead of the game.

And this Winter Semester, WMC was the only unit to show a gain in our System, with another 3% FTE increase. This increase at Western is taken place despite almost daily negative publicity--threats of closure or otherwise dismantling what is by every measure a very successful institution!

Another blending factor is lack of a "pressure cooker" type environment and at the same time keeping high academic standards at the college. As WMC's enrollment has grown, the student body academic profile has been changing toward a higher average ACT score and average high school GPA. 3 out of 4 of this year's entering class would qualify under the 19 ACT/2.5 GPA standards being adopted for the future for the universities. Under the standards to be adopted for the colleges, no students now at WMC would be denied admission for failure to meet those new standards. The profile of WMC this year is comparable to MSU.

#### FACULTY AND STUDENTS

All faculty at WMC are full-time teaching faculty. We do not use student teaching assistants in our classrooms. And with small classes averaging only 25 students, we provide a high level of individual assistance. In the face of state funding cut backs, we have sacrificed a number of other areas of spending in order to maintain the faculty resource to guarantee small class size and time for faculty to do student advising.

93% of WMC students come from Montana and most return to work in Montana communities. 20% of our students come from Beaverhead County. At this

time, every county in the State has at least one student attending Western. We are truly a state-wide provider of training for future Montana educators. It is said of our students and our college that we represent, more than any other school, the traditional rural values, combined with the pioneer spirit, which are among the most important assets of the people of Montana.

Western students are privileged to have assistance in the learning process from a highly dedicated and high quality faculty. About one half of the faculty are new to the State and the college during these past three years. The other group has a long standing commitment to the institution; thus creating another blending--of talents and experience tied around a common goal of excellence in teaching and concern for every single student.

There is a spirit at Western of a willingness to try new directions--a sense of togetherness and even risk taking-- a "nothing ventured, nothing gained" attitude. A recent commentor wrote that a problem with the State is that we as a people have moved from a spirit of the pioneer to the mentality of the settled. That observation does not apply at WMC, where we are every day searching out new ways to improve in the teaching and learning process.

#### DEVELOPMENT

WMC has embarked on a major college development program with a \$1.7 million federal grant under Title III. Initially, this grant has supported activities to help students make sound educational and career choices and to get off on the right foot in their college studies.

Each student has a thorough assessment at the beginning of their college career with individual counseling and assistance with special courses, if need be, to improve their opportunity for college success.

A major goal of the Title III grant is to help students continue in college and to provide a supportive environment to them. This support starts with the very first day of their arrival on campus where they participate in a social activity at the President's home and meet faculty and administrators in an informal setting. The support continues with a semester long college study skills and educational assistance program for first year students.

A growing group of students at Western are older students. We have 37% over age 25 and we are a very attractive school to individuals who tend to be highly goal directed, though somewhat anxious about college success in the initial stages of their attendance.

Special support services are provided for our older students. 20 Minutes at Noon is a weekly luncheon program for older students where they provide support one to another as well as participate in special information programs on topics of interest to them. WMC has the most extensive day care services of any college in Montana. The Center will also serve this coming year as a learning laboratory for our education program.

Residence halls improvement has been a high priority this past year. With dormitory occupancy on the rise and a special assistance campaign by the Alumni Association, new furnishings have been installed, carpeting and general rehabilitation of the older facilities accomplished.

There are newly furnished study lounges which are equipped with microcomputers and provide additional support to student achievement and a learning atmosphere through on campus living. There is also a new satellite t.v. receiver unit installed on campus which brings educational and cultural programs as well as student entertainment features.

With renovations underway in the residence halls, WMC will have one of its units, Clark Men's Residence, available by next fall for the permanent home of the Montana Law Enforcement Academy. The Legislative Special Committee on the MLEA has drafted a bill endorsing the move to Western and this action has been strongly endorsed by the Board of Regents. We urge this committee to also support the MLEA at Western as a wise and prudent use of existing State-owned facilities and interagency resource sharing when funds are scarce.

The vocational and avocational offerings of the College supplement our main thrust in preparing teachers. The associate degree programs, including the new two year computer information services program are increasingly popular offerings for the non-traditional students, some of whom need to enter the job market as soon as possible.

WMC with the aid of grants and contracts, currently has one computer available for every six of our students--an unprecedented amount of technology learning resource compared to other colleges. WMC has the largest collection of software programs in the State--more than 2,000 for teacher education alone. The college is also moving ahead with interactive laser disc, video, audio and microcomputer instructional technology applications. In teacher education, as nowhere else in our University System, WMC is engaged in state-of-the art advancements.

### NEW TECHNOLOGY

The college's recently developed Management Information System is enhancing cost savings, efficiencies and communications across campus. It also supports an extensive computerized system for career guidance and student advising. Also computerized are the library services. These recent advancements will serve as the center piece for plans now underway to interlock systems with the University of Montana's computer capabilities. Accounting, student data systems, libraries, and day to day management will be instantaneous in the near future between the institutions as perhaps a prototype of future prospects for system-wide improvement and efficiencies. Computers are utilized extensively in the new learning center. The center assists students who are lacking in college level skills in math, reading and writing. By improving their skills in a timely and effective manner through computer aided instruction, they are also gaining valuable knowledge of the hands on operations of computers. WMC is the only Montana college which has a graduation requirement for all of its students current knowledge in computer applications.

### CURRICULUM APPROACH

We find that WMC students do not complain about expectations that they improve their college level basic skills before going on to our core curriculum. They tell us they want to be competitive in college and in the work place---they are there to learn and want to better themselves. 50% or more will now take up to five years to achieve the bachelors degree and we believe this will continue to be a necessity until college preparatory programs are fully implemented in the high schools. Some of the smaller schools may not at any point be fully capable of the broad curriculum necessary; and WMC will not only assist those schools with advanced placement type courses through television or other means, but we will also continue to offer the supplemental instruction needed on our own campus as long as there is this need. Our philosophy is that as long as a student is willing to learn, to work at it and keep up a diligent effort towards progress, we will not give up on that individual. It is a working partnership and a formula for continued success.

Science is extremely important in education today at all levels as our country is in danger of losing our position in the world arena of technology advancement and research. Western Montana College is making a major investment--with external funding assistance--in upgrading science education.

This past summer and again this year, Western successfully competed for the few federal grants available to upgrade science teachers across the State. The teachers attending special institutes on campus are not only brought up to date on the latest teaching approaches to science, they also receive specially designed instructional kits for hands on learning opportunities--particularly for use with young children. These learning kits have been designed by faculty at the college and are a unique aspect to our teacher training approach. Through the regular school year offerings and these special institutes, WMC is doing its full share in assisting Montana public schools pass on the enjoyment of pursuit of scientific inquiry and knowledge needed in a changing society.

### CREATIVE ARTS

Budget consolidations have provided for new faculty positions including much needed support for the performing and creative arts. Special scholarships offerings are increasing in music education and art education. Over \$1 million is now entrusted through the Emerick Art Program to provide high quality art education. We believe this is the best program of its kind in the State and Rocky Mountain region.

Again, private funds have been contributed to enhance what was the former library in Old Main to a highly attractive gallery facility for Art and Montana Wildlife appreciation. When completed this fall, there will be areas for student work, traveling exhibits, a permanent western art and Montana wildlife collection, as well as curator facilities adjacent to our Art Department.

### ATHLETICS

Intercollegiate football has been very successful over the years at WMC, but now it must be abandoned due to the Regents mandated recisions. Western has a highly sports oriented student body and we hope this program removal will not adversely impact us in the coming years. We have produced nearly 60% of the coaches in Montana high schools and we will continue to excell in athletics and physical education, including further development of our nationally recognized Sports Medicine Program.

The remaining sports of basketball, volleyball, wrestling and intercollegiate rodeo will be further strengthened and developed, as athletics is extremely important to the campus environment in a rural, residential college.

WESTERN: TODAY AND TOMORROW

Under the merger planned with the University of Montana--to take place in the coming two years--advising will assist students with transfer or with completion of their current degree programs which we will be loosing. We will go to the extra mile, I assure you, to guarantee that no student is disadvantaged during the change over process. We will also put into place new programs which will ease transfer through a two plus two degree program approach. Teacher education is our legacy and our future--both as a college and as a State. It is at the heart of the ability to undergird the quality of life throughout Montana's infrastructure of towns and cities and rural areas. It is central and critical to providing the knowledge base, the skills and creativity to stimulate growth in the economy and a return to prosperity.

Montana's future does reside in its children.

Western is passing on its own concern for each person (as unique and special) to another generation of educators who in turn take this caring attitude to the children they will be teaching. Western knows what the slogan "We Try Harder" is all about.

We are a proud educational community!

We are a dedicated educational community!

Since statehood, Western Montana College has performed with excellence. The quality of return on the investment is apparent in the number of professionals, state leaders--alumni of our college--across Montana and the nation.

WMC is your Blue Chip Stock in Higher Education.

We ask no special consideration or favoritism in this regard. Only that through wise and prudent management of your higher education portfolio, you as the Legislature continue to pledge this Blue Chip holding to its unique and special place.

For while it has served you so well in the past--the best is yet to come in dividends returned on your investment.

Respectfully submitted,

Douglas M. Treadway  
WMC President

APPROPRIATIONS COMMITTEE TESTIMONY - WMC  
FEBRUARY 10, 1987

Mr. Chairman, members of the Committee, my name is Steve Howerly and I'm the Student Body President of Western Montana College.

Today, the students are here in numbers to display a mutual feeling of confidence in our school. This confidence, which is being represented so strongly by approximately 10% of Western Montana College's entire student body, comes from these people during a time when our school has been listed in critical condition by the educational leaders of Montana.

And yet, we are here, and in numbers.

WMC's football program, which produced 60% of Montana's Coaches, is gone, and the quality Sports Medicine program which so strongly supported it over the years must now be noticeably reduced. This was a move which was recognized early on by President Treadway as a necessity to remain a sound, educational institution, and in making such a move we felt that we were sacrificing one supportive leg of our tripodal institution. Four year business - which by the way will improve the state of affairs in any community - and teacher education would still balance the school on two, sturdy legs.

But in the waning moments of the eleventh hour, to satisfy political critics claiming "lethargy", the Board of Regents dealt Western three other serious blows. They reduced our four year business, eliminated our graduate and Natural Heritage programs in Education, and terminated our voice of communication in the Council of Presidents. Yet, Western Montana College students are here, and in great numbers, because we still see the future. Now that's optimism.

In the past three years, WMC's enrollment has increased 25% and the institution's educational quality has risen to a level of excellence never before seen in Southwestern Montana; perhaps never in the entire state. That is the reason we are here, because the students won't passively let the college deteriorate. The school is sturdy, and enthusiastic, and confident. Allow us the freedom, Mr. Chairman, to help ourselves.

Western will survive, but it cannot without the help of the 1987 legislature. We need your support, and we need to stop punishing Western for providing excellent education in Montana and producing students, who spend and bring the dollar to Montana. Let us do our work!

Mr. Chairman and the committee, the ball is in your court, and the clock is running out on education. Please, don't allow Montana to make the mistake of eliminating the sole breadwinner in the business of higher education, but rather aid Western Montana College in remaining the premiere educational school in the Montana University System. Remember, education is the solution, not the problem.



In the face of the economic crunch in Montana, Western Montana College is stronger than ever. In light of the recent decreases in enrollment across the University system, enrollment on Western's campus is on the increase. We must ask ourselves why?

I think the key is that small is better. The quality in education at Western is based on a personal interaction between students, faculty, and administration. Individuality is important at Western Montana College. Western students are people, not numbers. Students having trouble understanding anything can find someone to talk to--one on one. It is very difficult to talk to a television screen.

The innovative methods of teaching at Western are unique. Western gets their students in front of classes early on in their educational career. With our Exploratory Field classes students receive forty hours of observation and participation in actual classrooms. Our student teaching program is also unique in that student teachers from Western do their practicum in schools all across Montana, rather than lab schools. This gives our students the opportunity to experience first hand the challenges and problems they will face as teachers.

Education must be the building blocks of the future. Future economic development depends on educated individuals remaining in Montana. Western fulfills this need two-fold. Not only does Western produce graduates who will teach the youth of Montana, but the majority of graduates from Western stay in Montana, pay taxes in Montana, and support the future of Montana.

Western Montana College produces satisfied customers. Customers who are willing, even eager, to help Montana grow and prosper. We urge your continued support and funding to help Western Montana College continue to produce the excellent teachers needed to pull Montana up by the boot straps. Help us continue to produce satisfied customers.

Respectfully Submitted,

Gary L. Butori,  
ASWMC Vice President



TESTIMONY PRESENTED TO THE JOINT EDUCATION SUB-COMMITTEE  
TUESDAY FEBRUARY 10, 1987

Mr. Chairman, Members of the Committee, for the record, I am Kelly Holmes, Montana College Coalition lobbyist.

Today, Western Montana College is nearing its 94th birthday, and moral at the College and in Dillon exhibits its strongest-ever position. City officials state, "Western is a viable and very necessary link in the total University System, and is vital to the economic and cultural welfare of the city of Dillon.

Enrollment is the second highest in Western's history. While the University System has recorded a 5% loss, Western's student count is up 17% over the past five years.

The quality of an institution is not measured by its size. Western is small with only forty faculty members. This is by no means any indication of the honors presented to this small institution--the Mitau Award for excellence and innovation--one of only six such honors voted by the American Association of State Colleges and Universities. Western also was selected by the U. S. Department of Education as the site of a National Demonstration Center for Improvement of Teacher Education for Rural Schools.

The State of Montana is Big! It is rather humorous to think of something as being small in our State. Montana is made up entirely of small towns, Fishtail, Seely, Ennis, Plevna, Whitehall, over half of Montana's population resides in small non-metropolitan areas and that is their preference. Citizens take immense pride in their rural and historical hertiage, their independence, and their University System. Western is the lone unit focusing on services to the rural segment and over half of our State's populace reside in those rural regions. Western is the small-college alternative where quality is a trademark which has endured for over nine decades.

Western Montana College Teacher graduates have, for over half a century, earned an international reputation for excellence in the teaching, coaching , counseling and administrative ranks. The need for these highly-qualified professionals will reach crisis proportions during the next decade.

Almost 90% of Western's student body are Montanans; they are fully dedicated to solving the many problems which now exist under the Big Sky. Thank you.

My name is Phil Blank. Besides living in Dillon, I have lived in Helena, Bozeman, Billings and Missoula. I am a graduate of Montana State University.

I would like to address two concerns that I have with the present attitude towards the funding of higher education.

First, how this attitude has affected my family, and second, how it will affect the long range economic health of our state.

As of Fall Quarter, 1986, I had two sons attending institutions of higher learning in our State. Now I have one. My youngest boy, a second quarter sophomore, came to me with the concern that he was afraid that by the time he was ready to concentrate on his major, one of the units of the University system would be closed, and another unit would remove his major from its curriculum. I told him I could not afford to pay out-of-state tuition, with 2 boys in college. He responded that he'd already contacted an out of state university, had made loan applications, sent transcripts, and had made all the necessary arrangements to transfer at the end of Fall Quarter. He is now enrolled at the University of Arizona where he can pursue his academic goals without fear of program cuts.

Incidentally, he gave up a football scholarship and a starting position on a Big Sky conference team. So you can see that he is serious about his education.

The education funding decisions you are making are not short term. Reductions in the quality of education will have long term effects, some of which will not be able to be reversed, regardless of future economic recovery. Attracting high quality, low impact industry to Montana will not be accomplished with a second rate educational system. A businesses most important asset is it's people. When a business decides to relocate or expand it seriously considers the wants and needs of its people, for without content employees the company will have a difficult time surviving. I cannot imagine a company considering a state that is down grading its education system as a candidate for expansion.

A strong educational system will lead us out of our economic woes by providing us with not only people who like to live in Montana, but most important, with people who will have the strong education background so necessary to be contributing citizens of our state.

I urge you to fully fund our university system, thereby halting the outflow of our people and strengthening the opportunity for economic growth and well being through a well educated and contributing population.

WITNESS STATEMENT

NAME RICK SANDERSON BILL NO. HR 187  
ADDRESS DAGMAR DATE \_\_\_\_\_  
WHOM DO YOU REPRESENT? MUR & MC  
SUPPORT  OPPOSE \_\_\_\_\_ AMEND \_\_\_\_\_

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

## SUPPLY SIDE

Higher Ed. - Montana

MSU - 1984

Completed TEPP	175
Sought Certificate	142 (81%)
Sought Teaching Position	86 (49%)

**IF:**

MSU trains 25% of Montana's teachers

**IF:**

All teachers that complete TEPP teach

**THEN:**

We would barely meet the Teacher Shortage

**However, IF:**

Only 49% continue to seek teaching jobs  
we will be approximately 1650 teachers  
short. This is a conservative estimate.

**DEMAND SIDE** ----- Teachers, Montana

Montana teacher force approx. 10,000  
Metropolitan Life Study 27%  
27% will leave within 5 years 2,700  
Projected additional teachers needed  
by 1990 (O.P.I. Cohort Study) 642

new teachers needed 1985-1990 3,342

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Montana teacher force approx. 10,000  
Kohl-Retirement System Study 50%  
64% women leave within 8 years 5,000  
49% men leave within 8 years  
Estimate 50% will leave within 8 years

new teachers needed 1985-1993 5,000

24 11

TOWN OF SHERIDAN, MONTANA

RESOLUTION NUMBER 1987 - 1

WHEREAS, WESTERN MONTANA COLLEGE IS VITAL TO THE ECONOMIC AND CULTURAL WELFARE OF THE TOWN OF SHERIDAN, AND

WHEREAS, WESTERN MONTANA COLLEGE HAD AN ENROLLMENT INCREASE OF EIGHTEEN PER CENT DURING THE YEARS 1984 THROUGH 1986 WHILE THE OTHER UNITS OF THE UNIVERSITY SYSTEM DECLINED IN ENROLLMENT DURING THIS SAME PERIOD; AND

WHEREAS, IF WESTERN MONTANA COLLEGE IS REDUCED TO COMMUNITY COLLEGE STATUS THE SUGGESTION THAT THE SCHOOL'S ENROLLMENT WOULD INCREASE TO 1200 STUDENTS IS NOT SUPPORTED BY VALID FACTS AND IN ALL PROBABILITY THE ACTUAL ENROLLMENT WILL BE REDUCED TO APPROXIMATELY 250 STUDENTS.

WHEREAS, WESTERN MONTANA COLLEGE GRADUATES HAVE BEEN IN GREAT DEMAND BY SCHOOL ADMINISTRATORS OF THE STATE OF MONTANA AND ADMINISTRATORS OF OTHER STATES THUS ATTESTING TO THE GREAT CONTRIBUTION THIS SCHOOL HAS MADE TO THE EDUCATION OF THE YOUNG PEOPLE OF OUR COUNTRY; AND

WHEREAS, THE PEOPLE OF THE STATE OF MONTANA HAVE MANDATED BY THEIR VOTE THAT THEY DO NOT WANT ANY ADDITIONAL PROPERTY TAXES WHICH IS THE ONLY METHOD PRESENTLY AVAILABLE TO FINANCE TWO YEAR COMMUNITY COLLEGES; AND

WHEREAS, WESTERN MONTANA COLLEGE'S PRESENT BUDGET REPRESENTS ONLY 3.1 PER CENT OF THE TOTAL UNIVERSITY SYSTEM BUDGET AND TO CLOSE THIS SCHOOL WOULD NOT RESULT IN ANY SAVINGS TO THE TAXPAYERS OF THIS STATE; AND

WHEREAS, WESTERN MONTANA COLLEGE HAS HISTORICALLY PREPARED QUALITY TEACHERS FOR THE SCHOOLS OF MONTANA AND OTHER STATES AND HAVE DONE SO AT A VERY LOW TAX COST.



NOW THEREFORE, BE IT RESOLVED BY THE TOWN COUNCIL OF THE TOWN  
TOWN OF SHERIDAN STATE OF MONTANA, AS FOLLOWS:

1. THE GOVERNING BODY OF THIS TOWN OPPOSES ANY PROPOSALS TO  
EITHER CLOSE WESTERN MONTANA COLLEGE OR TO CONVERT THIS SCHOOL TO  
THE TWO YEAR COMMUNITY COLLEGE LEVEL; AND

2. THE GOVERNING BODY OF THIS TOWN DOES SUPPORT THE BEST  
INTERESTS OF WESTERN MONTANA COLLEGE; AND

3. THE GOVERNING BODY OF THIS TOWN WILL CONVEY TO ALL PER-  
SONS WHO HAVE ANY INTEREST IN THIS MATTER INCLUDING THE REPRESENTATIVES TO THE NEXT SESSION OF THE MONTANA LEGISLATURE; THE MEMBERS OF THE UNIVERSITY BOARD OF REGENTS; AND ALL OTHER ELECTED AND PUBLIC OFFICIALS THE MESSAGE THAT WESTERN MONTANA COLLEGE IS A VIABLE AND VERY NECESSARY LINK IN THE TOTAL UNIVERSITY SYSTEM AND THEREFORE MUST BE MAINTAINED AS SUCH.



*The Big Sky Country*

## MONTANA HOUSE OF REPRESENTATIVES

### REPRESENTATIVE CHUCK SWYSGOOD

HELENA ADDRESS:  
CAPITOL STATION  
HELENA, MONTANA 59620-0144

HOME ADDRESS:  
206 LEGGET  
DILLON, MONTANA 59725

COMMITTEES:  
BUSINESS & LABOR  
EDUCATION & CULTURAL  
RESOURCES  
HIGHWAYS & TRANSPORTATION

TO: REPRESENTATIVE DENNIS NATHE, CHAIRMAN  
APPROPRIATIONS SUBCOMMITTEE FOR HIGHER EDUCATION

DILLON HAS BECOME WIDELY KNOWN, NOT ONLY  
THROUGHOUT MONTANA BUT ELSEWHERE AS WELL, AS AN EDUCATIONAL  
CENTER.

OUR COLLEGE HAS BEEN PECULIAR IN SOME RESPECTS.  
PERHAPS THE ONE THING THAT HAS DISTINGUISHED IT MORE THAN  
ANYTHING ELSE HAS BEEN THE UNVARYING INSISTENCE ON HIGH  
STANDARDS FROM THE VERY FIRST. THE FACT, HOWEVER, THAT  
THE COLLEGE WAS ESTABLISHED FOR THE TRAINING OF TEACHERS  
HAS BEEN KEPT CLEARLY IN VIEW AND THE DETERMINATION HAS  
BEEN TO GIVE TRAINING OF THE HIGHEST CHARACTER WITH THE  
IDEA THAT A UNIQUE NUMBER OF STUDENTS WELL-TRAINED WOULD  
GIVE THE COLLEGE, IN THE LONG RUN, A MUCH BETTER REPUTATION  
THAN MERE NUMBERS. THE REQUIREMENTS FOR GRADUATION HERE  
ARE ON A PAR WITH THOSE IN ANY OF THE OLDER STATES, AND  
INDEED HIGHER THAN MANY STATES MUCH FARTHER EAST.

THESE REMARKS WERE MADE IN 1910 WHEN WESTERN  
MONTANA COLLEGE WAS KNOWN AS MONTANA STATE NORMAL COLLEGE.

NOW NEARING ITS 94TH BIRTHDAY, WESTERN MONTANA  
COLLEGE TODAY EXHIBITS ITS STRONGEST-EVER POSITION.  
WESTERN IS THE UNIQUE COLLEGE ALTERNATIVE WHERE QUALITY  
IS A TRADEMARK WHICH HAS ENDURED FOR OVER NINE DECADES.  
THE HIGH LEVEL OF INDIVIDUALIZED ATTENTION WHICH CAN BE  
SECURED ON THE DILLON CAMPUS HAS EMERGED AS A MAJOR  
ATTRACTION OF WESTERN MONTANA COLLEGE.



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-2-

ENROLLMENT IS THE SECOND HIGHEST IN W.M.C. HISTORY. STUDENT COUNT IS UP 17% OVER THE PAST 2 YEARS, WHILE THE REMAINDER OF MONTANA'S UNIVERSITY SYSTEM HAS RECORDED A 9.5% DECLINE. WESTERN MONTANA COLLEGE CONTINUES TO RECEIVE GRANTS, TRUSTS, AND ENDOWMENTS FROM AGENCIES AND INDIVIDUALS FROM ACROSS THE COUNTRY. I FIND IT HARD TO BELIEVE THAT THESE BENEFACTORS WOULD GIVE TO A COLLEGE THAT IS CONSIDERED MEDIOCRE.

WESTERN MONTANA COLLEGE IS THE LONE UNIT FOCUSING ON SERVICES TO THE RURAL SEGMENT AND OVER HALF OF OUR STATE'S POPULACE RESIDE IN THOSE RURAL REGIONS. W.M.C.'S UNIQUE ROLE IN RURAL EDUCATION IS VITAL TO THE WELL-BEING OF MONTANA! W.M.C. IS A NATIONALLY RECOGNIZED CENTER OF EXCELLENCE IN EDUCATION -- PARTICULARLY AS REGARDS SERVING SMALL AND RURAL SCHOOLS. W.M.C. IS THE RECIPIENT OF THE PRESTIGIOUS MITAU AWARD FROM THE ASSOCIATION OF SCHOOLS AND COLLEGES FOR INNOVATION IN HIGHER EDUCATION AND HAS BEEN SELECTED AS A NATIONAL DEMONSTRATION CENTER FOR IMPROVEMENTS IN TEACHER EDUCATION BY THE U.S. OFFICE OF EDUCATION. THAT SAME OFFICE AWARDED 1.7 MILLION DOLLARS TO W.M.C. FOR COLLEGE DEVELOPMENT, THE LARGEST GRANT TO A COLLEGE IN THE ROCKY MOUNTAIN STATES IN THE 20 YEARS OF ITS TITLE III PROGRAM FUNDING.



*The Big Sky Country*

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HIGHWAYS & TRANSPORTATION

-3-

WMC RURAL EDUCATION CENTER HAS BEEN FEATURED ON ABC'S "NIGHTLINE" AND "20/20" TELEVISION PROGRAMS, AS WELL AS IN "TIME" MAGAZINE AND "THE WASHINGTON POST". WMC RANKS THIRD AMONG THE SIX UNIVERSITY SYSTEM UNITS IN PERCENTAGE OF FACULTY HOLDING DOCTORAL DEGREES.

NOW I ASK YOU, DOES THIS SOUND LIKE MEDIOCRITY? NO! I SAY THAT IT SOUNDS LIKE EXCELLENCE AND DEDICATION TO A STRONG HIGHER EDUCATION SYSTEM. TO THOSE INDIVIDUALS IN OUR HIGHER EDUCATION SYSTEM WHO PROFESS THAT WE HAVE A MEDIOCRE SYSTEM, I MIGHT SUGGEST THAT THEY ENROLL IN A SHORT COURSE AT OUR COLLEGE AND WE WILL ATTEMPT TO TEACH THEM THE DIFFERENCE BETWEEN MEDIOCRITY AND EXCELLENCE.

WMC REPRESENTS ONE OF THE STATE'S MOST PRODUCTIVE INVESTMENTS. YET, DESPITE ITS LONG HISTORY OF ACHIEVEMENTS, THE DILLON COLLEGE CONTINUES TO BE A PRIME TARGET FOR SELF-STYLED EXPERTS AND THEIR "MONEY-SAVING SCHEMES". SUCH SCHEMES, AT THIS CRITICAL PERIOD IN MONTANA'S HISTORY COULD CREATE ECONOMIC CHAOS REQUIRING DECADES TO ALLEVIATE.

IN CLOSING, MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE, WE AS A LEGISLATURE MUST GET OUR PRIORITIES IN LINE. DO WE CONTINUE TO SPEND MONIES ON WELFARE PROGRAMS THAT CREATE DEPENDENCY OR DO WE FUND PROGRAMS THAT CREATE PRODUCTIVITY.

EDUCATION IS THE SOLUTION -- NOT THE PROBLEM.  
THANK YOU.



The Big Sky Country

# MONTANA HOUSE OF REPRESENTATIVES

## REPRESENTATIVE CHUCK SWYSGOOD

HELENA ADDRESS:  
CAPITOL STATION  
HELENA, MONTANA 59620-0144

HOME ADDRESS:  
206 LEGGET  
DILLON, MONTANA 59725

COMMITTEES:  
BUSINESS & LABOR  
EDUCATION & CULTURAL  
RESOURCES  
HIGHWAYS & TRANSPORTATION

We, the undersigned support continued  
funding for Western Montana College.

Name

Address

Vince Kozakewicz	Box 75 Helena
Cindy Kozakewicz	Box 75 Helena
Jim Mc Isaac	PO 857 Dillon
Richard Doh	33 - ...
Mary Beth Mc Isaac	PO 857 Dillon
Linda B Gilbert	501 S. Calif.
Joe V. Hill	1100 Stone Cr Rd
Agnes A. Helle	1100 Stone Cr Road
Frank J. Busch	905 S. Wash. Dillon, MT
Marcy P. Busch	405 S. Washington St. Dillon
Sally Munday	20875 Hwy. 278 Dillon
Janet Christensen	Box 750 - Dillon
Nancy Johnson	2825 Highway 278, Dillon
Jim Harbo	Box 64 R2 Fairview Mont.



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COMMITTEES:  
BUSINESS & LABOR  
EDUCATION & CULTURAL  
RESOURCES  
HIGHWAYS & TRANSPORTATION

We, the undersigned support continued  
funding for Western Montana College.

Name

Address

Clarabel Rogut

325 So Pac

Genee Sanderson

112 Brookside

Hilary M. Anderson

104 E. Fairchild

James H. Johnson

John Johnson

1111 1/2

Anna Tolson

3150 Sweetwater Rd

Bob Swygood

3150 Sweetwater

John Swygood

131 E. Carr St

Larry Chappin

131 E Carr St

W. B. ...

501 S. California Dillon

H. M. Brunkton

400 S. Atlantic

Sue Peterson

927 E. Morse



The Big Sky Country

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COMMITTEES:  
BUSINESS & LABOR  
EDUCATION & CULTURAL  
RESOURCES  
HIGHWAYS & TRANSPORTATION

We the undersigned support continued  
funding for Western Mt. College

<u>Name</u>	<u>Address</u>
Sandy Simonich	PO. Box 777 Dillon.
Mark A. Simonich	PO. Box 777 Dillon.
Carla A. Hansen	Box 41 Dillon.
Opie A. Hansen	Box 11 Dillon.
Gregg Helton	2200 3rd Rd Dillon
Dorey Moss	Simon
Anna Jeanne Moss	"
Gloria M. Gilbert	Dillon
Christine	Box 546 Dillon
Sandy Tompkins	1100 Sawmill Rd Dillon
Fred Nelson	
Paul Palmer	
Leona Knorr	225 So. Nelson Dillon mt.
Darlene Hildreth	115 Fern Lane
John Stuber	Box 261 Dillon
Elaine Tubert	Box 311 Dillon



The Big Sky Country

MONTANA HOUSE OF REPRESENTATIVES

REPRESENTATIVE CHUCK SWYSGOOD

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CAPITOL STATION  
HELENA, MONTANA 59620-0144

HOME ADDRESS:  
206 LEGGET  
DILLON, MONTANA 59725

COMMITTEES:  
BUSINESS & LABOR  
EDUCATION & CULTURAL  
RESOURCES  
HIGHWAYS & TRANSPORTATION

We, the undersigned support continued funding for Western Montana College.

Name

Address

Harold Petersen

210 N. Parkview

Louise Ann Petersen

210 N. Parkview

Norman H. Gentry

4350 ... Rd

Aileen J. Christensen

103 W. Nevada

Jay Chesley

596 N. M.

Lona Chesley

Margaret Ausman

W. S. Gilbert

121 W. Dillon, Dillon, Mt.

Phoebe A. Peterson

335 So. Hoover Avenue, Mt.

Alice Moore

225 S. Nelson

Harmon M. Day - Dillon

James N. Day - Dillon

Christine J. ...

901 Clayton Lane Dillon

Clayton H. ...

10 Clayton Lane Dillon





The Big Sky Country

MONTANA HOUSE OF REPRESENTATIVES

REPRESENTATIVE CHUCK SWYSGOOD

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COMMITTEES:  
BUSINESS & LABOR  
EDUCATION & CULTURAL  
RESOURCES  
HIGHWAYS & TRANSPORTATION

We, the undersigned support continued funding for Western Montana College.

Name

Address

Donna Alley	775 no. mt st, Dillon
Isa Kessel	2204 Parkview Ct Dillon
James W. Wrenn	
rec. commission	16 S. Montana E Dillon, MT
Joyce Connors	3337 Dillon, MT
Mike Connors	Box 1025 Dillon, MT
Mary H. Tilton	403 S. Washington Dillon MT
Anna Tilton	572 " "
Wini Hedroth	315 S. Boneman "
Ivester Kartz	534 " "
John A. Ulrich	1727 Irvington Lane
Wendell Ulrich	1727 Irvington Ln



The Big Sky Country

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EDUCATION & CULTURAL  
RESOURCES  
HIGHWAYS & TRANSPORTATION

We, the undersigned support continued  
funding for Western Montana College.

Name

Address

Brenda K. Womack	815 S. Washington, Dillon
Joe E. Womack	815 S. Washburn, Dillon
Alton Boyd Whitworth	26 no. Melant Dillon
Ed Whitworth	26 " " "
Pat B. Isacke	600 S. Virginia Dillon
Rudolph Broske	302 S. Wash Dillon
Judy Linscott	2700 Idaho Lane Dillon
Jim Linscott	225 W. Seeler Dillon
Dan Linscott	2700 Schuler Ln Dillon
Wesley Linscott	16 Seeler Dillon
Donna Linscott	Dillon
Blaine C. Johnson	700 Thompson Cir Dillon
Ernest F. Johnson	631 Valenzuela Dr Dillon

## Testimony for Western Montana College

I am Mary Holt from Dillon, and I am a non-traditional student of Western Montana College. I am here to speak for the non-traditional students of Western. I am here, also, to tell you of my concerns for education and women in Montana.

Being a woman, and a member of the Women's Resource Center of Dillon and the Montana Coalition Against Domestic violence, I am aware that making a living is a real struggle for many women today. The "typical" working woman is no longer a supplemental wage earner; she works out of necessity because she is single, divorced, widowed, or her husband earns under \$10,000 a year. The state Labor and Industry results show that the median annual salary for Montana women who work full-time and year-round was \$7,915; compared to a median of \$15,665 for men. As of 1980, there were 20,117 female-headed households in Montana and the medium income of those households with children under six was \$4,981, well below poverty level.

Women do best in the professions. For those with education and proper training, pay in banking, insurance, education, the medical and legal fields comes closer to equalling males in compensation. State government is attracting large numbers of women because of more equal pay scales.

Western Montana College is providing women, and men, with a good education so they can earn a decent wage in the business and/or education fields. I, and many women, see education as a way to break the poverty cycle for ourselves and our children.

52% of the students at Western are women. The average age of female students at Western is 27.6 years. Western and Eastern serve the highest percentage of women and non-traditional students in the University system. Most of Western's non-traditional students are undergraduates. About one-fourth of the enrollments are part-time students; most of which are non-traditional students.

Western Montana College attracts non-traditional students because of the advantages of a small campus & community, the low student-professor ratio, lower living expenses, ease of transportation, excellent day care, and excellent Dillon school system.

Most non-traditional students are getting an education while working and raising a family. We have entered college to improve ourselves and the standard of living for our entire family. Western Montana College provides us with a quality education; while being helpful and supportive of all students.

February 10, 1987

To: *Appropriations Subcommittee for Higher Education*

From: Patricia Carrick  
P.O. Box 724  
Dillon, MT. 59725

Re: Status and Funding of Western Montana College

Mr. Chairman and Members of the Committee:

I entreat you to consider carefully your responsibility in regard to higher education in Montana. I ask that you continue to fund and recognize Western Montana College as a fully autonomous university unit.

Western Montana College is a viable, efficient institution. Its enrollment has increased despite overall enrollment declines within the university system as a whole. Without compromising its essential existence it has in place at this time an effective plan implementing its percentage of cost cuts allocated to date, and its administration has presented projections for the increased cuts demanded. Western Montana College enjoys a positive, supportive interaction with both local and extended communities throughout the State and has preserved a clear mission which is and has been consistently pursued throughout the years since it was known as the State Normal School.

The current trend to a removal of services and opportunities from our rural communities and the contraction of those services and opportunities into our urban centers constitutes nothing less than colonization - a colonization which echoes exactly that trend which we Montanans find so reprehensible and so disheartening on a national level. As a State we proudly and justly reject political efforts to remove our decision-making authority: we reject the notion that we must assume second-class status within the country as a whole. Similarly we must now take pride in and preserve the rural character and communities within our State.

We may find that the unique nature of Montana and our potential for economic and even spiritual health and independence reside even now, in the midst of the current crisis, in Montana's small towns, businesses and families. It is my conviction that we must persist in nurturing their autonomy by supporting and funding as fully as possible services and educational opportunities within these settings.

Respectfully,

*Patricia Carrick*

- DILLON HEARING ATTENDANTS -  
Feb. 10, 1987

- |                        |                     |
|------------------------|---------------------|
| 1. Don Crosser         | 42. Ted Stanisich   |
| 2. Gordon Eckman       | 43. John Warren     |
| 3. Margaret Hagenbarth | 44. Bruce Watters   |
| 4. William Leone       | 45. Ted Hazelbaker  |
| 5. Kathleen Tayne      | 46. Rick Burcham    |
| 6. Rick Hartz          | 47. Spencer Hegsted |
| 7. Tim Lasich          | 48. Jerry Delaney   |
| 8. Nancy Johnson       |                     |
| 9. Robert E. Van Geuns |                     |
| 10. Bill Swanson       |                     |
| 11. Ann Swanson        |                     |
| 12. Roger Riggs        |                     |
| 13. Bev Erickson       |                     |
| 14. Larry Laknar       |                     |
| 15. John Wilkerson     |                     |
| 16. Mary Ann Wilkerson |                     |
| 17. Archie Hagen       |                     |
| 18. Tom Jones          |                     |
| 19. Ray Walker         |                     |
| 20. Rose Marie Puyear  |                     |
| 21. Duke Gilbert       |                     |
| 22. Mrs. Gilbert       |                     |
| 23. Les Kurtz          |                     |
| 24. Fred Throckmorton  |                     |
| 25. Paul Stahl         |                     |
| 26. Mrs. Stahl         |                     |
| 27. Stan Smith         |                     |
| 28. Lester Johnson     |                     |
| 29. Blanche McManus    |                     |
| 30. Adelaide Mitchell  |                     |
| 31. Joyce Baker        |                     |
| 32. Paul Sagunsky      |                     |
| 33. Helen Andrus       |                     |
| 34. Ilene Stephens     |                     |
| 35. Clint Rouse        |                     |
| 36. Evelyn Mull        |                     |
| 37. Susie Rebish       |                     |
| 38. Lynn Buckley       |                     |
| 39. Judy Dvorak        |                     |
| 40. Rev. Warren Smith  |                     |
| 41. Betty Grose        |                     |

In addition there are approximately 90 Western students in attendance.

## WESTERN MONTANA COLLEGE

Agency Summary Budget Detail Summary	Actual FY 1986	Budgeted FY 1987	Recommendation FY 1988	FY 1989
Full Time Equivalent Employees	112.18	112.99	103.17	103.17
Personal Services	3,009,831.32	2,974,117	3,102,360	3,102,360
Operating Expenses	824,533.57	783,680	985,563	958,409
Equipment	85,824.40	202,781	106,602	101,102
<b>Total Agency Costs</b>	<b>\$3,920,189.29</b>	<b>\$3,960,578</b>	<b>\$4,194,525</b>	<b>\$4,161,871</b>
Current Unrestricted Fund	3,920,189.29	3,960,578	4,194,525	4,161,871
<b>Total Funding Costs</b>	<b>\$3,920,189.29</b>	<b>\$3,960,578</b>	<b>\$4,194,525</b>	<b>\$4,161,871</b>
Current Level Services	3,920,189.29	3,960,578	4,194,525	4,161,871
<b>Total Service Costs</b>	<b>\$3,920,189.29</b>	<b>\$3,960,578</b>	<b>\$4,194,525</b>	<b>\$4,161,871</b>

## Agency Description

Western Montana College was established in 1893 as the State Normal School. The first session of school opened in September, 1897. Throughout its history, Western Montana College has been a teacher training institution and it has

continued this emphasis while broadening its curricular base.

Western offers graduate work leading to the master's degree and fifth-year professional certificate in education. Bachelor's degrees are offered in elementary education, secondary education, and natural heritage. Associate degree and transfer programs are offered in several areas.

INSTRUCTION Budget Detail Summary	Actual FY 1986	Budgeted FY 1987	Recommendation FY 1988	FY 1989
Full Time Equivalent Employees	68.05	61.36	61.69	61.69
Personal Services	1,631,326.98	1,419,983	1,938,665	1,938,665
Operating Expenses	138,116.17	204,554	258,065	258,065
Equipment	20,951.48	37,334	38,562	38,562
<b>Total Program Costs</b>	<b>\$1,790,394.63</b>	<b>\$1,661,871</b>	<b>\$2,235,292</b>	<b>\$2,235,292</b>
Current Unrestricted Fund	1,790,394.63	1,661,871	2,235,292	2,235,292
<b>Total Funding Costs</b>	<b>\$1,790,394.63</b>	<b>\$1,661,871</b>	<b>\$2,235,292</b>	<b>\$2,235,292</b>
Current Level Services	1,790,394.63	1,661,871	2,235,292	2,235,292
<b>Total Service Costs</b>	<b>\$1,790,394.63</b>	<b>\$1,661,871</b>	<b>\$2,235,292</b>	<b>\$2,235,292</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 947 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 levels are a matter of agency discretion at each unit and may vary depending on how staff reductions have been made. Vacancy savings were not applied.



VISITORS' REGISTER

Education Sub COMMITTEE

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

DATE 2.10

SPONSOR \_\_\_\_\_

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
<i>Gary Buteri</i>	Dillon	✓	
<i>John Holt</i>	Helen	✓	
<i>Bill Anderson</i>	OPI	✓	
<i>PAUL SAGUNSKI</i>	DILLON	✓	
<i>Jo Thompson</i>	DILLON	✓	
<i>Pam Buteri</i>	DILLON	✓	
<i>Mary Holt</i>	Dillon	✓	
<i>Quinn Ulin</i>	Dillon	✓	
<i>Sandy Schmidt</i>	Dillon	✓	
<i>Terry Appley</i>	Dillon	✓	
<i>Tedd Starnick</i>	"	✓	
<i>Steve Browning</i>	Dillon	✓	
<i>Hansy Wark</i>	Dillon	✓	
<i>Ketha K. Parker</i>	Dillon	✓	
<i>Arlene Williams</i>	Dillon	✓	
<i>Phil Shank</i>	Dillon	✓	
<i>Vella Holmes</i>	Dillon	✓	
<i>Dave Fraley</i>	Dillon <sup>high school</sup> student	✓	
<i>Karla Kelly</i>	Dillon <sup>high school</sup> student	✓	

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.



## VISITORS' REGISTER

Education Sub COMMITTEEBILL NO. HB 187DATE 2-10

SPONSOR \_\_\_\_\_

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
LARRY JOHNSON	Kremlin	✓	
STANLEY LUND	Reserve	✓	
Viggo Andersen	Great Falls	✓	
ROSS H. FITZGERALD	MCGA - GREAT FALLS	✓	
RANDY JOHANSEN	MICHA - GREAT FALLS	✓	
RICK JAMPSE	MCKAME LAGMAR	✓	
Jim CHRISTIANSON	WHT. COMM. G.F.	✓	
Bill Brickel	Broadview	✓	
Jim Furber	Hogeland	✓	
Rich Jorgensen	MCGA - BROADVIEW	✓	
Greg Johnson	MCGA - BROADVIEW	✓	
Steve Johnson	Lawson	✓	
Kingery B. Holt	Great Falls	✓	
Mark Rasmussen	Hogeland	✓	
JAMES L. McPHERSON	E. FALLS	✓	
MIKE WATSON	FRED	✓	
LANNY CHRISTIANSON	Dutton	✓	
Jim Bjelland Jr.	Conrad	✓	
Robert J. Jorgensen	Whore -	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FOR

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.