

MINUTES OF THE MEETING
EDUCATION AND CULTURAL RESOURCES COMMITTEE
MONTANA STATE SENATE

March 13, 1987

The twenty-first meeting of the Senate Education and Cultural Resources Committee was called to order at 1:06 p.m. by the chairman, Senator Bob Brown, in Room 402 of the State Capitol.

ROLL CALL: All committee members were present with the exception of Senator Regan, who was excused.

MIKE MATHESON, Vice President, Associated Students of the University of Montana, presented the committee with a copy of the poll they conducted to gauge public opinion in regard to raising new revenue to maintain quality in the University System. (Exhibit 1)

JESS LONG, School Administrators of Montana, presented an article to the committee members from The Smithsonian on the Japanese school system. (Exhibit 2)

CONSIDERATION OF HOUSE BILL 69: REPRESENTATIVE HAYNE, District 10, sponsor of the bill, said the bill is an act to increase the taxable valuation required for creation of a new elementary school district or new high school district. It has a two-fold purpose: (1) the reality of new reappraisals and their effect on the taxable valuation, and (2) it is a small attempt to keep more small schools from forming. This bill includes compelling need criteria for a new school: (1) significant increase in school age children; (2) extreme isolation, and (3) emergency situations such as flood, earthquake, dam collapse, etc.

PROPOSERS: REPRESENTATIVE RAY PECK, District 15, said the Legislative Finance Committee had a similar bill in but withdrew it in favor of this bill. The bill is a result of an interim study on school costs. This bill provides no threat to existing districts, but it does make it more difficult to start new districts.

DICK SIROKMAN, Superintendent, Valier, said he has had to testify three times in the past three months to defend

Education and Cultural Resources

March 13, 1987

Page 2

his district against new district formations. He said all a new district needs is \$150,000. He presented two information sheets to the committee. (Exhibits 3 and 4)

BRUCE MOERER, Montana School Boards Association, said his Association had passed a resolution at their annual convention supporting this type of legislation.

HARRIET MELOY, Montana League of Women Voters, presented testimony in support of the bill. (Exhibit 5)

GREG DANIELZ, Superintendent, Stevensville, said he also has the problem of new districts creating out of his district. He said the present law just makes it too easy.

JESS LONG, School Administrators of Montana, said he supports the bill as further fragmentation of districts is unnecessary and this helps solve the problem.

ERIC FEAVER, Montana Education Association, said further fragmentation is not in the best interests of either students or education.

CLAUDETTE MORTON, Executive Secretary, Board of Public Education, presented testimony in support of the bill. (Exhibit 6)

OPPONENTS: There were no opponents to the bill.

REP. HAYNES closed by saying the Montana Farm Bureau also supports the bill and she urged the committee's concurrence.

CONSIDERATION OF HOUSE JOINT RESOLUTION 18: REPRESENTATIVE CONNELLY, District 8, sponsor of the resolution, said it was introduced on behalf of the families of the nine students and the coaches who were killed in the school bus accident in January, 1984 near West Glacier. The original intent was to require seat belts in school buses, however, after extensive research, it was determined that more injuries are caused by seat belts in school buses than not due to whiplash, injuries by students hitting with the belts, and various factors. After reviewing a great deal of material, Rep. Connelly decided to ask OPI and the Board of Public Education to conduct a study and determine the best way to ensure maximum protection from injuries. Many safety standards are available from other states, extensive research by the National Transportation and Safety Board, and information from the Highway Patrol are all sources of information which can be gathered and studied in order to do the best possible job.

PROPOSERS: CLAUDETTE MORTON, Executive Secretary, Board of Public Education, expressed support for the resolution. (Exhibit 7)

OPPOSERS: There were no opponents to the resolution.

DISCUSSION BY THE COMMITTEE MEMBERS: SENATOR SMITH voiced concern about cost and enforcement of any laws which might be enacted.

SENATOR HAMMOND asked why we need to study this any further if there have been so many studies done already.

SENATOR PINSONEAULT felt it would be beneficial to have all the available materials gathered in one place.

SENATOR MAZUREK felt it would be helpful to school boards to have easy access to the information when they are buying new buses.

SENATOR FARRELL said information he has seen is considering entirely new designs for interiors of buses. Putting seat belts in buses currently in use will cause more problems than they will solve.

REPRESENTATIVE CONNELLY closed by saying there is no cost to the Board of Public Education or OPI. We need to gather the information and study it; it's the least we can do on behalf of the families of those who died.

CONSIDERATION OF HOUSE BILL 263: REPRESENTATIVE BACHINI, District 14, sponsor of the bill, said the bill allows a district the discretion to charge a nonpublic student for transportation on a district school bus. He said historically business managers never charged for non-public students to ride the bus; however, some do, and this bill simply changes "shall" to "may" and leaves it up to the district to make the decision.

PROPOSERS: REPRESENTATIVE PECK, District 15, said this is not just a local issue as it is being done many ways across the state. The law presently says the district must pro-rate the expense, which can get pretty expensive if a family has several children riding. He said by letting the private school children ride, you are garnering support for school levies at election time, as the number of students attending private schools is fairly large, and the impact of that number of negative votes could be significant. This reflects a degree of cooperation between private and public schools and yet local control is still maintained.

OPPONENTS: ERIC FEAVER, Montana Education Association, said his organization opposed this bill in the House on the basis of the constitutionality of aid to private schools. He felt there could also be a discrimination problem as well as a potential problem regarding church school students versus private school students. He felt the bill opens a Pandora's Box of problems and said if local districts are violating the law, enforcement cannot be established by violating the Constitution.

REP. BACHINI closed by saying he had originally wanted language which said no new routes, buses or additional costs could be incurred in providing this service, but he was assured by the Council researcher that "may" would cover all the possibilities. (Exhibit 8) He added the health and safety of all children is the primary concern.

CONSIDERATION OF HOUSE BILL 483: REPRESENTATIVE BRADLEY, District 79, sponsor of the bill, said the bill, "The Montana Antiquities Act", generally revises the laws on antiquities and preservation. The amendments on page 4 are an effort to protect properties and sites from theft and damage by allowing the preservation officer to withhold certain information when it is determined there is a substantial risk involved. The other change on page 5 allows the nomination of heritage properties to the historic register to be approved by a majority of the property owners in the district. Formerly, all owners had to approve and there was a great difficulty in contacting everyone due to absentee owners, etc. This just simplifies the process and still requires that everyone be notified. She presented the committee with information on designation of properties in the National Register of Historic Places. (Exhibit 9)

PROPONENTS: BOB ARCHIBALD, Director, Montana Historical Society, presented testimony in support of the bill. (Exhibit 10) He also presented two letters in support of the bill from the City of Bozeman (Exhibit 11) and Pegasus Gold Corporation (Exhibit 12).

ROBB McCRACKEN, President, Montana Association of Planners, expressed support for the bill. (Exhibit 13)

BRENDA SCHYE, Montana Cultural Advocacy, said historic legacies are part of the wealth of Montana. Anything that encourages that should be supported.

OPPONENTS: There were no opponents to the bill.

REP. BRADLEY closed the hearing on House Bill 483.

EXECUTIVE SESSION

ACTION ON HOUSE BILL 483: SENATOR MCCALLUM expressed a concern with notification of property owners.

MR. ARCHIBALD said there is no impact or any restriction on the private property owner in the bill. The notification procedures remain the same.

SENATOR BROWN moved House Bill 483 BE CONCURRED IN. The motion CARRIED unanimously.

ACTION ON HOUSE JOINT RESOLUTION 18: SENATOR MCCALLUM moved to lay HJR 18 on the table.

SENATOR BROWN asked why.

SENATOR FARRELL said he felt as long as OPI and the Board of Public Education comply with the National Transportation and Safety Standards, the bill would be fine.

SENATOR MCCALLUM withdrew the motion.

SENATOR PINSONEAULT said as a Board of Trustees member, eh would like to have access to this information when it is time to independently contract for school bus service.

SENATOR SMITH said we obviously don't have the information now. As much as he hates studies, he felt he could support this for the potential good it could do.

SENATOR BROWN moved House Joint Resolution 18 BE CONCURRED IN. The motion CARRIED unanimously.

ACTION ON HOUSE BILL 263: SENATOR MAZUREK reviewed Section 6, Article 10 of the Constitution and said he felt it isn't really a problem. Since the bill is discretionary, a very nominal fee could be charged if the district so desired.

BETSY GRIFFING, committee researcher, said if the district charges, there is no problem with the constitutionality question. If it doesn't charge, it could be interpreted as adding an additional service.

SENATOR BLAYLOCK noted there are an enormous number of different situations across the state. He said we need to be careful of "the nose of the camel under the tent". He said if we do this we are establishing a precedent for private schools and they'll be back and ask for more.

SENATOR SMITH said he felt there was nothing wrong with the bill and there would very likely be trouble getting levies passed if it wasn't passed.

SENATOR SMITH moved House Bill 263 BE CONCURRED IN. The motion CARRIED with Senator Pinsoneault voting no.

ACTION ON HOUSE BILL 69: SENATOR MAZUREK moved to amend the bill by establishing an effective date of July 1, 1987. The motion CARRIED unanimously.

SENATOR NEUMAN moved House Bill 69 BE CONCURRED IN AS AMENDED. The motion CARRIED unanimously.

There being no further business to come before the committee, the meeting adjourned.



SENATOR BOB BROWN, Chairman

ROLL CALL

SENATE EDUCATION AND CULTURAL RESOURCES COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date 3/13/87

NAME	PRESENT	ABSENT	EXCUSED
SENATOR BOB BROWN	✓		
SENATOR CHET BLAYLOCK	✓		
SENATOR GEORGE McCALLUM	✓		
SENATOR ED SMITH	✓		
SENATOR PAT REGAN			✓
SENATOR JOE MAZUREK	✓		
SENATOR BILL FARRELL	✓		
SENATOR TED NEUMAN	✓		
SENATOR DICK PINSONEAULT	✓		
SENATOR SWEDE HAMMOND	✓		

Each day attach to minutes.

**AS
UM**

PUBLIC OPINION POLL

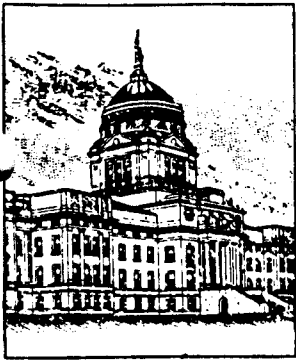
SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/13/87

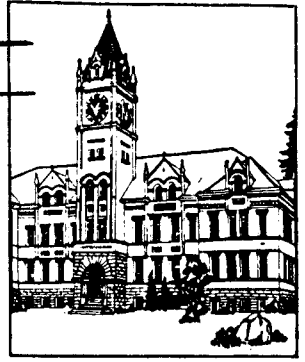
BILL NO. N/A

ASSOCIATED STUDENTS of the UNIVERSITY of MONTANA

DATE 3/13/87BILL NO. N/A

ASUM
Student Legislative Action

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



March 10, 1987

Dear Legislators,

The following poll was conducted by the Associated Students of the University of Montana, under the direction of the Student Legislative Action. The students conducted this research because they sensed the need to gauge public opinion in support of raising new revenue to maintain quality in the Montana University System.

It is the strong belief of ASUM that Montanans do support higher education, and support maintaining adequate funding levels to ensure its stability. During these tough economic times it should be the legislature's priority as well, to maintain a state service that returns five dollars for every one invested.

The University System needs approximately 11 million dollars above the Governor's proposed budget just to stay at the current operating level. Is it any wonder more and more young people are leaving the state to continue their educations? The University System's concerns deserve much more serious attention in the legislature.

Please take the time to read through the information contained in this package; Montanans support you in your efforts to maintain

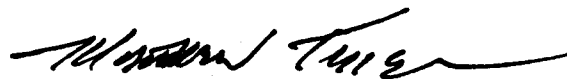
EXHIBIT NO. 1

DATE 3/13/87

BILL NO. N/A

the University System, making higher education an integral part of
the state's long-term social and economic stability.

Sincerely,



Matthew Thiel
ASUM Lobbyist

SENATE EDUCATION

EXHIBIT NO. 1

DATE 3/18/87

BILL NO. 19/19

ASUM PUBLIC OPINION POLL-----

This January 1987 opinion poll is based on systematic telephone interviews with 367 registered voters in Montana. The Bureau of Business and Economic Research at the University of Montana supplied the random, geographically correct sample.

How would you rate the quality of education at Montana's state colleges and Universities? Do you feel the quality is:

Excellent	: <input type="checkbox"/> 19%
Good	: <input type="checkbox"/> 58%
Fair	: <input type="checkbox"/> 15%
Poor	: <input type="checkbox"/> 5%
No Answer	: <input type="checkbox"/> 3%

Do you agree or disagree that the Montana University System plays a role in developing and improving Montana's economy?

Strongly Agree	: <input type="checkbox"/> 42%
Agree	: <input type="checkbox"/> 45%
Disagree	: <input type="checkbox"/> 10%
Strongly	: <input type="checkbox"/> 1%
No Answer	: <input type="checkbox"/> 2%

Do you feel the Montana University system receives _____ amount of money?

Not enough	: <input type="checkbox"/> 43%
No Answer	: <input type="checkbox"/> 6%

Do you agree or disagree that it is important for Montanans to be able to attend college in their home state?

Strongly Agree	: <input type="checkbox"/> 71%
Agree	: <input type="checkbox"/> 26%
Disagree	: <input type="checkbox"/> 3%
Strongly Disagree	: 0%
No Answer	: 0%

Are you familiar with Governor Schwindem's proposed budget for funding the Montana University system?

Yes	: <input type="checkbox"/> 51%
No	: <input type="checkbox"/> 46%
No Answer	: <input type="checkbox"/> 2%

Of those responding YES to familiarity with the Governor's proposed budget:

What is your opinion of the proposed budget? Do you:

173 Responding

Strongly Approve	: 9%
Approve	: 28%
Disapprove	: 30%
Str. Disapprove	: 33%

Would you support an increase in state income taxes if a portion were earmarked for funding the University system?

Yes	: 46%
No	: 38%
Undecided	: 16%

Would you support a state sales tax if a portion were earmarked for funding the University system?

Yes	: 49%
No	: 43%
Undecided	: 8%

HIGHLIGHTS OF PUBLIC SUPPORT FOR HIGHER EDUCATION

1978- HIGHER EDUCATION 6 MILL LEVY PASSED BY A TWO TO ONE MARGIN

Vote tally: 181,920 to 88,641

1986- GALLUP POLL/NEA

59% favored more funds for public education and training even if it meant higher taxes

1987- NATION WIDE POLL COMMISSIONED BY AFSE

69% wanted more government support for higher education

1987- UNIVERSITY OF MONTANA BUREAU OF BUSINESS AND ECONOMIC RESEARCH

61% of Montanans said that University System funding should remain at current levels

14% favored giving more money to higher education

Public Montanans oppose college cuts

By RICHARD ECKE
Tribune Staff Writer
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Most state residents oppose cutting the state university system or closing any of its colleges, according to a December Montana Poll.

But those polled also agreed with legislators that Western Montana College at Dillon is the prime target for closure, if one of the state's small colleges must be eliminated.

The Montana Poll questioned 402 adult Montanans between Dec. 9 and 22. The quarterly poll is co-sponsored by the Great Falls Tribune and the University of Montana's Bureau of Business and Economic Research.

According to the poll, most Mon-

tanans opposed closing colleges outright or cutting spending. Some 61 percent of Montanans said university system funding should remain at current levels, while only 18 percent favored cuts. The poll said, "Some 14 percent favored giving more money to higher education."

The system has two universities, at Missoula and Bozeman; colleges at Dillon, Havre and Butte; and Montana Tech at Butte. There are also two-year community colleges in Kalispell, Glendive and Miles City.

ON THE OTHER hand, the idea of converting the state's four-year colleges to two-year community colleges was widely accepted, the poll said. And Montanans are willing to consider consolidating programs and administration to ease the money crunch, the poll revealed.

Higher education appeared to gain more support from persons questioned in the Montana poll than legislators surveyed in a recent Tribune questionnaire.

In the Montana Poll, for instance, 51 percent of those polled opposed closing any of the university system's six units, while just one-third said yes. In contrast, the Tribune's legislative survey showed 52 percent of lawmakers — 20 out of 37 legislators — supported closing a unit of the university system. About two-thirds of the 150 legislators replied.

Many Montanans, particularly rural people and Democrats, expressed concern about easy access to Montana's colleges and universities if

one or more units were closed, according to the Montana Poll. Residents are concerned about the quality of higher education here, but are almost equally concerned about easy access to the colleges and universities, the poll showed.

Forty-six percent favored fewer, higher-quality units, while 45 percent preferred that the six schools stay open.

Most likely to favor closing some units were persons with higher incomes and those calling themselves Republicans, while rural people were the most anxious for easy access to colleges and universities. Persons in highly populated counties preferred quality over quantity, although pollsters noted the biggest counties have a college or university nearby.

A majority of those polled favored converting some or all of the state's colleges to community colleges. Regular Montanans agreed with legislators upon the college that should be closed first, even if they opposed closures overall.

Legislators and persons responding to the Montana Poll agreed that Western Montana College at Dillon should be closed first. Thirty-eight percent of the legislators surveyed name Western as a school that should be closed, while 33 percent of persons in the Montana Poll said Western should be closed. If one school had to be eliminated, nearly 18 percent of legislators surveyed said Montana Tech at Butte and Northern Montana College at Havre should be closed. The Mon-

tana Poll showed 21 percent of Montanans favored closing Northern, while 14 percent favored closing Montana Tech, if one school must be closed.

The Montana Poll showed more Montanans support partial measures than outright closing.

CONSOLIDATING duplicate programs drew 63 percent approval, while making one or more colleges into branches of the universities drew 63 percent approval.

Montanans were lukewarm on the idea of placing the state's vocational-technical centers under the state Board of Regents, rather than local school boards, as a cost-cutting measure. Some 43 percent approved of the switch, while 38 percent disapproved.

Meanwhile, 64 percent of those polled favored a proposal to establish minimum admission standards at the state's colleges and universities. Money for higher education, as well as for public schools, is expected to be a big issue at the Legislature, which opens in Helena today.

Gov. Ted Schwinden said last month his budget proposal calls for continued full funding of state universities over the next two years, but that university system officials warned they actually will be about \$13 million short, considering falling enrollment and a shrinking tax base statewide.

Some supporters of education favor a statewide sales tax to bolster higher education and the public schools.

More spending on higher education urged

The Independent Record, Helena, Mont., Monday, November 10, 1986—7A

WASHINGTON (AP) — A national commission headed by former Secretary of Education Terrel H. Bell says the United States is "risking" national suicide unless it sharply increases spending on its schools and colleges.

The academic and civic leaders, in a report commissioned by a state college group, rebuked President Reagan and others who have sought to cut aid for college students.

The report, released Sunday, called for a domestic Marshall Plan to nearly double the number of college-educated adults by the turn of the century.

Public officials who propose budget reductions in education at a time when the republic is handicapped by the burden of an undereducated populace are unthinkingly abetting an act of national suicide," the Bell commission said.

The 56-page report, "To Secure the Blessings of Liberty," was prepared for the American Association of State Colleges and Universities, which is holding its annual meeting in Phoenix. Bell was addressing the group today on the recommendations.

The 22-member panel included Arkan-

sas Gov. Bill Clinton and former Missis-

sippi Gov. William Winter, as well as a half-dozen college presidents, the heads of both national teacher unions and the chancellor of New York City's schools.

The association represents 372 four-year campuses that enroll 2.5 million students and award a third of all bachelor degrees. It urged states to keep college tuitions as low as possible, in part to help recruit more minority students and stop the growth of "an American underclass." It also urged the state colleges to take the lead in producing the 1 million new

teachers needed by public schools. The commission criticized states for curtailing spending on remedial programs. Remedial education will be needed "for the foreseeable future" in the state colleges, it said.

"Tragically for the American people, the federal student financial aid program today is on the chopping block in Washington," the report said, claiming that the real value of federal aid has fallen 25 percent since President Reagan took office in 1981.

Bell's slap at budget-cutters drew a sharp rejoinder from his successor, Sec-

retary of Education William J. Bennett.

Bennett's chief of staff, William Kristol, called it "silly, overblown rhetoric." He said real spending on higher education has doubled in the last 20 years while enrollments soared. "It's not clear that quality has kept up with quantity," he said.

The Bell commission acknowledged widespread concern about college standards, and it urged all public campuses to have their faculties decide what minimum level of academic skills students should master by the end of their sophomore year.

Voters favor social programs

BAL HARBOR, Fla. (AP) — A majority of voters believe the government should take a more active role in job training, education and other social programs, according to a poll released Monday by the nation's largest union of public employees.

The poll, commissioned by the 1.1-million-member American Federation of State, County and Municipal Employees, showed that while 51 percent of those surveyed still approve of President Reagan's performance in office, 53 percent believe his defense increase should be cut back in order to maintain social programs.

Of the 835 nationwide respondents polled by telephone between Jan. 6 and Jan. 12, 59 percent said the government should be doing "much more" and another 20 percent said "somewhat more" to clean up hazardous wastes and other environmental problems.

Only 38 percent said more

should be done to maintain the nation's military defense buildup.

On other various tasks performed by the government, 60 percent said more should be done on building bridges and highways, 78 percent favored doing more for the mentally ill and handicapped, 75 percent advocated more job-training programs and 69 percent wanted more government support for higher education.

However, 53 percent also said more needs to be done to reduce the size of government.

When given a list of various interest groups and asked which ones the government pays too much attention to, 63 percent said major corporations, 73 percent responded the wealthy and 38 percent answered labor unions.

Asked who gets too little attention from the government, 66 percent said small businesses, 59 percent answered the middle class and 75 percent said poor people.

EXHIBIT NO. 1
DATE 3/13/87
BILL NO. N/A

The Independent Record, Helena, Mont., Friday, July 4, 1986—8A

Poll: Public will pay more to boost teacher wages

LOUISVILLE, Ky. (AP) — A majority of the public is willing to pay higher taxes in order to pay teacher salaries and improve teacher training, according to a Gallup poll released at Thursday's opening session of the National Education Association's annual convention.

Fifty-nine percent of those surveyed said they would favor more funds for public education. That compared with 52 percent in 1985, and 45 percent in a similar 1980 survey.

lieve in America's public schools."

Asked at a news conference what kind of public backing it would take to actually get higher school taxes, Cameron replied: "I think it's high enough now. I think it was high enough five years ago. But I think by the time the politicians feel comfortable, it would need to be over 90 percent."

Meanwhile, NEA President Mary Hatwood Futrell, in her keynote address to more than 7,000 teacher delegates, urged her union to give qualified support to the idea of a national board of professional standards proposed in a report last May by the Carnegie Task Force on Education and the Economy.

"I believe a national board could offer much to our profession," she said. But she said states should retain the power to license teachers, and state boards should continue to operate.

teachers lack the prestige of other professions, such as law and medicine.

Still, interviews with several teachers after Futrell's speech suggested that NEA members considered her position sufficiently bold, with several predicting sharp debate on the matter during the convention, which ends Sunday.

Smithsonian



Japanese kindergartners
facing a future of 'exam hell'
with mama's help (p. 44)

See pgs 46, 48, 51

By Carol Simons

SENATE EDUCATION

EXHIBIT NO. 2

DATE 3/13/87

BILL NO. 4/10

They get by with a lot of help from their *kyoiku mamas*

Behind almost every high-scoring student in Japan's competitive school system is a mother whose efforts are superhuman



Arriving at kindergarten school in Tokyo, a boy bows to the principal as another active day begins.

Two-year-old Hiromasa Itoh doesn't know it yet, but he's preparing for one of the most important milestones of his life, the examination for entry into first grade. Already he has learned to march correctly around the classroom in time with the piano and follow the green tape stuck to the floor—ignoring the red, blue and yellow tapes that lead in different directions. With the other 14 children in his class at a central Tokyo nursery school, he obeys the “cleaning-up music” and sings the good-bye song. His mother, observing through a one-way glass window, says that it's all in preparation for an entrance examination in two or three years, when Hiromasa will try for admission to one of Tokyo's prestigious private schools.

Forty-five minutes south of the capital city by train, in the small suburb of Myorenji, near Yokohama, 13-year-old Naoko Masuo returns from school, slips quietly into her family's two-story house and settles into her homework. She is wearing a plaid skirt and blue blazer, the uniform of the Sho-ei Girls School, where she is a seventh-grader. “I made it,” her smile seems to say. For three years, when she was in fourth through sixth grades in public school, Naoko's schedule was high-pressure: she would rush home from school, study for a short time and then leave again to attend *juku*, or cram school, three hours a day three times a week. Her goal was to enter a good private school, and the exam would be tough.

Her brother, Toshihiro, passed a similar exam with flying colors several years ago and entered one of the elite national schools in Tokyo. The summer before the exam, he went to *juku* eight hours a day. Now, as a high school graduate, he is attending prep school—preparing for university entrance exams that he will take in March.

A busy Tokyo mother walks her daughter to the train; back home, she may study the child's lesson

Photographs by Mark S. Wexler

Little Hiromasa, Naoko and Toshihiro are all on the Japanese road to success. And alongside them, in what must surely be one of the world's greatest traffic jams, are thousands of the nation's children, each one trying to pass exams, enter good schools and attain the good jobs that mark the end of a race well run.

But such children are by no means running as independents. They are guided and coached, trained and fed every step of the way by their mothers, who have had sharp eyes on the finish line right from the start.

No one doubts that behind every high-scoring Japanese student—and they are among the highest scoring in the world—there stands a mother, supportive, aggressive and completely involved in her child's education. She studies, she packs lunches, she waits for hours in lines to register her child for exams and waits again in the hallways for hours while he takes them. She denies herself TV so her child can study in quiet and she stirs noodles at 11 P.M. for the scholar's snack. She shuttles youngsters from exercise class to rhythm class to calligraphy and piano, to swimming and martial arts. She helps every day with homework, hires tutors and works part-time to pay for *juku*. Sometimes she enrolls in "mother's class" so she can help with the drills at home.

So accepted is this role that it has spawned its own label, *kyoiku mama* (education mother). This title is not worn openly. Many Japanese mothers are embarrassed, or modest, and simply say, "I do my best." But that best is a lot, because to Japanese women, motherhood is a profession, demanding and prestigious, with education of the child the number-one responsibility. Cutthroat competition in postwar Japan has made



Mrs. Masuo brings tea to Naoko, a ritual she repeats most weekday evenings for the studious seventh-grader.

her job harder than ever. And while many critics tend to play down the idea of the perpetually pushy mother, there are those who say that a good proportion of the credit for Japan's economic miracle can be laid at her feet.

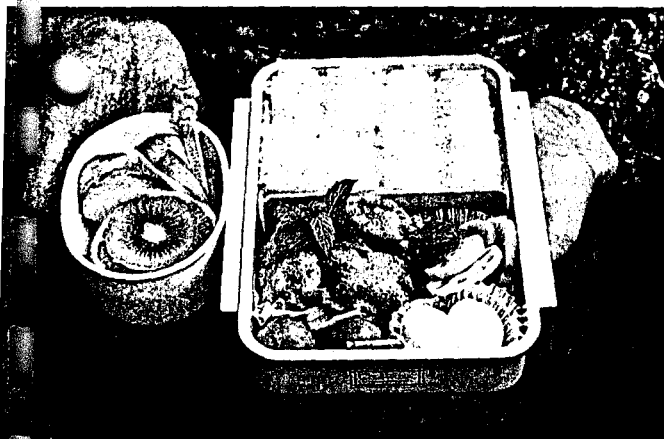
"Much of a mother's sense of personal accomplishment is tied to the educational achievements of her children, and she expends great effort helping them," states *Japanese Education Today*, a major report issued in January by the U.S. Department of Education. "In addition, there is considerable peer pressure on the mother. The community's perception of a woman's success as a mother depends in large part on how well her children do in school."

Naoko's and Toshihiro's mother, Mieko Masuo, fully fills the role of the education mother, although she'd be the last to take credit for her children's accomplishments. This 46-year-old homemaker with a B.A. in psychology is a whiz at making her family tick. She's the last one to go to bed at night ("I wait until my son has finished his homework. Then I check the gas and also for fire. My mother stayed up and my husband's mother, and it's the custom for me, too") and the first one up in the morning, at 6. She prepares a traditional breakfast for the family, including *miso* soup, rice, egg, vegetable and fish. At the same time, she cooks lunch for her husband and Naoko, which she packs up in a lunch box, or *o-bento*. She displays the *o-bento* that Naoko will carry to school (opposite). In the pink plastic box, looking like a culinary jigsaw puzzle, are fried chicken, boiled eggs, rice, lotus roots, mint leaves, tomatoes, carrots, fruit salad and chopsticks. No pb&j sandwiches in brown bags for this family.

"Every morning, every week, every year, I cook rice and make *o-bento*," Mrs. Masuo says with a laugh, winking at Naoko. "I wouldn't want to give her a



Awaiting train, Mrs. Masuo reviews work with Naoko, who got into private school after three years of *juku*.



Every morning, Mieko Masuo prepares exquisite box lunch, or *o-bento*, for Naoko to carry to school.

tenuki o-bento." Naturally. Everyone knows that a "sloppy lunch box" indicates an uncaring mother.

But Mrs. Masuo doesn't live in the kitchen. She never misses a school mother's meeting. She knows all the teachers well, has researched their backgrounds and how successful their previous students have been in passing exams. She carefully chose her children's schools and *juku*, and has spent hours accompanying them to classes. "It's a pity our children have to study much," she apologizes. "But it's necessary." She says that someday she'd like to get a part-time job—perhaps when exams are over. "But at the moment I must help my children. So I provide psychological help and *o-bento* help." Then she laughs.

Toshihiro says that it was his mother who drilled him in elementary school and instilled in him his good work habits. And he says it was she who "forced" him to go to *juku* from fifth grade on, even though he hated it and "missed being able to play after school." And it was she who made sure the money was set aside to pay for his many lessons—up to \$12,000 for two years before he took the junior high exam. Mrs. Masuo explains that her husband, who works for an oil company, didn't feel *juku* was necessary "because he didn't go when he was young." But, like most Japanese husbands, he works late and doesn't get involved in the children's activities. "So what happened was that Toshihiro just started to go, and afterward the subject was raised. Naoko, being the second, was no problem."

Some evenings she went with Naoko to *juku*. Mother and daughter walked the 15 minutes down the hill to the train station and took the Tokyo line four stops

to Yokohama, then walked past brightly lit shops and kiosks and along the glittering lanes that make so much of Japan's shopping streets look like Coney Island. They passed *sake* shops and bakeries, Kentucky Fried Chicken and a clanging pachinko parlor, and turned in at the modern high-rise where the *juku* occupies two floors.

Naoko studied Japanese, math and science. Today, in her former math class, the *juku* teacher rapidly explains algebra problems to 50 fifth-graders. He lectures; they listen. In a science class down the hall, a young teacher explains photosynthesis and pretends to be a drooping plant. Seated at long tables, the children listen attentively, occasionally giggling at his antics. It is almost 8:30 P.M. and many of them haven't been home since breakfast.

"Yes, it's difficult," says Masato Nichido, assistant director of the *juku*. "But most of these children like *juku* better than public school. These children want to study more. And whether they want to or not is beside the point. They must, in order to pass exams."

It is this prospect of exams, known in Japan as "examination hell," that has prompted Yukiko Itoh to expose little Hiromasa to early training in the hope that he will get into a prestigious private school. Just over ten percent of Tokyo's children attend private schools, some of which run from first grade through high school and even through university. Assuming there are no major mishaps, a child who enters one of these schools can pass the rest of his academic career without the fierce examinations children such as the Masuos must face.

Like most Japanese mothers, Mrs. Itoh spends most



In a pleasant break from hitting the books, Naoko shops for gloves with her mother on local street.

The author, a former Associate Editor of this magazine, lives in Tokyo. She has written in these pages on Japanese horticulture and fake food.

DATE 3/13/87BILL NO. N/A

At a school for toddlers, mothers take notes as their children are prepped for kindergarten entrance exams.



Junior high students listen attentively to teacher; a stunning 90 percent will graduate from high school.

of her time with her son and her six-month-old daughter, Emi. Baby-sitters and play groups are not part of her life. She has dinner with the children well before her husband comes home from work. She takes them to the park, to swimming lessons and music, much of the time carrying her baby in a pack on her back. Indeed, a young mother with an infant in a sling and a toddler by the hand walking along a subway platform or a city street is a sight that evokes the very essence of motherhood to most Japanese.

This physical tie between mother and child is only a small part of the strong social relationship that binds members of the family together in mutual dependency and obligation. It's the mother's job to foster this relationship. From the beginning, the child is rarely left alone, sleeps with the parents, is governed with affectionate permissiveness and learns through low-key signals what is expected and what to expect in return.

Many American children are also raised with affection and physical contact, but the idea is to create independent youngsters. Discipline begins early. Children have bedrooms separate from their parents. They spend time playing alone or staying with strangers and learn early that the individual is responsible for his own actions. An American mother, in disciplining, is more likely to scold or demand; a Japanese mother is apt to show displeasure with a mild rebuke, an approach that prompted one American six-year-old to tell his own mother: "If I had to be gotten mad at by someone, I wish it would be by a Japanese."

Even a casual observer is struck by the strong yet tender mother-child connection. A Japanese senior high school teacher said that many wives, including his own, sleep in a room with their children and not their husbands. "Is it the same in America?" he asked. At a dinner party, a businessman made his wife's excuses: "I'm sorry she couldn't come tonight. My son has an exam tomorrow." Even if the excuse was not true, the use of it says a lot.

You must do well or people will laugh

The relationship of dependency and obligation fostered in the child by the mother extends to family, school, company and country, and is the essence of Japanese society. The child is taught early that he must do well or people will laugh at him—and laugh at his mother as well. "Most Japanese mothers feel ashamed if their children do not do well at school," said one mother. "It is our responsibility to see that the child fulfills his responsibility." Bad behavior may bring shame, but good behavior has its own reward. One woman described a friend by saying: "Her son studied very hard in order to get into a good high school and he got in. She is very clever."

DATE 3/13/87

BILL NO. N/A

This attitude is precisely what gives education mothers such as Mrs. Masuo and her *o-bento* philosophy such esteem and why they take such pride in their role, even if they don't admit it. Their goal is clear: success in entrance exams, good school, a good college and a good job. (For daughters the goal has a twist: good schools lead to good husbands.)

For the majority of students who go the public school route, test scores become key and it is this fact that motivates many of the 11- and 12-year-olds traveling home from *juku* on evening trains. Many try out for the elite national junior high schools which, because of the demand, grant entrance on a combination of scores and lottery. Three years later they test again, for placement in high schools which, unlike the egalitarian lower grades, are organized according to ability. And three years after that, they test for college.

Passing the final obstacle isn't easy; only about half get into college on their first try. Many try again, for a year or two, attending prep schools and *juku*, memorizing facts for exams to come. Such students are called *ronin*, literally "masterless samurai," and even are referred to in government statistics by this term.

A \$5 billion-a-year industry

But "exam hell" doesn't stop with college. Companies and government ministries administer highly competitive tests to prospective employees, sometimes only to graduates of the prestigious universities—a system that increases the pressure even more.

This competition at all levels has generated the "*juku* boom," a \$5 billion-a-year industry of prep schools for *ronin*, cram schools, tutors and special courses. Over the past ten years, the number of children attending *juku* has increased by half—now more than 16 percent of the primary school children and 45 percent of junior high students. Attending *juku* can cost well over \$200 a month.

Even the *juku* compete with each other—there are now 36,000 of them in Japan. One Tokyo *juku* administers practice exams to 20,000 youngsters on Sundays. Some of the more famous cram schools give their own admission tests, promoting jokes about going to *juku* for *juku*. Can a student get into a prestigious high school or college with just the information learned in public school? "Highly unlikely," said one local public high school teacher. "The exams are very severe."

So, in the evenings and on Saturdays and Sundays, subway platforms are crowded with students of all ages. Dressed in casual clothes or sober midnight blue school uniforms and lugging heavy black leather book bags, they are traveling to the thousands of cram schools tucked into office buildings, down side lanes and in every corner of every neighborhood.



In a gymnastics class, mothers watch body-movement exercises so they can help the kids practice at home.



Ubiquitous mothers observe children's violin lesson at a Suzuki school to better enable them to coach.



Mother encourages her son at a Sumo wrestling school near Tokyo, an aid in developing competitive spirit.



Mrs. Chikako Ishii, here with a son on his school's anniversary day, views *kyoiku mama* role as oppressive.



The Ishii family lived in New York for years, and their sons Masahiro and Hideaki are not sent to *juku*.

Sometimes, children are launched into the system when they are barely old enough to walk, some of them starting "school" when they are still in diapers. They learn to obey such commands as how to clench and open their fists. "The future of a child here begins with conception," said one Tokyo mother. "Schools, after-school schools, calligraphy, piano, exercises—Japanese mothers don't waste any time." A documentary film on nursery schools by the Japan Broadcasting Company followed a five-year-old named Yasukata and his mother around on their weekly activities. Every morning he went to kindergarten. Three afternoons a week he attended "special strengthening class" (\$500 a month), which included rhythm exercises, simple academics and etiquette. His mother waited two and a half hours while he took the class. On another afternoon, she took him to athletics, and on another to drawing. Such preparations, the mother said, would help her son "jump the puddles" ahead of him. By the program's end, Yasukata was one of 1,066 to "c



Their room may belong to any American teenager, though they still put in long hours at their homework.

lenge" the prestigious Keio private school—which continues through university—and one of the 132 first-graders to gain entrance. On the same program, a mother of twin girls who had also been accepted to a famous private school said, "It's as though I have received a long-distance ticket to life."

Hoping for the same ticket are many of the mothers sitting on the benches in the large gymnasium at a branch of the ponderously named Japan Athletic Club Institute for Education of Infants (JAC for short), the school that Hiromasa attends. They are watching an afternoon class of about 50 four-year-olds in their regulation red-and-blue shorts and T-shirts. The children have finished exercising and are beginning a "voice obedience" session. Abreast in a straight line, the group is told to "hop forward to the beat of the tambourine, jump in place to the tweet of the whistle." It sounds easy but not everyone arrives at the finish line at the same time, indicating a slipup in obeying the tweets and beats. Some private primary

SENATE EDUCATION

EXHIBIT NO. 2

DATE 3/13/87

BILL NO. N/A



Mrs. Ishii opposes system's pressures, but helps Hideaki get top grades by assisting him with studies.

schools might use such exercises in their entrance exams, so practice is considered practical.

Watching the mothers watch their children, JAC Director Naomi Ooka says he is dismayed by the pressure of the exams on the mothers and their children. In his view, modern Japanese mothers and children spend too much time together. "It's not good," he says.

Today, more and more educators and parents are questioning the high-pressure system that gives rise to such popular sayings as "Sleep four hours, pass; sleep five hours, fail." Educationists speak of lost childhoods, kids never getting a chance to play, "eating facts" to pass exams, and the production of students who memorize answers but can't create ideas. They cite the cruelty of students who take pleasure when their classmates fail, increasing delinquency, and high incidence of bullying in the schools.

Not surprisingly, Japanese mothers have been among the major critics, perhaps because they bear much of the brunt and witness the effects of the pressure on their children. "My son kept getting headaches and then he didn't want to go to school," said one mother. "So I stopped the *juku*." Recently, such mothers have gained an ally in Prime Minister Yasuhiro Nakasone, whose government has been seeking ways to depressurize the education system. Nevertheless, many doubt that his efforts will have any effect in a society dedicated to hard work and competition.

For on a measuring stick, the competition has surely paid off. In math and science, Japanese children rank highest in the world. They do long division before American children, take more years of a foreign lan-

guage (English), learn chemistry earlier, and are overflowing with factual knowledge about history, geography, scientific formulas and other bits of information that to many Americans would seem encyclopedic.

And the accomplishments don't stop there. A stunning 94 percent of Japanese youth go to high school. Some 90 percent graduate (compared with 76 percent in the United States) and are well qualified to take their place in the work force. At the college level, the comparison shifts: only 29 percent of Japanese high school graduates go on to college (compared with 58 percent of American graduates). It is here, at the highest level, that Japanese education is considered inferior to that in the United States. The Japanese college years are often referred to as a "four-year vacation," although a well-earned vacation since the years through high school produce students who shine.

Among Japanese who are beginning to fight the system are the increasing numbers who have lived abroad. Quite simply, they want their children to have more time to play; they want them to learn more and memorize less; they want them to be more creative and independent. Critics say that small families, small houses and modern conveniences lead to children being babied by mothers who don't have enough to do;

and that mothers themselves are stifled at an age when women should have more freedom.

Chikako Ishii claims to know a better life. She spent several years in New York City with her family and is an outspoken opponent of the education mother and the highly competitive education system. "I don't think women like this role," she says, "but the competition is pushing them into it."

Mrs. Ishii teaches Parent Effectiveness Training, an approach to learning that emphasizes the individuality of the child. It's an idea long accepted in the West but anathema in group-oriented Japan, where one of the most repeated proverbs is the "nail that protrudes will be hammered down." Her two sons go to neighborhood schools. Masahiro, 12, is in the sixth grade and Hideaki, 14, is in the eighth, where he is ranked number one in his class. They do not attend *juku* and do not have tutors. "So far they're both doing well," remarks their mother. "I am watching to see how they develop."

Like those around them, the Ishiis have high expectations for their children, but their wait-and-see approach is baffling to many. "She's brave," said one young mother. "It's fine, I suppose," allowed another. "But what if she fails?"

Below: At a school playground, kindergartners enjoy spontaneous fun; hat colors denote different classes.

Opposite: As her mother dutifully watches school festivities, a young girl allows her thoughts to wander.



VALIER PUBLIC SCHOOLS HB 67

SCHOOL DIST. #18 • VALIER, MONTANA 59486



Superintendent 279-3311
High School 279-3613
Elementary 279-3314

Monetary Affects of a new Heart Butte High School
on Valier District #18

18 Heart Butte students presently attending Valier High School.

F.P. Loss	\$22,000
Permissive Loss	5,500
874 Loss	<u>56,000</u>
Total Loss	\$83,500 (18.75 mills)

Residual Affect on Elementary

24 Heart Butte students presently attending Valier Elementary

F.P. Loss	\$27,000
Permissive Loss	7,000
874 Loss	<u>50,000</u>
Total Loss	\$84,000 (24.42 mills)

SENATE EDUCATION

EXHIBIT NO. _____

DATE _____

BILL NO. _____

SENATE EDUCATION

EXHIBIT NO. 4DATE 3/13/87BILL NO. HB 69

As we fragment schools, the states share of F.P goes up.

School - 100 students	\$147,592
2 Schools of 50 each	<u>155,192</u>
State add. cost	(\$7,600)
School - 200 students	\$267,318
2 schools of 100 each	<u>295,184</u>
State add. cost	(\$27,866)

League of Women Voters in support of HB69.

Mr. Chairman and members of the committee:

The League of Women Voters of Montana supports HB69. The League has taken a position in support of efforts to promote efficient and equitable financing of public education, and urges that equity of funding and equity of taxpayer effort be primary goals.

We support measures by the state to encourage consolidation of schools and/or services, and to discourage the formation of new districts. HB69 requires that a proposed new elementary school district show a compelling need for a new district, which we think is a legitimate and necessary requirement. The resources for funding basic education should encompass the largest political unit, and not be restricted to the smallest units.

We urge you to support HB69. Thank you.



Board of Public Education

TESTIMONY TO THE SENATE EDUCATION COMMITTEE
ON MARCH 13, 1987
IN SUPPORT OF HB69 -- INCREASE REQUIREMENTS FOR
CREATION OF A NEW ELEMENTARY SCHOOL DISTRICT

Claudette Morton
Executive Secretary

By Claudette Morton, Executive Secretary
Board of Public Education

BOARD MEMBERS

EX OFFICIO MEMBERS:

Ted Schwinden, Governor

Ed Argenbright, Superintendent
of Public Instruction

Carrol Krause, Commissioner
of Higher Education

APPOINTED MEMBERS:

Ted Hazelbaker, Chairman
Dillon

Alan Nicholson, Vice-Chairman
Helena

James Graham
Ismay

Sarah "Sally" Listerud
Wolf Point

Arthur "Rocky" Schauer
Libby

Bill Thomas
Great Falls

Thomas A. Thompson
Browning

The Board of Public Education supports HB69 in its amended format. The Board of Public Education has worked with the Interim Study Committee on Education and carried out its own investigation in response to the requirement of SB15 from the June Special Session. With all of the concern expressed for the number of school districts Montana currently has and the additional concern to maintain quality in difficult economic times, therefore, the Board supports this legislation and hopes you will give HB69 a do pass recommendation.



Board of Public Education

TESTIMONY TO THE SENATE EDUCATION COMMITTEE

ON MARCH 13, 1987

IN SUPPORT OF HJR18 - DIRECTING STUDY OF SCHOOL BUS SAFETY

Claudette Morton
Executive Secretary

By Claudette Morton, Executive Secretary
Board of Public Education

BOARD MEMBERS

EX OFFICIO MEMBERS:

Ted Schwinden, Governor

Ed Argenbright, Superintendent
of Public Instruction

Carrol Krause, Commissioner
of Higher Education

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Ted Hazelbaker, Chairman
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Alan Nicholson, Vice-Chairman
Helena

James Graham
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Sarah "Sally" Listerud
Wolf Point

Arthur "Rocky" Schauer
Libby

Bill Thomas
Great Falls

Thomas A. Thompson
Browning

The Board of Public Education has the responsibility for setting policy for school bus standards and, therefore, will be pleased to work with the Office of Public Instruction in studying the safety of school buses and supports HJR18.

BILL DRAFTING REQUEST

SENATE EDUCATION
EXHIBIT NO. 8

(FOR LEGISLATIVE COUNCIL USE ONLY) ☐ 5-Bill Limit

LC No. _____ Date of Request DATE 3/13/87

Drafter _____ Date Drafted BILL NO. HB 263

Requestor _____

Subject _____

Brief Title _____

Legislative Council
Room 138 — State Capitol
Helena, Montana 59620
(406) 444-3064

(FOR LEGISLATIVE COUNCIL USE ONLY)
REVIEW

	Initials	Date
Editor		
Alter		
Legal (copy to requestor)		
Drafter		
Final		

(FOR LEGISLATIVE COUNCIL USE ONLY)
RE DO

	Initials			Date		
	02	03	04	02	03	04
Drafter						
Editor						
From Alter						
Legal						
Final						

BILL DRAFTER CHECKLIST

Non-Council Drafter _____ Phone _____

NOTE: Each question on checklist calls for "yes", "no", or "N/A" (not applicable) response. Section number references are to Bill Drafting Manual.

Conformity with state and federal Constitutions considered (section 1-2)? _____

Existing Montana statutes reviewed to avoid conflicts, duplication, or confusion (1-3)? _____

Note attached indicating source of draft (e.g., model act, other state statute, etc.) (section 1-6)? _____

Internal references checked using internal reference list (section 1-7)? _____

Fiscal note required (section 6-1)? _____

Fiscal impact requiring July 1 effective date (section 6-1)? _____

Extension of rulemaking authority required (section 6-2)? _____

Statement of legislative intent required (section 6-3 Appendix P)? _____

Code placement and applicability considered; codification instruction included in draft or suggested assignment of statute numbers attached (section 4-18, Appendix S)? _____

Title contains one subject clearly expressed (section 4-4)? _____

Short bill title attached (section 4-7, Appendix R)? _____

If state agency bill, "By Request" line included (section 4-3(4))? _____

DESCRIPTION OF REQUEST (MUST BE SPECIFIC)

Approved 11-22-1987, Item 1-2-1987 to 1-2-1987

1-2-1987 to 1-2-1987

1-2-1987 to 1-2-1987

1-2-1987 to 1-2-1987

1-2-1987 to 1-2-1987

CONTACT PERSON(S):

Authority to contact anyone felt necessary ☐ yes ☐ no

Name(s) _____ Phone(s) _____

Contact with requestor _____ (Date)

[Signature]
REQUESTING LEGISLATOR
(Signature)

books
look at it, check
1-25
above this will be change

**SO....JUST WHAT DOES IT MEAN TO HAVE MY PROPERTY LISTED
IN THE NATIONAL REGISTER OF HISTORIC PLACES?**

If the following questions and answers leave you still wondering, please feel free to call us at the Montana State Historic Preservation Office. We are always glad to talk with you on the phone or in person about the National Register if there's something you'd like clarified. Our street address is 104 Broadway in Helena and our telephone number is (406) 444-7715. Please note: our mailing address is 225 North Roberts, Helena, MT 59620-9990.

1. What is the National Register of Historic Places?

The National Register is the official list of the Nation's historic buildings and archaeological sites that are considered to be worthy of preservation. The Register was established in 1966 to help property owners, communities and neighborhoods recognize their important historic properties, to offer realistic incentives for preservation, and to insure that Federal actions do not harm these properties without alternatives being considered. The National Register was not designed as a major regulatory program nor as just an honor roll. The Register was intended to be broad rather than exclusive, and includes many different kinds of properties important to the Nation, the State, a region, or a local community.

2. If I list my home or business in the National Register, what restrictions will be placed on my rights to modify or sell the property?

Listing in the National Register does not interfere with your right to paint, remodel, manage, sell, or even demolish your property. You may alter your building at any time, unless you use Federal funds or the Federal tax incentives to rehabilitate it, in which case the alterations are reviewed by the State Historic Preservation Office. Placing a property in the Register also does not obligate an owner to make any repairs or improvements. Moreover, the State or Federal government will not attach restrictive covenants to properties or seek to acquire them.

3. Does Register listing mean that my property must be opened to the public on a regular basis?

As the owner of a property listed in the Register, you will not be required to open your house, place of business, or historic site for public visitation. Your private property rights are in no way changed by Register listing, unless, again, you have accepted Federal funds for rehabilitation, in which case the public must be allowed to visit the property for a few days each year.

4. Can I get money to fix up my historic building if it is listed in the Register?

National Register property owners may apply for Federal grants for building rehabilitation when Congress appropriates such funds. However, for the past several years Congress has not chosen to make any Historic Preservation rehabilitation grant dollars available. If you are a Community Cultural Organization we encourage you to check with the Montana Arts Council (444-6430) to determine whether the project you are considering would qualify for Cultural and Aesthetic Grant monies appropriated biennially by the Montana legislature.

5. Is there some kind of tax credit I can get if I plan to repair my historic building?

Yes. If a property is listed in the National Register, certain Federal tax provisions may apply. The Tax Reform Act of 1986 allows you to credit 20 percent of the rehabilitation costs against your federal tax liability for the substantial rehabilitation of income-producing properties such as commercial, farm, industrial, and residential rental buildings. Work must meet certain standards and be reviewed and approved by the State Historic Preservation Office and the National Park Service. Because tax provisions are complicated, individuals should consult their accountants for assistance in determining the tax consequences of the above provisions. For further information on the tax credits and application materials, call us at the Montana State Historic Preservation Office, (406) 444-7715.

6. So what are the benefits of listing my property in the Register; why should I consider doing so?

Most of all, Register listing provides your property recognition for its historic value and rewards you for your efforts in preserving it. Listing of a building, site or district also affords it prestige which can enhance its value and raise community awareness and pride. While National Register properties do not have to be preserved, listing does insure that preservation is taken to be an important consideration whenever a building or site's future is in question. Owners of Register properties are also able to seek advice from the Montana Historic Preservation Office on appropriate methods to maintain and rehabilitate older buildings or sites.

7. How do you decide whether something is significant enough to be listed in the National Register?

The National Register carefully evaluates the quality of significance of each property being considered for listing. To be eligible for Register designation, a property must meet one or more of the following criteria:

- A: Associated with events that have made a significant contribution to the broad patterns of our history; or
- B: Associated with the lives of persons significant in our past; or
- C: Embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D: Have yielded, or may be likely to yield information important in prehistory or history.

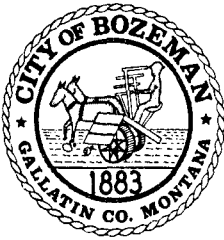
In addition, properties must possess a high degree of integrity to qualify for listing in the Register -- in other words, they must be relatively unchanged in appearance from the historic period.

Generally speaking, a property must be at least 50 years old to be considered for the Register, unless it is of exceptional significance, or if it is an integral part of a historic district. Non-historic properties that are located within the boundaries of historic districts are also listed in the Register as "non-contributing" components of those historic districts.

Testimony in Support of House Bill 483, An Act Revising the Law on Antiquities

Mr. Chairman and members of the House Education Committee. I am Robert Archibald, Director of the Montana Historical Society. I urge your support for House Bill 483 which amends three sections of the Montana Antiquities Act. The amendments reflect both housekeeping needs that our staff has noted and changes which will substantially improve our ability to encourage the protection of significant historic and prehistoric sites throughout the state. Let me concentrate my testimony on the two substantial issues. First, one amendment gives the State Historic Preservation Officer the ability to without information about historic and prehistoric sites if release of that information would likely lead to pothunting or vandalism of those sites. Obviously, we provide site information to many individuals and organizations who need it for scholarly purposes or environmental planning. However, periodically, we are asked for information about sites from the public or from the press for their general interest. We can always honor much of their request, but need the ability to insure that release of especially site locations will not invite vandalism, trespass, and other historic site destruction by bottle collectors, barnwood salvagers, or pot hunters. Second, we are again attempting to bring Montana procedures for nominating properties to the National Register of Historic Places into conformance with the procedures written by the Register staff which is part of the National Park Service. My staff and I will be glad to answer questions about the particulars of these changes. In this testimony, I want to focus your attention on the heart of the issue. Both federal and state require giving owners whose property is being considered for Register listing an opportunity to concur in or object to that listing. However, though modified somewhat in 1983, Montana's law still allows registration to be hindered by owner silence or failure to respond and, in the case of multiply owned properties, gives greater power to owners of larger land areas. We wish to make our procedures match more efficient federal procedures both because that has been asked of us and because it will make our efforts to secure recognition for significant property much easier. Most important, there is no good reason not to make the change. We will continue to pursue the same owner notification procedures. And, the listing of property in the National Register of Historic Places in no way affects or diminishes the rights of property owners nor does it impose restrictions on industry or agencies that are not required by other environmental provisions. Our Register listing restrictiveness has reflected fears that have no basis in regulation, law, or procedures. Hence, I urge your support for these three changes in our Antiquities Act. They all improve our ability to provide recognition for our remarkably rich, fragile heritage.

Thank you.



THE CITY OF BOZEMAN

411 E. MAIN ST. P.O. BOX 640 PHONE (406) 586-3321
BOZEMAN, MONTANA 59715-0640

EDUCATION

EXHIBIT NO. 11

DATE 3/13/87

BILL NO. HB 483 4

February 19, 1987

Senate Committee on
Education and Cultural Resources
Capitol Station
Helena, MT 59601

Dear Senators:

I would like to urge your support for House Bill 483 which would alter the requirements for owner permission to nominate properties to the National Register of Historic Places.

Bozeman is currently completing a multiple resource nomination to the National Register. The nomination will be the end result of over four years of community effort by numerous volunteers. The nomination will include ten districts and over 40 independent sites; all together it will include several hundred properties.

Acquiring the number of required signatures under existing statutes is extremely time consuming and difficult. In one neighborhood district we attempted to acquire the necessary signatures utilizing a volunteer residing in each block. However, we still could not acquire the necessary signatures because neighbors were hard to catch at home or if both spouse's signatures were required, only one was home. Absentee landlords also made it difficult to acquire the necessary signatures. Out of the over 60 forms which were obtained, only one property owner objected to the nomination.

The proposed legislation would not effect a property owner's right to object, but would make it easier for local communities to recognize their historic resources. Bozeman feels the National Register Nomination is an important part of our Economic Development Plan. Adoption of House Bill 483 will assist us in completing the nomination and will be greatly appreciated.

Sincerely,

Marcia Elkins

Marcia Elkins
Historic Preservation Officer

dla



PEGASUS GOLD CORPORATION
Montana Tunnels Mining Inc.

STATE EDUCATION

EXHIBIT NO. 12

DATE 3/13/87

BILL NO. HB 483

February 8, 1986

Rep. Jack Sands
Chairman
House Education and Cultural
Resources Committee
State Capital Station
Helena, Montana 59601

Dear Rep. Sands:

On behalf of the Pegasus Gold Corporation, Montana Tunnels Project, I am submitting this statement of support for HB 483, an Act to Generally Revise the Laws on Antiquities. As a company developing a major new mine in an abandoned mining district, we are particularly sensitive to state and federal requirements regulating antiquities. HB 483 revises state law to make it more similar to federal statutory requirements. We do not see it as an impediment to the state's economic development or an intrusion upon private property rights. We encourage your support of this measure.

Very truly yours,

John S. Fitzpatrick
Manager of Administration

JSF:mlh

MONTANA ASSOCIATION OF PLANNERS

March 10, 1987

SENATE EDUCATION

EXHIBIT NO. 13

DATE 3/13/87

BILL NO. HB 483

Honorable Senator Bob Brown
Chairman
Senate Education and Cultural Resources Committee
State Capitol
Helena, Mt. 59620

Dear Chairman Brown and Members of the Committee:

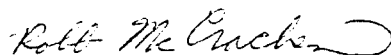
On behalf of the Montana Association of Planners (MAP), I urge your support of HB 483. MAP represents Montana's professional community planners and community development specialists.

Passage of the bill is necessary if Montana communities are to be given sharper tools to enable them to preserve historical properties and areas. Historic preservation can be a dynamic component in stimulating economic development, business retention, and community revitalization. National experts, including representatives from the National Main Street Center, have encouraged Montana's business and governmental leaders to expand the historic preservation component of local economic development efforts.

The bill will allow the nomination of properties to the national historic register unless a majority of the property owners object. This is simple democracy. In contrast, the existing law requires a written statement of concurrence from the majority of property owners. The problem with the existing law is that it is often impossible to locate absentee and out-of-state property owners. Under HB 483, the rights of the private property owner will be preserved and the procedure for nominating properties to the national register will be made more workable.

In closing, we urge your support of this important community development, historic preservation, and economic development legislation.

Sincerely,



Robb Mc Cracken
President
Montana Association of Planners
1033 Breckenridge
Helena, Mt. 59601

STANDING COMMITTEE REPORT

MARCH 16, 1987

MR. PRESIDENT

We, your committee on EDUCATION AND CULTURAL RESOURCES

having had under consideration HOUSE BILL No. 483

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color

REVISE ANTIQUITIES LAWS

BRADLEY (BROWN)

Respectfully report as follows: That HOUSE BILL No. 483

BE CONCURRED IN

~~DO NOT PASS~~

~~DO NOT PASS~~

SENATOR BOB BROWN,

Chairman.

STANDING COMMITTEE REPORT

March 16, 1987

MR. PRESIDENT

We, your committee on **EDUCATION AND CULTURAL RESOURCES**

having had under consideration **HOUSE JOINT RESOLUTION** No. **18**

third reading copy (**blue**)
color

JOINT RESOLUTION DIRECTING STUDY OF SCHOOL BUS SAFETY

CONNELLY (BROWN)

Respectfully report as follows: That **HOUSE JOINT RESOLUTION** No. **18**

BE CONCURRED IN

~~1004968~~

~~1004968~~

SENATOR BOB BROWN,

Chairman.

STANDING COMMITTEE REPORT

March 16, 1937

MR. PRESIDENT

We, your committee on **EDUCATION AND CULTURAL RESOURCES**

having had under consideration **HOUSE BILL** No. **263**

third reading copy (blue)
color

**ALLOW SCHOOLS DISCRETION TO CHARGE A NONPUBLIC SCHOOLCHILD
TO RIDE BUS**

BACHINI (KOLSTAD)

Respectfully report as follows: That **HOUSE BILL** No. **263**

BE CONCURRED IN

~~DOXNASS~~ **ALLOW SCHOOLS DISCRETION TO CHARGE A NONPUBLIC SCHOOLCHILD
TO RIDE BUS**

~~DOXNOKNASS~~

SENATOR BOB BROWN,

Chairman.

STANDING COMMITTEE REPORT

SCRHB69

March 13, 1987

MR. PRESIDENT

Senate Education

We, your committee on

House Bill

69

having had under consideration

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TO INCREASE REQUIREMENTS FOR CREATION OF A NEW ELEMENTARY SCHOOL DISTRICT

HAYNE (McCALLUM)

Respectfully report as follows: That House Bill No. 69

BE AMENDED AS FOLLOWS:

1. Title, line 9.

Following: "AN"

Strike: "IMMEDIATE"

2. Page 9, line 15.

Following: "ON"

Strike: "PASSAGE AND APPROVAL"

Insert: "July 1, 1987"

AND AS AMENDED
BE CONCURRED IN

XOXKASE

XOXNGKASGX

Chairman.

Senator Brown