

MINUTES

**MONTANA HOUSE OF REPRESENTATIVES
52nd LEGISLATURE - REGULAR SESSION**

COMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By Chairman Ted Schye, on February 22, 1991, at 3:00 p.m.

ROLL CALL

Members Present:

Ted Schye, Chairman (D)
Ervin Davis, Vice-Chairman (D)
Steve Benedict (R)
Ernest Bergsagel (R)
Robert Clark (R)
Vicki Cocchiarella (D)
Fred "Fritz" Daily (D)
Alvin Ellis, Jr. (R)
Gary Feland (R)
Gary Forrester (D)
Floyd "Bob" Gervais (D)
H.S. "Sonny" Hanson (R)
Dan Harrington (D)
Tom Kilpatrick (D)
Bea McCarthy (D)
Scott McCulloch (D)
Richard Simpkins (R)
Barry "Spook" Stang (D)
Norm Wallin (R)
Diana Wyatt (D)

Staff Present: Andrea Merrill, Legislative Council
Dianne McKittrick, Committee Secretary

Please Note: These are summary minutes. Testimony and discussion are paraphrased and condensed.

HEARING ON HB 828

Presentation and Opening Statement by Sponsor:

REP. SCOTT MCCULLOCH, House District 96, Billings, said this bill will provide for new changes as to how the pay for school employees is prioritized. Currently, the school districts, and society in general, equate the worth of a particular position with the pay that the employee makes. He distributed information. **EXHIBIT 1.** He said it is his contention that teachers of a school district are as equally important as any administrator of a district, yet they are currently not paid as

such. Administrators have the same education and length of service as a teacher and earn on the average of \$10,000 to \$20,000 per year more. He said the responsibilities of principals and superintendents are different than those of a teacher, but they are not any more important. He said developing curriculum for an entire school district the size of Billings is a very important job, but is it any more important than a teacher, whose responsibility is to teach children on a day-to-day basis and is responsible for their social and educational growth? In the teachers' spare time, they help the curriculum directors in the research and development of curriculum under the new accreditation standards. He said the opponents of this bill will say that this is taking away from local control. When the teachers negotiate for a 4% raise, the administrators automatically receive the same. When the teachers negotiate for a 125K Insurance program, the administrators receive a 125K program. This bill does not take anything away from local control. It does not reduce any salaries, or affect those individuals who work more than 187 days. There are provisions in this bill that cover those circumstances and provide on a pro-rated basis day-or-day salary assignments for extended contracts. He said voting in favor of this bill would be a true reflection of the resources of Montana teachers.

Proponents' Testimony:

REP. JERRY DRISCOLL, House District 92, Billings, said, 2 or 3 years ago, Billings had a committee that checked the schools to see how they were cutting budgets. At that time, Billings had 900 teachers and 105 administrators. He said that 110% of the average teacher's salary would still put the administrators at more than 2 times the average weekly wage of any teacher. He urged the committee to pass this bill.

REP. PAULA DARKO, House District 2, Libby, said she supports HB 828. She feels that there has been discrepancies for some time in the way pay schedules are set. Administrators bargain as an informal group, and piggyback on the salaries and benefits the teachers receive. She urged the committee to support this bill.

SEN. CHET BLAYLOCK, Senate District 43, Laurel, rose in support of HB 828. He has been an administrator and a teacher. There needs to be a relationship between the salaries of the highest paid teacher and the principals. Excellent teachers in a classroom is the most valuable resource in the school. If a policy like this can be adopted to keep the relationship between those groups, it will aid in better education. He urged the committee to support the bill.

REP. ED DOLEZAL, House District 34, Great Falls, in support of HB 828. He said one of the things that the Legislature tries to do is establish some type of balance and equality. This bill is an attempt to do that. Rather than setting up a delineation basing a persons responsibility on what salary is being paid. It should

be based more on what the individual does. He said each person's responsibilities are different, but to equate additional responsibility or change in responsibility to salary is what this bill addresses. This bill does not state that a principal's job is less important than a teacher's job. He strongly urged a do pass for HB 828.

REP. RED MENAHAN, House District 67, Anaconda, said he supports HB 828. He had a similar bill before that stated anything over \$50,000 had to be voted on by a levy. He said not too many years ago, an administrator or principal's salary wasn't more than 10% to 15% above a classroom teacher. He urged the committee to pass HB 828.

Bill Cicon, Billings Teacher, said he has been a teacher for 25 years in Great Falls and now in Billings. It is commendable that the authors of Project Excellence recognize that teachers are the key in the educational process. Teachers, burdened by overcrowded classrooms, are acutely aware of the growing disparity between teacher and administrative salaries, and they have become disheartened. He said 4 years ago, the separation in teacher and administrative salaries was \$14,000. Now it is \$30,000. A supervisor of health and P.E. made \$2,000 more than the top teacher 4 years ago. Today they make \$10,000 more. The separation of an elementary principal and an elementary teacher's salary 4 years ago was \$7,000. Today it is \$14,000. There is another category in the Billings school system called contract managers. Four years ago this manager made an equal amount as a teacher of \$25,000. Today, the contract manager makes \$7,000 more than a teacher. A teacher today would have to teach 13 years and have a master's degree to make the same salary as an executive secretary. He said that 2 years ago, a teacher that was the Billings drug awareness coordinator quit, and an administrator retired. The central administration then hired the retired administrator who is now making \$9,000 more than the teacher that held that same position. When the educational dollars are limited and are spent on administrative bureaucracy, which are often not mandated by accreditation standards, wouldn't it be better to spend the money on teachers and programs closest to the children?

Opponents' Testimony:

Jesse Long, SAM, said he is in opposition to this bill. He said if **REP. MCCULLOCH** wanted to increase teacher salaries, he is going about it backwards. It would be better to say the teachers come within 10% of the current salaries of the administrators. Some teachers are now receiving more per hour than many administrators considering the hours that many administrators put in doing their job. He said that setting salaries like this is a step away from developing a statewide salary schedule. Setting salaries for school administrators is the school board's prerogative. Most middle managers do not have the option for collective bargaining. They are dependent upon the setting of

their salaries by the board action. Schools operate very well because administrators are effective leaders in their building. A good school results because they have a good administrator. This bill will reduce that talent pool. He asked how many people would continue to stay in administration with the limitations that exist in this bill. Of the 206 days that exist as a limitation for principal and assistant principals, it would be found that most of the high school and secondary principals, and assistants could not do the job in the time frame allocated. Limiting the number of contract days also flies in the face of such recommendations that have come through extending the school year.

Harry Erickson, Superintendent of Schools, Belgrade, said that it is appalling that this bill is considered when it appears the main purpose of the bill is to push someone down so someone else can appear taller.

Craig Brewington, Superintendent, School District #14, Missoula, said he puts in 56 hours a week, two extra 8-hour days than the 5 hour teacher day. He said if anyone can show him a principal that wants to work 40% more hours for 10% more money, he would show them a guy that isn't smart enough to not work in his district. He would be ashamed to solve Billings problems by passing legislation that would affect the entire state.

Bruce Moerer, MSBA, said he had 3 points to make: (1) It should be a local decision, made by local school board trustees who are locally elected based on local facts that they have to deal with on a day-by-day basis. (2) This does not reflect or allow for any differences of variation between different districts. It assumes there are the same types of problems in the rural versus urban areas. (3) This is a negative impact on collective bargaining. The central office administrators who are involved in the collective bargaining process will now be working for the teachers instead of the school board because their salaries are directly tied to that. He said the MSBA is opposed to this legislation.

Larry Fasbender, Great Falls Public Schools, said he opposes HB 828. Even if there was some relationship between administrators and what teachers should receive, would be an extremely difficult situation justifying that it should be 10% or 15%, etc. He said this is something that can be handled at the local level. He urged the committee to not pass this legislation.

Closing by Sponsor:

REP. MCCULLOCH felt that everyone lost the idea of the thrust of this bill. He said it isn't aimed at the Billings administrators or anyone else. This is a progressive bill that informs everyone that teachers are just as valuable and important as administrators. He disagreed with Mr. Long's statement that good schools are a result of good administrators. Good schools are a

result of good teachers. He said that principals and administrators are given 10 extra days to do their work and teachers do not receive any extra days to prepare for their classroom.

HEARING ON HB 849

Presentation and Opening Statement by Sponsor:

REP. DOROTHY BRADLEY, House District 79, Bozeman, said this bill proposes to let young people, ages 7-12 years of age, to have a referendum on this issue themselves. Sometime next autumn, a referendum will be held in all of the schools throughout Montana for the young people to vote whether or not the retailers of tobacco products can sell those products to minors. She said assuming this bill passes, she would request the retailers in the state to post signs that state "out of respect for the wishes of the students in Montana, they are agreeing to accommodate the vote of the youth and not sell tobacco products to minors". She said as legislators, they should be asking themselves why Montana has never had prohibition on tobacco products and youth, but does prohibition work. A number of states have prohibition, but they have more youths that smoke than there are in Montana. How does the state encourage anyone not to use tobacco products? The message is clear, and that is through education.

Proponents' Testimony:

Jack Cops, Deputy Superintendent, OPI, said it is senseless to carry on in any length in talking to young people about the importance of the dangers in the use of tobacco. Education that deals with the dangers and the use of tobacco is the only way to reach the young people. He said this is a continuous process, and HB 849 is a part of that effort. He urged the committee's consideration in terms of that effort.

Anna Volenkenty, Senior at Hellgate High School, Missoula, asked what is more effective, prohibition or education? Missoula has a city-wide ordinance that states people under the age of 18 cannot smoke, but regardless of the ordinance, she has many friends that smoke. She said smoking is more of a moral issue, rather than a legal one. She urged the committee to consider education as a more worthwhile process in teaching kids not to smoke. The referendum in this bill will allow the kids to vote and take part in considering the different issues and allow them to voice their opinions.

Jed Smith, Helena Middle School, presented written testimony.
EXHIBIT 2.

Jennifer Pale, Bozeman Senior High, said she asked her school board in Bozeman to organize a referendum among the staff and students of the Junior High and Senior High Schools concerning a ban on tobacco on school property. The vote came out 78% in

favor of the ban. She said if there was a similar referendum among the youth of Montana, it would come out anti-tobacco as well.

Mike Males, Free Lance Writer, Bozeman, presented written testimony. **EXHIBIT 3.**

Closing by Sponsor:

REP. BRADLEY said the Smokeless Tobacco Council and the Tobacco Institute had to attend other hearings and couldn't be here to testify on her bill. She said, of course, they prefer their bill, but they are in support of this bill also. She urged the committee to support HB 849.

HEARING ON HJR 26

Presentation and Opening Statement by Sponsor:

REP. RAY PECK, House District 15, Havre, said he considers this bill to be a friendly resolution. The basis for this resolution is the old adage, "if it ain't broke, don't fix it". The Regents have ordered units of the University System to change to the semester schedule. They include the University of Montana; Montana State University; Northern and Eastern Montana Colleges. Montana Tech and Western Montana College are already on the system. Some portions, such as the Law School at the U of M, have also been on the system for years. He wasn't concerned about this issue until last December when some people at the U of M contacted him and said they have made a number of efforts in changing the direction this was going to place the colleges and universities on the semester system. He said some of the professors and students at the U of M convinced him that this is significant enough to be heard publicly because of the financial considerations involved. Following his December meeting with the Board of Regents, he wrote a letter to the Board asking them to reconsider. They responded by stating that they would not reconsider. He felt the issue was significant enough to take action and have the conversion postponed for one year so an in-depth look into this can be done and determine what the implications are in converting to the semester system. He said the conversion cannot be done by July 1, 1991. Another reason that prompted him to file this resolution is the State of Oregon went through this same process, with a little more intensity in terms of the study. The Oregon Regents reversed their stand convinced that the semester system was not the way to go. He said all this resolution does is ask the Regents to do two things: (1) the Legislature does not have the power to instruct them; it is merely a request asking them to postpone for 1 year the implementation of the semester system; and 2) hold public hearings in all of the communities where there are units of the University System as a minimum, elsewhere if they desire. He presented letters written in support of HJR 26. **EXHIBIT 4.**

Proponents' Testimony:

Lee N. Von Kuster, Professor of Education, U of M, presented written testimony. He informed the committee that 90% of the colleges and universities in the United States are on the semester system. He urged the committee's support for HJR 26. **EXHIBIT 5.**

Doug Beed, U of M Professor, Missoula, talked about the costs and impacts on the students. The student body of the U of M has changed enormously. They no longer have access to 18 to 22 year old students. The average age now is 25.6 years of age, which means that 38% of the students on the campus are 25 years of age and older. U of M has over 3,800 students, and 75% of those are Montana residents. Non-traditional students are identified on the campus in a big way. He said it is not unusual to have many of the students that are married and single parents working many hours to pay for their education. He suggested to the committee that a flexible and non-restrictive school environment is needed by both traditional and non-traditional students. They need to be able to develop options for thought and behavior. He gave a synopsis on how the semester system will impact the students. Two sessions per academic year rather than three will force students to miss one-half of a year of schooling if they are forced to withdraw or drop out for any kind of reason. They lose 1/8 of their undergraduate education as opposed to 1/12 under the quarter. It is more difficult for a student to stop out of their education for employment or personal reasons if they lose an entire one-half year. It will force students to seek inconvenient and expensive student teaching placements. He gave a breakdown of student teachers that are on the two blue sheets on the exhibit that he distributed. **EXHIBIT 6.** U of M has eight students this quarter in the three high school systems in Missoula. It gives U of M a chance to place 24 students a year in the high schools in Missoula for student teaching. Under the semester system, it will be cut by 1/3, and will only be able to place 16 students a year to student teach in the Missoula area.

Robert Hausemann, U of M Professor, Missoula, presented written testimony. **EXHIBIT 7.**

Jim Walsh, U of M Professor, Missoula, said he has been worried about the costs to students with the change to the semester system. Over the last 4 years, he has talked with all of his advisors and students in his classes. Of those people, 30% to 40% said it will be an important and lost opportunity to work and make money to support themselves as students. About 35% of his students are older students, single parents and minorities, who say their problems will be worse than those of the average student who is trying to support themselves to attend school. Within the department, in planning the changeover to semesters, there will be fewer courses and fewer opportunities for the students to enroll in the courses, it averages about 15% fewer courses and opportunities overall.

Chris Warden, ASUM, Student, U of M, said he is here to represent the 10,000 students at U of M who are in strong support of HJR 26. To set the record straight about the students; input for this conversion, about 2 years ago, when the Regents first heard testimony on the conversion, the students came out in force to attend the meetings. The students across the state said they were opposed to this transition. One student said that he wanted to go to the quarter system throughout the state to be consistent and unified for the Montana University System. The point is, that the students did have some input. Their concerns are mainly with implementing the transition which has had some problems. Some of these problems are affecting students outside of the educational realm, i.e., jobs and employment opportunities and other economic factors. He said the legislators have a right to ask the Regents to do this. Most of the factors are outside of the educational realm. He presented petitions from the students that are opposed to the semester conversion. **EXHIBIT 8.**

Robert J. Connole, U of M Professor, Missoula, submitted written testimony. **EXHIBIT 9.**

Pat Price, Student Representative U of M, Missoula, said he is from the School of Forestry. He addressed the job aspects of this transition. The timing of semesters, with the calendar proposed, does not allow for the people employed by the Forest Service, Departments of State Lands in Montana, Idaho and other states, to be able to work and attend school. The employees that are qualified for these jobs, e.g., fighting fires, would have to return to school in late August, and would not be able to help fight fires in September, which is the high time for fire season. If the students cannot work to put themselves through school, they will not be able to attend school and this will only hurt the University System. He urged the committee to pass this resolution and open this issue up for further hearing.

Elizabeth Gupton, graduate student at U of M, Missoula, submitted written. **EXHIBIT 10.**

Henry Harrington, U of M Professor, Missoula, said he supports HJR 26. In the 1992/1993 preliminary budget at the U of M, the biggest cost item is \$135,000 for the funding of a single course from the change over to the semester system. He said it is very gratifying to the Chairman of the English Department, but he feels very guilty about it because the money could be used elsewhere in a much better way on the campus.

Opponents' Testimony:

David Toppen, Chief Academic Officer, Montana University System, presented the position of the Board of Regents on the conversion of the quarter system to the semester system. He presented the history of more than 4 years of hard work that has been dedicated to the task of the 4 colleges and universities and all five of the vocational and technical centers. **EXHIBIT 11.** The process

of conversion actually began in 1986 with the passage of the Regents' policy #305.2 and policy #305.2.1 affecting the vocational technical centers, which at that time called for all units of the University System to convert to a common semester calendar. He said the question has been asked many times, "why did the University System do this to us". There were a variety of concerns that the Regents expressed, i.e., fewer courses with greater depth was one of the arguments, etc. There are a whole variety of issues that the Regents have considered in making their unanimous decision to convert the campuses to the semester system. The most important issue that needs to be discussed is the transfer of credits and the operation of the University System as a system. The other issue is the overall curricular quality. Three of the units that are involved, the Law School at the U of M, Montana Tech in Butte and Western Montana College, have offered very high quality programs on the semester system for some time. He lead the committee through the process that has happened on several campuses and how difficult it will be to turn this issue around. Reconsideration of this issue will have a devastating effect on the campuses and the severe and moral problems that have already ensued because of the consequence of the reconsideration of this resolution. He presented an exhibit showing the quarter system versus the semester system transition for Eastern Montana College for 1991-1993. **EXHIBIT 12.**

Jim Lopach, U of M Administration, said he has been Chairman of the Transition Committee for the last three years. He said at the U of M, the Semester Transition Committee has been strong participants in conducting the process to involve faculty, students, staff and members of the community. The U of M became involved because they have a long tradition of faculty participation. The transition would not have been able to take place if these people had not become involved. He stated it was not their decision to make this transition, but the decision of the Regents. They are involving the students in this transition because of their anxiety and problems. He said the students will not be injured by the transition. With the U of M going to the semester system, it will give them a stronger curriculum than they had prior to the quarter system. There are strengths and weaknesses with both systems, but he felt that the U of M has improved its curriculum as a result of the transition.

Ken Tiahart, MSU Professor, distributed a survey that has been eluded to in previous testimony. Status stations have reputations of telling the truth. He said the decision has to be made to either decide to change or do the right thing now and not change. **EXHIBIT 13.**

Questions From Committee Members:

REP. HANSON asked **Mr. Von Kuster** if the Massachusetts Institute of Technology, Cal Tech and Rice University have semester or quarter systems. **Mr. Von Kuster** said he thought all three of them were on the semester system. **REP. HANSON** said they are and

they are all high quality schools. He said the educational aspects or abilities are not being degraded by the semester system.

Closing by Sponsor:

REP. PECK said there is some suggestion that text books for quarter schools are hard to find in comparison to semester schools. He said that only one president of the four in the University System supported the Regents in this transition, and that was the president of Eastern Montana College. He said the only way to review the issue is to pass this resolution, deliver it to the Regents and have them listen to the representatives of the public.

HEARING ON HB 800

Presentation and Opening Statement by Sponsor:

REP. CHUCK SWYSGOOD, House District 73, Dillon, said this bill requires that a state agency or parents who place a child in a group home or private residential facility pay the tuition that is required by those facilities if it is an out-of-district area, instead of the home school district. This bill deals with the children that are court placed because of emotional disorders or other circumstances. Under current law, if these children are placed in a home, the district they are from is required to pay the tuition. He said that is okay, except for the fact that those kids are removed from the ANB in that district and the school is hit twice. They lose their ANB and have to pick up the cost of the tuition for that child in another area. This creates a financial hardship on those districts, especially the rural districts where the ANB is so critical to the formula that they are underfunded. In one of his rural districts, a child was placed in the Beach City, N.D. school system. The school has to pick up the cost for that child in another state and now the parents have moved to Wisconsin with the rest of their children taken out of the school system, which will affect the school in the next refunding cycle. Those folks will not be coming back to Montana, but that school district has to pick up the cost of that child until he graduates or is released.

Proponents' Testimony:

Bruce Moerer, Montana School Board Association (MSBA), said the main reason the MSBA is supporting this bill is basically because of economics. It needs to be acknowledged that other state agencies may have to pay this bill if this were to pass and that they have financial difficulties as well. This bill allocates the costs to the agencies that really cause those costs to occur. When there is a placement in a foster home or youth court, the school often has no input in the judicial process. They often do not receive any notice of the court hearing. Then they receive a bill from some out-of-state institution, etc., billing them for

that child. The school does not have the ability to budget for this. In most cases the costs are not associated with the difficulty in educating the child. The problems are the social conduct of the individual, i.e., institutionalized, problems the schools are not responsible for. He urged the committee's consideration in passage of HB 800.

Kay McKenna, Montana Association of County School Superintendent (MACSS), said she supports this bill for two reasons: (1) School districts have no choice when a child is adjudicated. The school has to pay the costs for out-of-placement. (2) With the recent change in the law from the last session, when a child is adjudicated in the district court in Helena, then the Helena school district picks up the tab for that tuition.

Opponents' Testimony:

Cris Volinkaty, Lobbyist for private non-profit providers for services for developmentally disabled, their parents and children, said they have looked at this bill very closely in trying to determine if it affects them. She said they have children placed in homes around the state, and the home school district is responsible for making payment to the next school district in the funding of that child's tuition. The parent's home community transfers the money to the next school district. She said the children she represents do not generate ANB. They are severely retarded children who are placed in group homes. However, she has been assured by **REP. SWYSGOOD** that it is not his intent for this bill to affect these children. The families could not possibly afford the tuition, plus it is a violation of federal law, and the children have a right to education. Her children are not sent out-of-state. If the children's needs require that they be placed in a group home, the present law covers that tuition transfer.

Doug Matthies, Department of Family Services, said he opposes this bill. He said the children are placed out of district mostly for treatment reasons. He said the Department has the legal responsibility to pay for the maintenance, supervision and treatment for these children. He said there is a fiscal note that has an impact of about \$700,000 for the biennium to the Department.

Questions From Committee Members:

REP. STANG asked if the parents take their child out of any school and place the child in another school district, aren't they required to pay the tuition anyway? **REP. SWYSGOOD** said this bill is referring to a parent when it is ordered by the court to place their child in a home that is outside of the district. **REP. STANG** asked if the order was made by the court, wouldn't it be some agency that was requiring the court order to do that instead of the parents? **REP. SWYSGOOD** said he wasn't sure. There are some instances where Family Services might not be

involved in a particular situation if it was related to some type of abuse, etc. He said those instances are very rare at this time.

REP. MCCULLOCH asked **Mr. Copps** if he had any comments as far as whether the committee can actually do this under federal law. **Mr. Copps** said the committee needs to make certain that this bill does not apply to the special education children. If there is any chance that it does apply to the special education children, the committee would be dealing with a can of worms, because it is clear in special education law that special education must be provided at no cost to the parent, and it is equally clear that the child will receive that special education in a community in which the child resides. He said in listening to the testimony that he is convinced that this does not include any of the special education children. If that is the case, than the OPI does not have any concern with the bill.

Closing by Sponsor:

REP. SWYSGOOD said it was not his intent to interfere with current law in the books regarding special education children.

HEARING ON HB 709

Presentation and Opening Statement by Sponsor:

REP. DICK SIMPKINS, House District 39, Great Falls, said that HB 709 would give the State Board of Public Education an option on how to deal with their accreditation standards. It will provide protection for the schools in Montana that are concerned on how they will implement the new accreditation standards without the financial resources in order to take care of the financial impact they will have. His school district in Great Falls will have an impact of \$1.7 million, plus they are having to open up another school that has been closed because they need more room. It is the school boards, the local control and the school districts that determine what the financial impact is in their area in order to meet the accreditation standards. In order to insure that these schools have protection, this law will do two things: (1) Redirect that the Board rescind and readopt the old standards if necessary. (2) An option is given to change the effective date. He said the date is causing the financial impact because it is July 1, 1992. The second option the Board has is to pass a resolution, or whatever they want, place it into the ARM, and change the effective date to July 1, 1996. This will help the Board get a better perspective and give them more time to collect more accurate data. Each rule that is affected, as far as the amount of money involved, was determined by the LFA in a letter to the House of Representatives dated December 31, 1988, requesting that money be placed into the foundation schedules. He said if any of these rules are funded by this Legislature, then they are eliminated from this bill and no action needs to be taken. If they are not, then action will need to be taken. He

said the final one issue is enforcement. He worked with the Attorney General's office and came up with wording that if action is not taken by July 1, 1991, then the Attorney General is to take whatever action is necessary to enforce the provisions of this law.

Opponents' Testimony:

Wayne Buchanan, Board of Public Education (Board), said that Board opposes HB 709. This bill is the wrong vehicle in the wrong form and utilizes the wrong process for addressing any grievances in regard to the accreditation standards. He illustrated the new standards to address some of the problems with this legislation. The bill will require a determination of the fiscal impact of a proposed rule prior to any hearings being scheduled. The current standards resulted from a study which was mandated and funded by the 50th Legislature. It was dubbed "Project Excellence". The study took two years and cost \$150,000. It involved 18 public hearings across the state. After the standards were in semi-final form, there were numerous compromises by the educational community prior to their adoption. It will be impossible to determine the fiscal impact of the standards prior to the hearings, and it would be a violation of the existing law if they had been determined. The Montana Administrative Procedure's Act requires that the public be afforded the opportunity to be heard and participate in the formulation of administrative rules. Part of the standards that have been criticized, and are very costly, are those related to class size. He said the current system is working very well. There is no reason for this bill and it should not leave the committee. This bill will repeal all of the standards; those that cost money and those that don't cost any money. It has been charged that the new standards are universally expensive, but that is not true. The old standards that are required to be adopted under this bill are more expensive than the new standards that are required to be repealed. He said if it is required for 24 children in the classroom and there are 25 children, then the old standard would have been violated. Under the new standards, with the class sizes lower, there are five different ways that the schools are invited to have an alternative standard, i.e., teachers' aides, innovative teaching methods, etc. In many ways, the old standards can be more expensive than the new standards. He said the board is listening to the problems. There are difficulties, but it is far too early to indict the Board at this time of the process. He asked the committee to not give this bill a favorable recommendation.

Ken Moore, Montana Children's Alliance, said he opposes HB 709 for the children's sake. It is vital that the new accreditation standards go into effect as scheduled. There are a number of states surrounding Montana that have adopted similar changes i.e., changing the number of students that are in kindergarten down to 20 students. The changes will go into effect in 1992. There are aspects to the new standards that are vital to keep

Montana schools in the forefront of quality education in the United States. He said it would be a disaster to abandon the new standards after all the work and years that everyone has put into them. He urged the committee to vote against HB 709.

Jack Copps, Deputy Superintendent, OPI, distributed material.

EXHIBIT 14. He said that it is their belief that the system is not broken and does not need to be fixed. They believe that Project Excellence was, in fact, a worthwhile and commendable effort. It not only addressed the moment, but also grasped the future. There isn't anything wrong with a vision. The only time it should be acknowledged that there are serious problems with what has happened with Project Excellence is when a governing body will not acknowledge that fiscal constraints exist in the state. He said there isn't any evidence by the Board of Public Education at this time that they are unwilling to delay implementation of the standards that cannot be implemented by school districts due to the fiscal constraints of this state.

EXHIBIT 14 is a form that is checked off by the school districts to see if the standards are effective, etc. He distributed a summary of eight different standards. **EXHIBIT 15.** This exhibit is a sample and is not to be used as actual figures. He said the board will not attempt to enforce standards upon school districts that clearly cannot accommodate to the standards because of fiscal constraints and cause them to deteriorate their basic system of quality education at the expense of new standards. Legislation of this type is not necessary.

Eric Feaver, MEA, reiterated Mr. Copps testimony. Some school districts have missed in the new standards. The incredible preponderance of those standards invite local control, and actually demand it. The old standards never permitted that. The new standards say if they cannot meet this standard, then they can create their own alternative. If they can receive the approval of OPI, which will work with them to reach that alternative, and then the approval of the Board of Public Education, they may go forth with that alternative. He said that invitation should be acceptable and accepted by every school district in the state. The new standards are far more permissive than the old, and some educators are concerned that the new standards are so permissive that in some circumstances there may be some things seen that will be remarkable in terms of their approach, but maybe not accepted at first by the teachers. He urged a do not pass to HB 709.

Kay McKenna, MACSS, said the county superintendents oppose this bill.

Closing by Sponsor:

REP. SIMPKINS sent a letter over a year ago to the Board of Public Education and OPI to ask them if they had any fiscal update. He said there is financial impact on the schools. It was determined and submitted on December 31, 1988, stating they

need money to be incorporated into the foundation schedule. It totals out to be approximately \$20 million. In the areas where the fiscal analyst said they didn't need money in this particular area, the school board informed them they were wrong. In the old standards, there were alternatives they could receive waivers for. The fiscal analyst informed the people that there wouldn't be any fiscal impact on the state. The standards that had a fiscal impact were not to be implemented until July 1, 1992. He said this bill asks them to either get rid of the standards or delay the dates so the schools can phase into them. He explained what the accreditation standards were put into place by the school boards. In the Judge Loble case, the school board said the standards are merely the bare minimum a school can put into force in which they encourage the schools to add onto when trying to achieve quality education.

HEARING ON HB 689

Presentation and Opening Statement by Sponsor:

REP. DICK SIMPKINS, House District 39, Great Falls, said he is very reluctant and even remorse for having to stand before the committee to present such a bill. The issues of a basic definition of a basic system of education has plagued the educators and lawmakers since 1972. This has been an ongoing situation for 17 years. The problem is the word "quality". The word quality was meant as an instruction to the Legislature to provide not simply an educational system, but a quality educational system. It is a process that enables students to transform their potential into actuality. After the list was made, it could not be defined. At that time, the Legislature removed the curriculum and there wasn't any definition of basic education. In 1987, HJR 16 gave the authorization that started Project Excellence. The Legislature determined that the term basic education related only to curriculum. The accreditation standards were the curriculum portion of basic education, but the Legislature could not define the outside of it. The instructional part of the system shall be considered the accreditation standards. The subcommittee approved the rest of the components, e.g., special education needs, programs for the gifted and talented, etc. Then it went into teacher's benefits including the retirement pay, compensation insurance, and transportation, etc. After much discussion in the standing committees, OPI and the Board of Public Education, they came to a conclusion in 1988 and voted to accept the school accreditation standards accepted by the Board of Public Education as the instructional portion of the definition for the basic system of education. No consideration was given to any other components such as transportation, capital outlay, salaries, etc. Then the Legislature concluded they couldn't define it. This Legislature is unable to meet it's Constitutional mandate. The only thing that is left to do is to change the Constitution.

Opponents' Testimony:

Jack Copps, Deputy Superintendent, OPI, said that OPI opposes of HB 689. The Montanans who framed the Constitution intentionally put the word "quality" in the basic educational system. He didn't think it was a word that just happened, but it was done so intentionally. He didn't think they did so knowing that someday the word quality could be defined. He said "quality" means to him to do the very best he can.

Eric Feaver, MEA, said he opposes HB 689. He said that MEA opposed a similar Constitutional provision that was suggested in the Senate, SB 32. After all the deliberations were done, the bill received seven affirmative votes. He said after listening to **REP. SIMPKINS** and the failure to define the word quality for the last 17 years, he thinks **REP. SIMPKINS** may have meant the word "basic".

Tom Harwood, Galata, said he is opposed to the bill as it is written for a different reason than the other speakers. He didn't think the Constitutional Amendment goes far enough. The Legislature has a time bomb ticking, which the people refuse to acknowledge. He referred to the last sentence in section 1, "equality of educational opportunities is guaranteed to each person in this state". He felt the state is very close to having another lawsuit filed to require a definition of basic. He would like to see the word in section 3, "permissive" be removed. His reason for this is a basic education is already defined whether anyone realizes it or not. It is defined by being able to successfully complete the eighth grade.

Wayne Buchanan, Board of Public Education, said it has been long recognized and it was stated in the lawsuit that the accreditation standards are the instructional component of a basic system of free quality in public secondary and elementary schools. The effort to repeal the standards at the same time takes away what everyone admits is the basic component of a free quality education.

Bruce Moerer, MSBA, spoke in opposition to HB 689. Article 10 of the Montana Constitution provides some of the strongest protection the state has its children, and the MSBA does not want to see that deleted.

Terry Minnow, MFT, spoke in opposition to HB 689, HB 709 and HB 708.

Kay McKenna, MACSS, said the county superintendents oppose HB 689.

Closing by Sponsor:

REP. SIMPKINS said that the word "basic" was inserted on the floor of the Constitutional Convention by an amendment, because

the delegates felt that was what they were dealing with. The Constitutional Convention wanted to make it clear when using the term "public elementary and secondary" that the word "free" does not apply to all aspects of the educational system, but it applies to the basic education which the state is mandated to fund. They went on to explain why they did this, once the needs for a basic quality system of elementary and secondary schools have been realistically assessed, the state has the obligation to guarantee that this minimum basic program be fully funded. The Legislature will still fund basic educational programs. The frills and the things beyond the basic program as the Legislature determines it, can still remain with the people. He said what he is trying to do today is not new, except the problem has been to define quality. He read a statement by delegate McDonough, "Mr. President, I think we are back again on specifics and details and what's Constitutional and what's for good intents and purposes and what's legislative". REP. SIMPKINS said the Legislature has all the powers to do what it said in those last two sentences. Delegate McDonough proposed under his motion to remove the two sentences that he is proposing to remove by this legislation. Delegate McDonough is now the Supreme Court Justice that sat for the ruling of this very situation. He said it is interesting that 17 years before delegate McDonough warned us, and he was right.

HEARING ON HB 754

Presentation and Opening Statement by Sponsor:

REP. DAN HARRINGTON, House District 68, Butte, said there is a major problem if the Legislature continues to equalize by increasing state funding. He did not agree with or sign the fiscal note. It has \$41,000 the first year, and \$80 million the following year. Schools have different salary needs and obligations based on the number of years and experience of the teaching staff. He said the Supreme Court found in a ruling that forced the state to re-examine their method of funding schools. He said that teacher educational attainment should have been included in this bill. He said that next session the legislators will be back with this bill. By that time, there will be a crying need for more revenue and state services, including education. There are serious problems in the state as far as the foundation program goes. The problem stems back to 1947 when the foundation program was established. It has run out its time, and a study needs to be done on this.

Proponents' Testimony:

Terry Minow, MFT, said she is in strong support of HB 754. This bill is the highest priority of respondents to the MFT educational reform task force survey, which was completed this winter. The bill is a recognition of the constraints placed on the school district's budgets and their current method of equalization. She said the problem will grow every year while

the caps are used to limit local school district spending. This does not specify how additional funding will be spent, but teachers with bargaining units will place a great deal of pressure on schools for decent raises. The bill recognizes the school district's restraints and attempts to deal with them by targeting money to the districts who need it the most.

Debbie Shea, Butte Teacher, said that schools with fewer senior teachers can make their spending power go further, because the funding is not consumed by the higher salaries from more experienced teachers. The districts that have many experienced teachers receive many benefits. She urged the committee to give favorable consent to this bill.

Eric Feaver, MEA, said it is appropriate that the Legislature provide an incentive for school districts to do what the fiscal notes states they may do. He said it is of great value for the schools in Montana to hire and keep experienced teachers. There are school districts in this state who have fewer than 12 teachers and are constantly turning them out because of the fiscal difficulties those school districts think they would face if they were to retain those teachers into their tenure years. He said this bill is a positive step forward. He questioned the fiscal note and asked the committee to explore in detail with the budget office exactly how it came to \$80 million for the second year.

Closing by Sponsor:

REP. HARRINGTON said that the foundation program has been talked about all week and the problems with it. He said in working with HB 28 from last session, they tried to place this issue into that bill. He said if this bill would pass out of this committee and go to the Appropriations Committee, they could take some time to take a good look at this bill and fix the fiscal note. He said as long as Montana has some low-cost districts that never have a tenure teacher, there will always be a problem trying to balance out the high-spending school versus the low-spending schools. The low-spending schools make it their responsibility to make sure they stay low-spending. For Montana to have good education this problem will have to be overcome in the long run.

HEARING ON HB 817

Presentation and Opening Statement by Sponsor:

REP. ROYAL JOHNSON, House District 88, Billings, said at the last session, money was appropriated for state library cards and some travel expenses for different libraries was provided for under Title 7, which enables cities and counties to have self-governing powers. When the money was provided in HB 193, the legislative committee forgot to include Title 7. This issue came about because the State Library Board ran into a problem because of the differential in leaving Title 7 out. They tried to take action

on this by generously providing for self-governing cities. This bill will affect a number of cities that do not know about this yet, i.e., Helena, Great Falls, Billings, Missoula, etc. All this bill does is straighten the problem out so either charter cities or non-charter cities can have libraries and receive the same treatment.

Proponents' Testimony:

Darlene Staffeldt, Director Information Resources, Montana State Library, presented written testimony. EXHIBIT 16.

Debbie Schlesinger, Legislative Chair, Montana Library Association, said she supports this bill. She said it was never the association's intent to exclude any libraries organized under Title 7.

Gloria Hermanson, Montana Cultural Advocacy, said they are most interested in public access to information. She said this problem was strictly an oversight. She urged passage of HB 817.

Closing by Sponsor:

REP. ROYAL JOHNSON said the money has already been appropriated for this situation. The State Library Commission had vision enough not to cut off those other libraries even if it wasn't within the law, which is what this bill will do.

EXECUTIVE ACTION ON HB 817

Motion/Vote: REP. STANG MOVED HB 817 DO PASS. Motion CARRIED unanimously.

Motion/Vote: REP. STANG moved to place HB 817 on the consent calendar. Motion CARRIED unanimously.

HEARING ON HB 962

Presentation and Opening Statement by Sponsor:

REP. BILL BOHARSKI, House District 4, Kalispell, said this bill came about from a concern he had when HB 28 was passed. It was his impression that HB 28 failed to address tuition. He introduced a bill earlier this session that should have taken care of this. After working with legal counsel, they decided that bill wasn't needed. He had the rules suspended for a late introduction for this bill draft. He worked with OPI staff in trying to address the problem that is out in the communities. All of the superintendents throughout the state are calculating tuition on a different basis. The reason is because the Legislature didn't make it clear in the statutes to OPI how to make up their forms and create rules. In the old language, all the funds are totaled and then divided by the ANB. This language didn't give any years on which numbers to use e.g., if a school

used the previous year's ANB, say for fiscal 1991, than the ANB is used from 1990. This is using the actual student counts from the spring of 1988 and the fall of 1989 for tuition calculation in 1991. He said the current system isn't good because it was using actual expenditures for the year divided by ANB count from the previous year. In the fall, all the school districts are required to submit reports to OPI with the enrollment count. He and OPI changed the expenditures and made it specific so instead of saying actual expenditures, it now states clearly the previous fiscal year expenditures. When OPI drafts the expenditures now, they know what is exactly being done. The ANB is changed to the October 1 enrollment. On page 1, line 2, the word "current" should read "previous", because they are using the previous year's expenditures. In the new underlined language on lines 9, 10 and 11, on page 2, if a county receives guaranteed tax base (GTB), it was subtracted from the amount of tuition that could be charged for a sending district on a student. If a county doesn't receive any GTB, than the GTB cannot be subtracted. A rich county was charging more money to receive a student than a poor county was charging to receive a student, even though they have equal access to the funds which was taken care of in the Supreme Court ruling on HB 28. He and OPI discovered that everyone has equal access to the average mill value per ANB, multiplied by the mills. This is what brings a school district up to its permissive levy without a vote and use all of the money by taking the average mill value per ANB and multiply it by the mills levied, so all the districts would be calculating tuition in the same way. He said on page 3, regarding the October 1 enrollment, the term of using the previous year to calculate the tuition was left out in the high school section. After "district" on line 5, insert "the previous fiscal year" so it reads the same as for the elementary districts. He said the intent of the bill and an effective date that is required is before the Legislature now, so next session, they will be able to make sure all of the schools are using the same formula for calculating tuition. He said the schools don't use this statute. They use rules adopted by OPI. OPI doesn't feel they have the authority to adopt a rule this specific until it is clarified in the statute. The result of this is all of the school districts in Montana will be calculating tuition the same way. Then next session this issue can be discussed if they want to deal with tuition waivers, etc. REP. BOHARSKI distributed amendments. EXHIBIT 17.

Questions From Committee Members:

REP. STANG asked REP. BOHARSKI to go over the first amendment he suggested. REP. BOHARSKI said this was a mistake. In the formula he described, they are dividing the "previous" year. On page 2, strike the word "current" and insert "previous".

Closing by Sponsor:

REP. BOHARSKI closed.

HEARING ON HB 708

VICE-CHAIRMAN DAVIS said HB 708, sponsored by **REP. SIMPKINS**, will be rescheduled for hearing after transmittal, as it doesn't have to meet the upcoming deadline. However, Mr. Ken Moore had attended this hearing specifically for this bill and Vice-Chair Davis allowed him to speak because he wouldn't be able to attend a later hearing.

Proponents' Testimony:

Ken Moore, Montana Children's Alliance, said that a number of the new accreditation standards do not affect costs. It was implied that there will be some costs entailed in the implementation of these standards in the next couple of years. He is in favor of this bill, but is concerned with the fiscal note. In his studies of the impact of the new accreditation standards, they would be about half of what the fiscal note suggests. Under the curriculum development, it shows over \$4 million and that implies that there is no curriculum in place at this time. The additional expenses that may be entailed for curriculum development will be minor. There is expected to be financial impact in sizable dollars. In implementing the new accreditation standards, it is more than likely the impact will amount to 2% of the current expenditures for education which will be around \$10 million. He said it might be necessary to use funds from the general fund to see that all of the standards have the opportunity to be implemented in the next 2 years.

EXECUTIVE ACTION ON HB 849

Motion/Vote: **REP. HARRINGTON** MOVED HB 849 DO PASS. Motion CARRIED unanimously.

EXECUTIVE ACTION ON HB 800

Motion/Vote: **REP. HANSON** MOVED HB 800 DO PASS. Motion CARRIED 15 to 5 with **REPS. COCCHIARELLA, HARRINGTON, GERVAIS, MCCARTHY** and **MCCULLOCH** voting no.

EXECUTIVE ACTION ON HJR 26

Motion: **REP. BENEDICT** MOVED HJR 26 DO PASS.

Discussion: **REP. MCCARTHY** said this bill is very appropriate. She was a member on the Board of Regents and was in the group that made the discussion for the conversion. She said the discussion was three years in the making. During that course of time, public hearings were held in Helena and on each of the campuses. Input was allowed from all of the student groups, faculty and any parents that were concerned. When she left the Board two years ago, Eastern Montana College was converting to the semester system, Western Montana College and Montana Tech were already on it. MSU was very pleased with the system,

especially in the Engineering Department where they felt the additional time of the semester system would give them more time for their research projects and the Agriculture Department for their "in the field project". U of M was the only one that was dragging their feet. She said that Jim Lopach is doing a great job in pulling everyone together at the U of M.

Vote: Motion CARRIED 10 to 9. Roll call vote #1. EXHIBIT 18.

EXECUTIVE ACTION ON HB 828

Motion/Vote: REP. MCCULLOCH MOVED HB 828 DO PASS. Motion FAILED 9 to 11. Roll call vote #2. EXHIBIT 19.

Motion/Vote: REP. STANG MOVED TO RESERVE THE VOTE AND THAT HB 828 BE TABLED. Motion CARRIED 11 to 9. Roll call vote #2. EXHIBIT 19.

EXECUTIVE ACTION ON HB 709

Motion/Vote: REP. STANG MOVED HB 709 BE TABLED. Motion CARRIED 13 to 7 with REPS. SIMPKINS, BENEDICT, ELLIS, WALLIN, FELAND, CLARK, and FORRESTER voting no.

EXECUTIVE ACTION ON HB 754

Motion/Vote: REP. MCCARTHY MOVED HB 754 DO PASS. Motion CARRIED 12 to 8. Roll call vote #3. EXHIBIT 20.

Motion/Vote: REP. HARRINGTON moved to re-refer HB 754 to the Appropriation Committee because of the error in the fiscal note regarding the \$80 million figure. Motion CARRIED unanimously.

EXECUTIVE ACTION ON HB 689

Motion: REP. BENEDICT MOVED HB 689 DO PASS.

Discussion: REP. STANG said he sat on the committee that tried to define a quality education, which is virtually impossible to do. The Constitution should not be fooled with. If the word "quality" was deleted from education in Montana, he was afraid of the kind of education the kids would receive in this state.

Motion/Vote: REP. STANG MADE A SUBSTITUTE MOTION THAT HB 689 BE TABLED. Motion carried 14 to 6. Roll call vote #4. EXHIBIT 21.

EXECUTIVE ACTION ON HB 463

Motion/Vote: REP. STANG MOVED HB 463 BE TABLED. Motion CARRIED 14 to 6 with REPS. HANSON, CLARK, BENEDICT, ELLIS, SIMPKINS and DAILY voting no.

EXECUTIVE ACTION ON HB 962

Motion: REP. MCCARTHY MOVED HB 962 DO PASS.

Motion/Vote: REP. HANSON MOVED TO AMEND HB 962. Motion CARRIED unanimously.

Motion/Vote: REP. MCCARTHY MADE A SUBSTITUTE MOTION THAT HB 962 DO PASS AS AMENDED. Motion CARRIED 19 to 1 with REP. WYATT voting no.

EXECUTIVE ACTION ON HB 116

Motion: REP. DAILY MOVED HB 116 DO PASS.

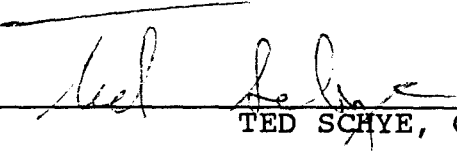
Discussion: REP. KILPATRICK said this bill was in a subcommittee. Everyone was against this bill because they thought it was going to take away from the gifted and talented students. The Attorney General said this action could not be done to make it mandatory, but they did it anyway. He said the subcommittee split 3 to 2. He and another person wanted to take it out of the law and write a committee bill, but the other three people didn't.

Motion/Vote: REP. MCCULLOCH MADE A SUBSTITUTE MOTION THAT HB 116 BE TABLED. Motion FAILED 7 to 12. Roll call vote #5. EXHIBIT 22.

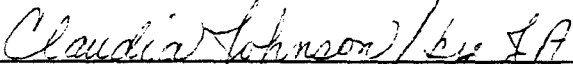
Vote on original "Do Pass" motion: Motion CARRIED 15 to 5.

ADJOURNMENT

Adjournment: 10:00 p.m.



TED SCHYE, Chair



Transcribed and finalized by:
CLAUDIA JOHNSON, Secretary

TS/cj

HOUSE OF REPRESENTATIVES

EDUCATION AND CULTURAL RESOURCES COMMITTEE

ROLL CALL

DATE 2-22-91

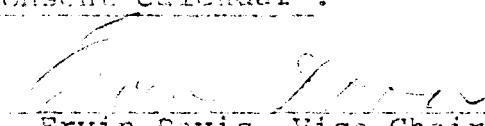
NAME	PRESENT	ABSENT	EXCUSED
REP. TED SCHYE, CHAIRMAN			
REP. ERVIN DAVIS, VICE-CHAIRMAN			
REP. STEVE BENEDICT			
REP. ERNEST BERGSAGEL			
REP. ROBERT CLARK			
REP. VICKI COCCHIARELLA			
REP. FRED "FRITZ" DAILY			
REP. ALVIN ELLIS, JR.			
REP. GARY FELAND			
REP. GARY FORRESTER			
REP. FLOYD "BOB" GERVAIS			
REP. H.S. "SONNY" HANSON			
REP. DAN HARRINGTON			
REP. TOM KILPATRICK			
REP. BEA MCCARTHY			
REP. SCOTT MCCULLOCH			
REP. RICHARD SIMPKINS			
REP. BARRY "SPOOK" STANG			
REP. NORM WALLIN			
REP. DIANA WYATT			

HOUSE STANDING COMMITTEE REPORT

February 23, 1991

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources, report that House Bill 317 (first reading copy -- white) do pass and be placed on the consent calendar .

Signed: 
Ervin Davis, Vice-Chairman

Done

HOUSE STANDING COMMITTEE REPORT

February 23, 1991

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that House Bill 849 (first reading copy -- white) do pass.

Signed: *Ervin Davis*
Ervin Davis, Vice-Chairman

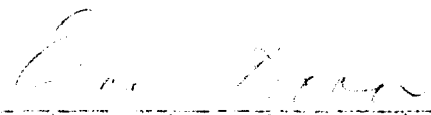
Diane

HOUSE STANDING COMMITTEE REPORT

February 23, 1991

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that House Bill 800 (first reading copy -- white) do pass.

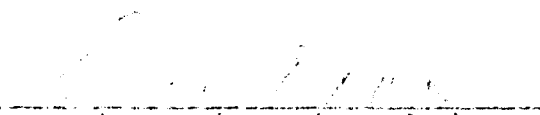
Signed: 
Ervin Davis, Vice-Chairman

HOUSE STANDING COMMITTEE REPORT

February 23, 1991

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that House Joint Resolution 26 (first reading copy -- white) do pass .

Signed: 
Ervin Davis, Vice-Chairman

HOUSE STANDING COMMITTEE REPORT

February 23, 1991

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that House Bill 754 (first reading copy -- white) do pass .

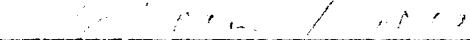
Signed: 
Ervin Davis, Vice-Chairman

HOUSE STANDING COMMITTEE REPORT

February 23, 1991

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that House Bill 962 (first reading copy -- white) do pass as amended .

Signed: 
Ervin Davis, Vice-Chairman

And, that such amendments read:

1. Page 1, line 20.

Following: "previous"

Insert: "school"

2. Page 2, line 1

Following: page 1, line 25

Strike: "current"

Insert: "previous school".

3. Page 2, line 25.

Following: "previous"

Insert: "school"

4. Page 3, line 5.

Following: "district"

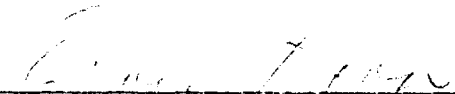
Insert: "for the previous school fiscal year"

HOUSE STANDING COMMITTEE REPORT

February 23, 1991

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that House Bill 116 (first reading copy -- white) do pass .

Signed: 
Ervin Davis, Vice-Chairman

FACT SHEET
State Teachers (Nine-Month Schedule)
February 6, 1991

Historical

- * Institutional teachers were removed from the statewide pay schedule through legislative action in 1979. Before that, "journey" teachers were paid at grade 12 and "senior" teachers were paid at grade 13.
- * In 1987, the Supreme Court ruled that the faculty employed by the state were not considered "schoolteachers" under state law and were thus entitled to the state employee benefits. As a result, published matrices do not reflect true salaries. Teachers are additionally compensated for holidays and pro-rated annual and sick leave benefits. True salaries are computed individually and will vary depending upon the number of holidays that fall within the school year and the employee's annual leave accrual rate.

Current Pay Status and Survey Data

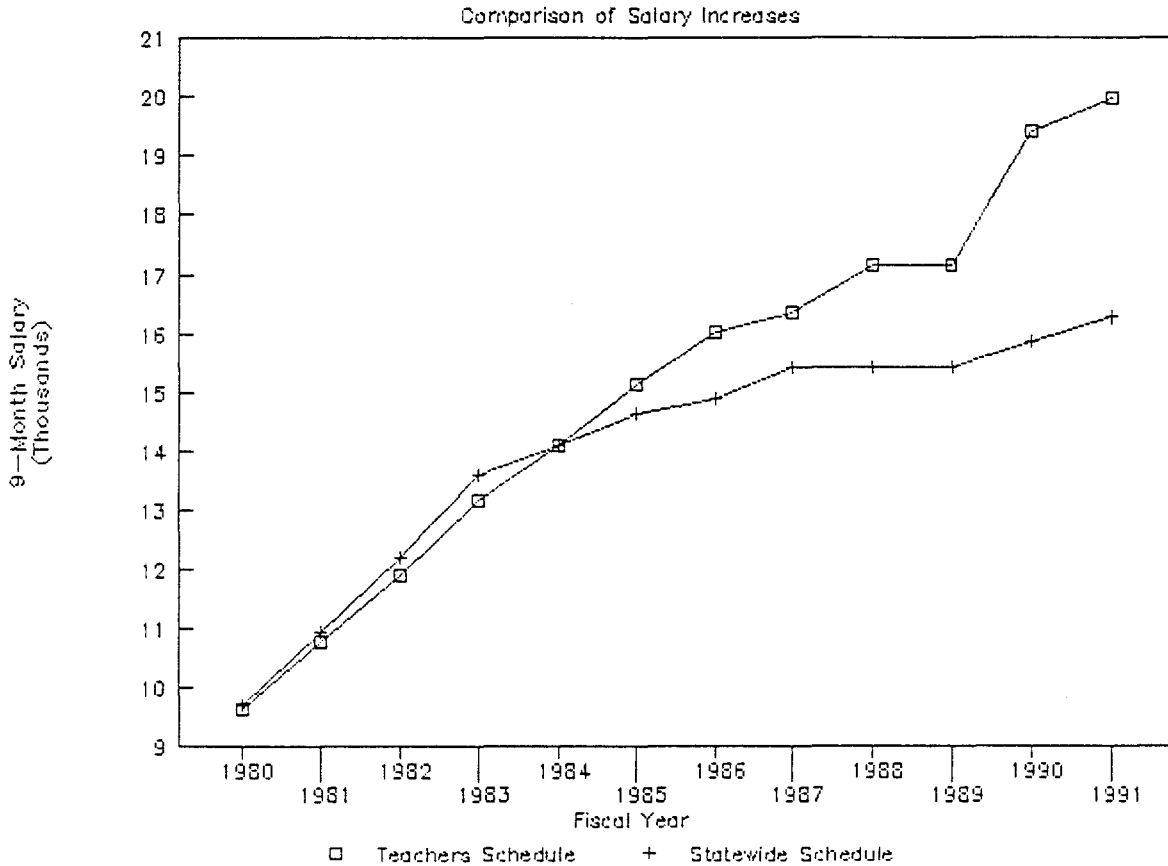
- * The average salary paid to teachers on the nine-month schedule is \$19,734 annually.
- * The actual matrix base for the 1990-91 school term (including holidays and assuming annual leave accrual at the lowest rate) is \$16,449 per year.
- * During the 1990-91 school year, the average base for teachers employed by Montana's Class III school districts was \$16,016, or 2.7 percent below the actual '90-91 base for state teachers. Class III district teachers currently earn an average of \$18,645 per year¹ -- 5.8 percent below that currently paid to state teachers.

Comparisons to Statewide Pay Schedule

- * Since FY 1980, the base for grades 12 and 13 on the state plan have increased 38.1 and 36.2 percent respectively. This compares to a 60.1 percent increase in the teachers' base for the same period.
- * Since FY 1980, employees on the state plan have received six steps averaging about 2 percent per step. Teachers have received eight steps for the same period, averaging over 3 percent per step.

¹1990-91 Draft Salary Survey, Montana School Boards Association

* The graph below follows the pay increases received over the past 12 fiscal years by teachers² and other journey professionals (grade 12) on the state plan. The lines reflect the salaries (steps and matrix increases) received by two hypothetical state employees who began work in 1980, possess college degrees, work nine months out of the year, but are paid under different plans.



²The teacher's annual salary was plotted using data from published matrices. It does not include the additional compensation for paid leaves. The actual salary received by teachers on the nine-month schedule is about six percent above that shown. Also, lane advancements have not been projected since the state plan does not compensate workers for continuing education.

Superintendent	77,568
A/Supt.	65,929
Exec. Dir. Act.	51,466
Exec. Dir. Sec. Ed.	19,546
Exec. Dir. Elem. Ed.	59,231
Exec. Dir. Personnel	59,231
Exec. Dir. Curr/Instr.	59,231
Exec. Dir. Pupil Services	59,231
Dir. Pupil Res. Services	52,615
Dir. Pupil Special Services	49,869
Sp. Ed. Supervisor	47,123
Dir. Health/PE	48,542
Dir. Support Services	55,407
Dir. Food Services	35,755
Dir. Transportation Services	35,755
Dir. Facility Services	49,915
H.S. Prin.	55,541
H.S. Prin.	55,541
H.S. Prin.	55,063
Dir. Career Center	47,169
Dir. Adult Ed.	47,169
H.S. Assoc. Prin.	49,915
H.S. Assoc. Prin.	51,288
H.S. Assoc. Prin.	49,915
H.S. Asst. Prin.	51,242
H.S. Asst. Prin.	44,377
H.S. Asst. Prin.	44,377
H.S. Asst. Prin.	44,377
H.S. Asst. Prin.	48,542
H.S. Asst. Prin.	52,615
J.H.S. Prin.	48,143
J.H.S. Prin.	50,979
J.H.S. Prin.	52,397
J.H.S. Prin.	50,979
J.H.S. Assoc. Prin.	44,423
J.H.S. Assoc. Prin.	45,796
J.H.S. Assoc. Prin.	47,169
J.H.S. Assoc. Prin.	49,915
Elem. Prin.	43,004
Elem. Prin.	48,496
Elem. Prin.	52,615
Elem. Prin.	52,615
Elem. Prin.	52,615
Elem. Prin.	43,004
Elem. Prin.	44,377
Elem. Prin.	43,004
Elem. Prin.	43,004
Elem. Prin.	48,496
Elem. Prin.	47,123
Elem. Prin.	51,242
Elem. Prin.	52,615
Elem. Prin.	48,496
Elem. Prin.	43,004
Elem. Prin.	52,615
Elem. Prin.	43,004
Elem. Prin.	41,631
Elem. Prin.	45,750
Elem. Prin.	45,750
Elem. Prin.	52,615
Elem. Prin.	47,123
Elem. Prin.	43,004
Elem. Prin.	47,123
Clerk/Dir. Acctg.	51,288

EXHIBIT 1
DATE 2-22-91
HB 828

(AA) GREAT FALLS

Superintendent	65,670
Asst. Supt.	61,619
Asst. Supt.	61,020
Asst. Supt.	58,844
Asst. Supt.	59,824
Alt H.S./Ad. Ed. Supv.	48,444
Art Coord.	24,087
Athletics Supv.	49,777
Ben & Training Coord.	47,173
Curriculum Coord.	51,661
Curriculum Coord.	42,970
Federal Dir.	50,753
Indian Ed. Coord.	42,010
Library Coord.	45,140
Music Supv.	48,919
Reading Coord.	30,462
Reading Coord.	24,599
Transportation Dir.	21,199
Sp. Ed. Dir.	56,939
Sp. Ed. Coord.	43,417
Sp. Ed. Coord.	42,987
Sp. Ed. Coord.	42,987
Sp. Ed. Ad. Asst.	49,961
H.S. Prin.	
H.S. Prin.	56,880
H.S. A/Prin.	49,071
H.S. A/Prin.	50,543
H.S. Dean	44,596
H.S. Dean	44,596
Assoc. Dean	41,030
Assoc. Dean	43,270
M.S. Prin.	54,115
M.S. Prin.	51,559
M.S. Prin.	53,064
M.S. A/Prin.	48,513
M.S. A/Prin.	47,109
M.S. A/Prin.	43,825
Elem. A/Prin.	21,215
Elem. Prin.	43,634
Elem. Prin.	44,614
Elem. Prin.	46,050
Elem. Prin.	44,614
Elem. Prin.	46,962
Elem. Prin.	46,506
Elem. Prin.	44,614
Elem. Prin.	46,962
Elem. Prin.	46,962
Elem. Prin.	46,962
Elem. Prin.	46,962
Elem. Prin.	46,506
Elem. Prin.	46,962
Elem. Prin.	46,962
Elem. Prin.	45,594
Elem. Prin.	

EXHIBIT

DATE

2-22-91

HB

828

House Bill 849
Testimony of Jed Smith-- February 22, 1991
510 State Street
Helena, Montana

EXHIBIT 2
DATE 2-22-91
HB 849

Mr. Chairman and Members of the Committee: My name is Jed Smith. I am in the 8th Grade at Helena Middle School. I am here to testify in favor of House Bill 849, which will let kids in Montana vote on whether or not stores should sell cigarettes and tobacco products to persons under 18 years of age. My Dad is a Lobbyist and he helped me prepare my testimony. I am in favor of this bill for three main reasons.

1) I think kids will cast an intellegent vote on this bill. Most of the kids I know read the papers and watch the news on TV. We know what's going on in the world. We know who the Governor is, where the Pacific Ocean is, which side won the Civil War. We know for sure that cigarettes and other tobacco products are bad for people. We know they cause cancer and heart disease. We know that thousands of people die every year from cigarettes. We are hoping to have a 'Smoke Free' Montana by the year 2000.

2) I think it would be better to ask merchants and store owners not to sell tobacco to kids than to pass a law telling them they can't sell tobacco to kids. I don't like too many rules. Adults don't like too many laws, especially laws with fines and penalties. This bill would give the kids a chance to educate society about the problems of tobacco and nicotine addiction. I think that's better than passing a law.

3) I think this bill would be a good exercise in citizenship. We're going to be old enough to vote in a few years. This would give us a chance to see what it's like. I think the kids of Montana got to vote a few years ago on the State Animal--the Elk or the Grizzly Bear. The Grizzly won, I think. That was fun and educational for everyone, kids and adults. The vote on the sale of tobacco products to minors is a more important issue than the state animal, but this vote could still be fun.

I think Dorothy Bradley has a good idea and a good bill. Please vote 'Yes' on House Bill 849. Thank you for your time and attention today.

11

TO: HOUSE EDUCATION AND CULTURAL RESOURCES COMMITTEE
FROM: MIKE MALES
RE: TESTIMONY IN SUPPORT OF HB 849
22 February 1991

HB 849 proposes to hold a "tobacco referendum" among Montana's 64,000 students in grades 7-12 in October 1991 asking whether stores should refuse to sell cigarettes and tobacco to persons under 18 years of age. If the referendum is approved, stores would display signs stating that out of respect for the wishes of youths themselves, tobacco products would not be sold to minors.

The bill is thus a simple, positive, and voluntary approach. Experience with a similar referendum in the Bozeman schools shows it would engender widespread student interest at little time or cost. The question is whether HB 849 represents a better alternative to discourage tobacco use by minors than mandatory legislated bans.

Montana is one of six states that allow tobacco sales to minors. The common assumption is that such permissiveness leads to greater smoking by youth (smoking is cited throughout since it accounts for more than 99% of all tobacco-related deaths). Yet this is not the case. Montana teen-agers are less likely to try cigarettes than teens in other states, are less likely to continue smoking if they do try them, and are less likely to smoke. The following table illustrates:

MONTANA/NATIONAL SMOKING COMPARISONS*	Montana	U.S.
Percent of high school seniors who smoke	11.0%	18.1%
Percent of adults who smoke	19.4%	28.2%
Ratio, youth:adult smoking rates	0.57	0.64
Percent of high school seniors who ever tried cigarettes (initiation)	61.0%	66.4%
Of those who ever tried cigarettes: percent who continue to smoke today	18.0%	27.3%

*National survey of high school seniors; Montana Adolescent Health status report (both 1989)

This responsible behavior by Montana youth shows up even more clearly when compared with teenagers in Minnesota, the state most widely credited with the most effective laws and enforcement. In Minnesota, a person who sells or provides tobacco to a minor can be fined up to \$3,000 and lose their licence, while youths are subject to heavy penalties for buying or possessing tobacco. The state issues detailed manuals to communities on enforcement, and local areas have even stricter laws. The result? The latest survey shows 17% of Minnesota's minors age 12-17 smoke, compared to 8% in Montana. The ratio of youth-to-adult smoking is 0.81 in Minnesota, and 0.42 in Montana.

Finally, the same pattern shows up over time. From 1976 to 1984, when laws banning minors from smoking were widely ignored, cigarette use

among high school seniors nationwide dropped from 28% to 18%. Passage of stricter laws and enforcement has led to no further decrease in minor's smoking since 1984.

The conclusion: laws and enforcement procedures do not work. Their advocates, in fact, have not been able to cite one state or locality in which legal bans on sale to or possession of tobacco by youths has led to fewer youths smoking -- which is, after all, supposed to be the goal. In practice, legal bans quickly become entangled in irrelevant issues such as penalties, local preemptions, and enforcement mechanisms which police have no time to implement, with advocates later admitting the measures don't work and must be toughened yet again and again.

The question, then, is what would be effective. The first option is to do nothing, on the grounds that Montana youth have demonstrated maturity in rejecting tobacco without being forced. However, doing nothing means that local communities will increasingly implement a patchwork of local tobacco regulations, which remain popular even though experience in Missoula and Livingston show they do not work.

Studies and conversations with youthful smokers indicates they smoke primarily because their parents, relatives, older siblings, and friends smoke (which illustrates the wide variety of potential cigarette supply available to youths even if police dropped all investigation of murder, burglary, and drunk driving and focused simply on enforcing tobacco sales laws). Laws would not reduce tobacco use, but a number of youths said peer disapproval would -- particularly at initial stages.

Thus HB 849. The intent of the bill is to demonstrate peer disapproval of smoking in the most forceful way possible, via a statewide referendum which allows junior and senior high school students the power to decide the tobacco sales question. We have already seen that Montana teenagers have much lower smoking rates (8%) than Montana adults (19%). A nationwide Gallup Poll showed 60% of all teens wanted to ban tobacco use by minors, and 50% wanted to ban tobacco use by adults as well. The results of the Bozeman tobacco referendum in December, in which 1,750 students in grades 7-12 (90% of the student body) voted, showed 79% in favor of a tough tobacco-free schools policy. Among 7-9 grade students, 87% voted for tobacco-free schools. This generation of youth is willing, much more so than adults, to reject tobacco on a mass basis.

HB 849, as a voluntary approach emphasizing youth decision, is an alternative to House and Senate bills legally banning tobacco sales to minors. For adults to make the decision for them, then schedule a meaningless vote among students that is simply window-dressing, would demonstrate the very lack of confidence in youth HB 849 is intended to affirm. What does it hurt to try HB 849's positive approach first? Montana teenagers very likely have the lowest smoking rates -- 8% -- of any sample population in the nation's history, a rate less than half that of Montana adults or teenagers elsewhere. They have demonstrated they are in the best and most effective position to reduce tobacco use among their peer group and deserve the opportunity to do so instead of mandates, arrests, and force. Thank you for your consideration.

Mike Males
1104 S. Montana, No. F-12
Bozeman, MT 59715

EXHIBIT 2
DATE 2-20-91
HB 849

BOZEMAN SCHOOL DISTRICT "TOBACCO-FREE SCHOOLS" REFERENDUM
December 10-13, 1990

The Bozeman Public Schools Board of Trustees has proposed a ban on the use of all tobacco products in the Bozeman Schools. This would prohibit the use of cigarettes and chewing tobacco by all students, faculty, and staff on any school property at any time. This would also prohibit tobacco use by anyone visiting school property for sporting events, concerts, etc. Your input as students and staff is essential to the Board in making this decision. Please cast your vote below by circling "yes" or "no."

Yes, I support the proposal for tobacco-free schools.

No, I do not support the proposal for tobacco-free schools.

Student vote, grades 7-12

YES (for tobacco-free schools)	1,374	78.6%
NO	374	21.4%
TOTAL	1,748	
Percent voting of students enrolled	90.1%	

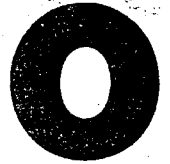
Faculty and staff vote (junior-senior high schools)*

YES	113	77.4%
NO	33	22.6%
TOTAL	146	

Combined student-staff vote

YES	1,487	78.5%
NO	407	21.5%
TOTAL	1,894	

*(elementary faculty vote not tabulated)



OUR OPINION

Put it to the right vote

Student referendum on tobacco sales ban makes a lot of sense

State Rep. Dorothy Bradley's proposed informal referendum to ban sales of tobacco to minors would not have the force of law, but its effect could be even more far reaching.

Bradley has suggested that the referendum be put to a vote — not by the general electorate — but by those who would be excluded from tobacco purchases: Montana's high school and junior high school students.

If the initiative passed, the state would issue signs stating that complying business are refraining in tobacco sales to minors at the request of the minors themselves.

But the real impact of the non-binding referendum could be much more significant. It would force a debate on the issue among those who would be affected by it. The debate would be a lesson on the importance of voter participation, and, more importantly, it would focus teens' attention on the dangers of tobacco use during the

formative years when lifetime habits are acquired.


Several proposals to ban tobacco sales to minors have been suggested, and they should be seriously considered by lawmakers. But Bradley's plan recognizes an important reality: that the effectiveness of a legal prohibition on sales to minors is questionable at best. One need only look at the ban on the sale of alcoholic beverages to minors to be convinced of this. Arrests of underage youths for possession of alcohol are frequent. And, sadly, many are the classes of high school seniors whose graduations are tainted by the tragedy of serious alcohol-related traffic accidents.

While lawmakers are frequently plagued by non-binding resolutions that do nothing but satisfy special interests, Bradley's idea would be much more than legislative window dressing and should be wholeheartedly endorsed by all lawmakers.

Ultimately, neither a legal prohibition nor the passage of the student referendum may have a substantial effect on the use of tobacco by minors. But, given the options, Bradley's idea is at least worth a try.

EXHIBIT 4
DATE 2-22-91
HB HJR 26

TO: Rep. Ray Peck
Montana House of Representatives

FR: Michael Wells 
Professor, MSU

RE: MUS Semester System

As you know the MUS Board of Regents mandated that all units in the university system adopt a common calendar by 1992. There was no public discussion or debate on the merits of this requirement. This memo summarizes my concerns regarding this decision.

Among the MSU faculty there is little support for semesters. A recent survey of faculty (60% responding) clearly indicated strong support for retaining a quarter curriculum. More than 55% of the respondents favored dropping the semester conversion even at this late date. Reasons for opposing the change are numerous and include pedagogical, economic and quality of life issues.

My belief is that it is not too late to stop (or at least delay) the conversion to semesters. Yes, it will be inconvenient to halt the process. Yes, faculty and administrators have spent many hours designing and implementing new curricula. Yes, students have been inconvenienced trying to develop a coherent program of study while attempting to graduate on a reasonable schedule. The real issue, however, is that Montana State University will not be as good an institution under semesters as it is with quarters and the students will not be served as well. If one admits this, then it is absolutely foolish to proceed with the conversion regardless of the time and energy invested thus far.

I have listed what I consider to be the principal disadvantages of the semester system for MSU. I have not included any issues related to the decision process used to determine that a common semester calendar would be best for the MUS. As so often happens, the issues have become politicized and factions polarized. It appears that meaningful debate regarding the rationale for converting the MUS and MSU calendar has been sacrificed.

Thank you for your concern regarding this important issue.

DISADVANTAGES OF SEMESTER SYSTEM

1. lack of flexibility in curriculum
number of courses to complete for undergraduate degree is
15% greater on quarter calendar
2. lack of intensity in curriculum
concentrated instruction (usually 4 contact hours/week)
in quarter provides more efficient learning environment
3. fewer opportunities to enroll in a particular class
enrollment opportunities decrease by 1/3 for semesters
4. more students per class
insufficient number of large classrooms
5. increased teaching loads for faculty
although number of class contact hours will remain
unchanged, number of preparations will increase by
approximately 25% for professor teaching full load
6. disruption of field studies for ag, earth science, etc.
first month of summer break is unsuitable for field
studies in Montana...crop studies must continue beyond
the beginning of fall semester
7. decrease in summer employment opportunities for students
students must return to classes the third week of August
thereby precluding participation in harvest, tourism or
fire-fighting activities
8. K-12 classes in session during first third of summer break
students and faculty members with children in K-12 will
be unable to vacation for first month of summer break
9. K-12 classes begin 2-3 weeks after beginning of fall semester
students and faculty with young school-aged children must
arrange for child care
10. no opportunity for vacation in Montana after mid-August

EXHIBIT 4
DATE 2-22-91
HB HJR 26

January 22, 1991

Dear Mr. Peck,

Regents minutes indicate you requested that the regents reconsider changing to the semester system. You were quite right to make that request. In most cases, the advantages of the semester vs the quarter system are not significant. This change was made by the regents to give the impression that they were making some reforms--but this is merely pseudo-reform. At present, the units have already spent several hundred thousand dollars for a change which was unnecessary. I was just scandalized to hear one regent suggest that the semester system would save the student money because he would have to buy books only twice a year, rather than three times, as if one reads and studies less during the school year when it is divided into two pieces rather than three pieces.

It is more likely that the quarter system will damage the Montana student by making the course offerings less versatile and less available to the student. At present, if a student has to stay out of school for a period of time to work (not uncommon in Montana with the present economic situation), he may elect to lose only one quarter. With the semester system, he will have to stay out an entire half-year and his graduation may be significantly delayed.

In cases of short seminars and workshops, the local registrar has even told me that they may have to use half-credits in order to award the appropriate number of credits. It hardly seems worth while.

In a few days you will get the first issue of **The Montana Professor**, a new quarterly journal, of which I am the contributing editor. I have written an analysis of the Governor's Commission for the 90's and Beyond, which I hope you will have time to read. We are printing about 1700 copies for the first issue, one for each faculty member of the Montana University System and one for each legislator. The report of the committee is a disaster.

I see also from the regents minutes that they are going ahead with the faculty committees to study the education core, a massive waste of time which already takes up much of the time and energy and has for a long time. Even if they were able to come to some conclusion, the MUS is so fragmented in organization that even excellent conclusions would be inapplicable. The poor organization of the system makes many worth-while programs simply unrealisable. It means, for example, that there is nothing a man (such as the new commissioner of higher education) can do that would possibly make him worth \$90,000 a year to the system.

I understand also that the regents are trying to get the legislature to give them control of the MUS budget. In my opinion, it is dangerous to give them any more control over the funds. For a while they were contemplating the possibility of cutting student enrollment--the while seeking the funds for a 50-million dollar building program! Now they are putting out for bids a

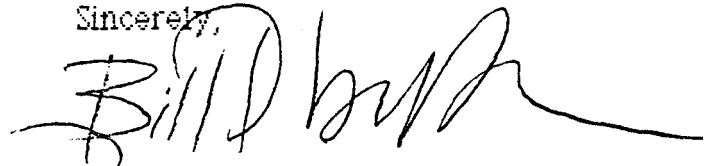
EXHIBIT 4
DATE 2-22-91
HB HJR 26

new multi-million dollar building for the commissioner and other related offices in Helena.

I want to emphasize to you that, as a faculty member for twenty-four years in the MUS, **I have much more confidence in the legislators to apportion the university system funds than I do in the regents,** whose activities give evidence of so much incompetence, contradiction, and lack of understanding of the goals of higher education that they are simply no longer have any credibility. The finance study done by the commissioner's office in 1989 (400 pages) was completely inept and a total waste of time and reveals the vast ignorance of the regents about the system they are supposed to protect and encourage.

My best to you and my thanks for your efforts to keep the institution running.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Plank", with a long horizontal flourish extending to the right.

William Plank, Ph.D.
Professor of French

EXHIBIT 4
DATE 2-22-91
HB HJR 24

GLACIER NATIONAL PARK MONTANA



Greyhound Tower--MS 5510
Phoenix, AZ 85077
November 17, 1986

Michael Ober
54 Buffalo Hill Drive
Kalispell, MT 59901

Dear Mr. Ober:

Thank you for your telephone call of last Friday. Good to hear from you again. I appreciate your referral of students to us for summer positions. FVCC students always perform well with us.

If Montana changes to a semester system, I feel, from our standpoint, it will effect students adversely. In order for us to provide visitor services properly and professionally, we must have students through the end of September. Many positions are needed longer. Our average ending date on our work contracts is September 10.

In 1986, Montana had the largest number of employees on our payrolls followed by California and Minnesota. We employ over 1000 summer workers. A lot of this is due to the fact that Montana still retains the quarter system. We need your workers AT THE END OF THE SEASON AND NOT AT THE BEGINNING. Keep in mind that our facilities are still covered with snow in May. We shall need to make modifications to our recruiting and staffing if Montana goes with a semester system. Let's hope not. I suspect that it will mean that we will not be able to recruit many fine young workers from your state.

Meanwhile, please continue to sponsor candidates from your school. I wish you a busy and safe season in Glacier.

Cordially,

GLACIER PARK, INC.,

Ian B. Tippet
Ian B. Tippet
Executive Director

IBT/s

EXHIBIT 4
DATE 2.22.91
HB HR26

Box 9313
Missoula, MT 59807
28 Jan 1991

Hon. Ray Peck
House of Representatives
Montana State Capital
Helena, MT 59601

Dear Mr. Peck:

I'd like to offer encouragement and support for your effort to challenge the decision of the Board of Regents to convert the University System to the semester system, but they haven't listen to faculty, students, or the public so far, so why should they listen to the legislature?

As a retired member of the UM faculty I was represent while this decision was being made. It is true that the Board held numerous public meetings, and it is also true that they ignored the negative testimony of both student and faculty groups.

Some questions that you may wish to ask the Commissioner in this regard are:

1. Oregon adopted the semester system a few years ago, found it to be a failure, and with considerable additional expense returned their institutions to the quarter system. Why did the semester system fail in Oregon and how do their conditions relate to Montana's? Did anyone from the Regents or Commissioner's Office investigate Oregon's situation?

2. I estimate that a student takes of mix of three and five credit courses each quarter, and for purposes of estimation an average of four - four credit courses per quarter might be assumed (although four credit courses themselves are uncommon), for a total of 4 courses x 3 quarters = 12 courses per year. Under the semester system three credit courses will be most common, or 3 credits x 5 courses x 2 semesters = 10 courses per year. One stated objective of the Regents has been to reduce diversity of course offerings in favor of "greater depth" in the fewer courses that remain. Fewer courses translates to larger classrooms, which are already at a premium. What studies have been done to indicate there is an adequate number of classrooms available?

3. During the conversion year faculty will be required to teach for an eleven month period instead of the ten month contract now in effect (i.e. faculty are paid currently for ten months per year). Would faculty have a right to

EXHIBIT 4

DATE 2-22-91

HB HJR 26

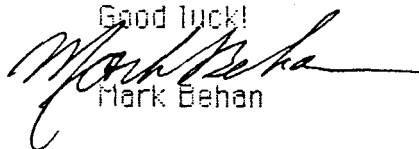
the extra month's pay by law? under collective bargaining? has this been budgeted? (During the conversion year spring quarter will end in mid-June and classes resume in late August instead of late September.)

4. Why, in addition to semester conversion has the academic calendar been altered? The stated reason is to make it consistent with other (mostly eastern and midwestern) universities, and to end the semester before Christmas. But the price of conforming to out-of-state universities is the denial of opportunity of Montana students to work full summers in the many temporary jobs available to them! They will have to return to school in late August, far before the summer season is over. Under the current calendar this has given Montana students (and those from other western schools) an advantage because summer activity in Montana does not start in early May, as the new calendar will have it, but in mid-June, as is consistent with the current calendar.

5. As a final example of inconsistency, consider the bright student attending MSU faced with the prospect of having to return to school next late August, shortening his/her summer work period by a month. An examination of the calendar discloses that UM will not convert until the following year. Why not work the full summer, transfer to UM for fall quarter 1991, take some courses that fit into general requirements or his/her major, then transfer back to MSU for the spring 1992 semester and finish before May 10. Flexible UM students might also consider transferring to MSU for the spring 1992 semester also for the dismissal date. If anyone thinks students are unaware of this quirk in schedule and are giving it consideration, they have forgotten their own student days. It offers the interesting possibility of throwing all course enrollment projections into complete chaos.

I hope you are successful in your challenge to this conversion, but I remain pessimistic.

Good luck!



Mark Behan

#CENTRAL INC. OF DUTTON

POST OFFICE BOX MAIN STREET
BRADY, MONTANA 59416
(406) 753-2220

EXHIBIT 4
DATE 2-22-91
HB HR 96

February 14, 1991

Representative Ray Peck
Vice President of the House Appropriations Committee
Capitol Building
Helena, MT 59620

Dear Representative Peck:

Enclosed is a letter I wrote to Mr. Mathers back in June, 1990. It explains the predicament that our business will have when the University System switches to semesters. I did not even receive an acknowledgment from the Board of Regents.

Since then things have gotten worse. I interviewed at MSU on January 31, for summer internships. There were only three people signed up for interviewing. All three were graduating in June, so they could not work for me starting in April. In visiting with the Career Services personnel, College of Agriculture professors and agricultural students, we determined that the students are going to school spring and both summer sessions. The reason is to get as many quarter credit hours, before semesters start in August of 1991. Now we are scrambling to find summer interns and are being forced to look out of state.

Thank you for your time.

Sincerely,



Jeff Farkell, CPAg
Manager/Senior Agronomist

CENTROL INC. OF DUTTON

POST OFFICE BOX MAIN STREET
BRADY, MONTANA 59416
(406) 753-2220

EXHIBIT 4

DATE 2-22-91

HB HIR 26

William Mathers
Chairman, Montana Board of Regents
314 Merriam
Miles City, MT 59301

Dear Mr. Mathers:

Switching the University system from quarters to semesters concerns me. This would greatly affect my business. I am the Manager/Senior Agronomist for CENTROL, an agricultural consulting company, in Brady, MT.

The past few years we have hired at least three Agricultural students to assist us in monitoring crops during the growing season. They start work the first of April, which means they need to take off spring quarter. Under a semester system, it would be difficult for them to take half a semester off.

CENTROL has 11 other offices in six other states that also have hired students from Montana State University for spring and summer monitoring. It becomes more time consuming and expensive, if I have to hire from out of state.

I would encourage you to reconsider switching the University system from quarters to semesters. I have been more than satisfied in the past with hiring quality Montana students.

Thank you for your time.

Sincerely,



Jeff Farkell, CPAg
Manager/Senior Agronomist

United States
Department of
Agriculture

Forest
Service

Region 1

Federal Building
P.O. Box 7669
Missoula, MT 59807

Reply to: 1500

Date: February 8, 1991

Representative Ray Peck
State Capitol
Helena, Mt 59620

EXHIBIT 4

DATE 2-22-91

HB HJR 26

Dear Sir:

The Northern Region of the U.S. Forest Service covers some 25 million acres of land located in an area from the Minnesota border to just north of Spokane, Washington, and includes all of Montana and the northern part of Idaho. We have a workforce of some 4,300 permanent, fulltime employees to carry out the many and varied tasks that we perform.

As you are aware, with the seasons that we enjoy in this part of the United States, the largest part of our field work is accomplished during the summer months. We have traditionally relied, to a large degree, on a seasonal workforce composed of college students, some local individuals, and (in the case of organized fire crews) members of the Montana Indian tribes.

In reviewing our statistics the months of June, July, August, and September are when we have our largest workforce in the field. For example, in 1990, we had a temporary or seasonal workforce that, on the first of June, amounted to 2,700 individuals--an increase of some 1,300 over the prior month. By August 25, the numbers are at approximately 2,500 and drop to below 2,000 by the first of October.

Forest Supervisors and District Rangers have been expressing concern the past couple of years that a larger and larger percentage of students are returning to school earlier in the school year; i.e., early August.

We appreciate and recognize the value of student workers. They come from a variety of disciplines from the many universities with which we work closely. Forestry, range management, wildlife, fisheries, recreation, business and engineering constitute the majority of the disciplines of our seasonal workforce.

The switch from a quarter system to a semester system would require students that are in our seasonal workforce to terminate at an earlier date than they

EXHIBIT 4
DATE 2-22-91
HB HJR 24

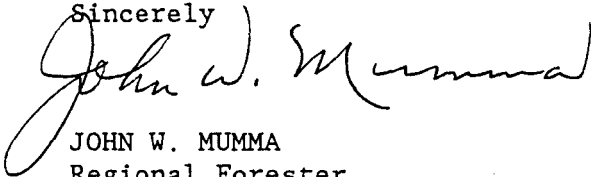
have historically. As a result of this, the impacts on our ability to accomplish a number of our jobs will be diminished. It is entirely possible that many of our Forests will have to seek a larger percentage of their seasonal workforce from other than college students if this trend continues.

I am enclosing a copy of our 1990 accomplishments to give you some general overview of the type of work that we, in the Northern Region, are associated with.

As a point of interest, our budget remains on an increasing trend and the President has proposed significant new natural resources programs, through the Resources Planning Act, that will require an even larger seasonal workforce in the future.

If you have any questions about any of this, I would be pleased to visit with you.

Sincerely



JOHN W. MUMMA
Regional Forester

Enclosure

EXHIBIT 4
DATE 2-22-91
HB HJR 26

IDAHO DEPARTMENT OF LANDS

ST. JOE AREA OFFICE
1806 MAIN AVENUE
ST. MARIES, IDAHO 83861
(208) 245-4551

STANLEY F. HAMILTON
DIRECTOR

February 14, 1991

Representative Ray Peck
Montana State Capitol
Helena, MT 59620

Dear Representative Peck:

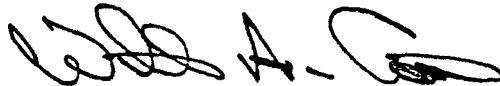
It is my understanding that you chair a committee that is currently reviewing the academic year for Montana universities. As an organization which is interested in hiring college students for summer employment within our timber and fire management programs I would like to provide some input for consideration by the committee.

The current schedule used by the Montana schools of late September to early June provides us with candidates for employment during our prime field season. Schools that utilize the semester system and start class around August 20th take our work force away at the most inopportune time. Sadly we do not hire very many Idaho students.

Are we committed to hiring students attending schools on the quarter system? Yes, a three person team from this office spent February 4th and 5th at Missoula to recruit and interview candidates for this summer. This Area will employ 30 to 40 seasonal employees for the timber and fire management programs.

Good luck on making a decision that is in the best interest of all parties involved.

Sincerely,



WILLIAM A. COWIN
Fire Area Manager

WAC/mb

Mr. Chairman and members of the committee:

I am Lee N. Von Kuster, Professor of Education at The University of Montana.

I will make some remarks, then call on my colleagues to share specific information that we feel you and the public need to know.

Several reasons for moving to semester have been stated by Chairman of Regents Mathers and Commissioner of Higher Education Hutchinson.

1. 90% of the colleges and universities in the United States are on the semester system.

Statistics from the American Association of Collegiate Registrars and Admissions Officers suggest otherwise.

November 1986 26% of all colleges and universities were on the quarter system

January 1991 24% of all colleges and universities were on the quarter system.

Each year there are about the same number of schools changing from quarter to semester as from semester to quarter. No national trend.

2. More in depth study of content under semester system.

This statement pre supposes several facts. There is more indepth possible if you change a 3 quarter credit course to a 3 semester credit course--But the opposite is true if you change a 5 quarter credit course to a 3 semester credit course.

Example: In the Elementary teacher preparation program at the U of M there are four courses that will be changed from 5 quarter credits to 3 semester credits.

1. Introduction to Psychology

EXHIBIT 5
DATE 2-22-91
HB HJR 24

- 2. Developmental Psychology
- 3. Introduction to Geography
- 4. American Government

For these four courses each student will receive a total of 20 less classroom contact hours.

This says nothing about the courses that have been eliminated to consolidate into single offerings.

- 3. The semester system will allow for better field experiences.

You will here testimony that suggests this is not true. I have also provided you with a letter from the chairman of the Department of Geology at The U of M that doesn't agree with the suggestion.

- 4. There will be monetary savings because of one less registration period per year.

In chapter 9 of the material presented to the Board of Regents by former Commissioner of Higher Education Carroll Krause it stated:

Campus Cost/Benefit Analysis

Campus	Initial Cost	Annual Benefit
NMC	\$30,000	\$ 0
EMC	\$36,300	\$21,400
MSU	\$57,500	\$39,100
UM	\$40,000	\$28,000

We know that the salary for one person who is significantly involved in the semester transition at the U of M has cost more per year than the suggested \$40,000

total cost. We have not been able to find out exact figures for the cost saving in one less registration period but we know that if there is any savings it will be extremely minimal. We suspect there will be no saving at all.

5. Financial savings because of fewer financial aid transactions per year.

The financial aid office at U of M said the only good thing that could result from the semester move is that the staff would only be one month behind instead of two.

6. There will be significant savings in the cost of utilities because of the long mid winter semester break.

Mid winter break (Christmas 1990)	30 days
Mid winter break (Christmas 1992)	26 days
Mid winter break (Christmas 1993)	26 days

We fail to understand how there will be any savings with shorter break periods during the semester than the quarter.

The Krause report that I referred to earlier also stated:

"each campus presently on the quarter system should establish a campus wide committee of administrators, faculty, staff and students to examine in more detail the economic, administrative, and academic implications of conversion to the semester system and to recommend whether such a conversion should occur."

There was apparently a small number of people who spent a few hours looking at these matters. But after visiting with many faculty and several administrators at the U of M we cannot find anyone who was involved in an indepth examination of the implications of a semester move before it was mandated.

In December of 1990 the faculty senate at the U of M voted 25 to 1 against the move to semesters.

In just recent days a survey instrument was sent to all members of the faculty at the U of M and MSU. Only full time - tenure track personnel were used in the survey.

Just a few statistics from the survey:

Over a sixty percent return was received on each campus in less than one week. This seems to indicate the high level of concern as well as a serious lack of opportunity for prior input. Especially when MSU is scheduled to move to the semester in less than six months.

Of the more than sixty percent who responded:

	UM	MSU
1. return to the quarter system with no intent to change	67%	55%
2. proceed with semester	28%	37%
3. quality of programs will be reduced	51%	78%
4. hasten departure from university	35%	38%
5. experiences with semesters as a student or faculty member before coming to present position	94%	86%
6. decreased student summer employment opportunities	71%	49%

The faculty at MSU and UM believe these results need to be given careful consideration because:

1. It is clear that the change to semesters will not be welcomed by a large majority of the faculty
2. student summer employment opportunities will be reduced
3. potential early loss of over 1/3 of the faculty on each campus
4. quality of programs will be reduced to the detriment of the student needs.
5. From many sources we find that there are no good academic reasons for changing from quarters to semesters.

In closing I would point out that at both MSU and UM many written responses were made by faculty members. The majority of these comments related to the loss of outdoor field experiences and the many different curriculums that require such experiences including foreign language abroad programs. Several faculty members at the U of M also stated that the quarter/system allows them more flexibility to administer small grants that call for partial release time. These grants are ones that usually allow the faculty member to be out in the communities and schools to be working with the public in developing new programs. These are probably the single most compelling academic reasons to abandon the change to semesters.

The overall additional cost to implement and sustain a semester program is excessive given the resources available.

There is no evidence that students will be advantaged in any way by a change to semesters. Students are the reason we have a university system.

EXHIBIT 5
DATE 2-22-91
HB HTR 24

And lastly one of the few positive reasons for changing was to get a common calendar. But based on current plans there will not be a common calendar, in fact there won't even be semesters of the same length at the U of M and MSU.

University of Montana

EXHIBIT 5
DATE 2-22-91
HB HR 26

Department of Geology
University of Montana
Missoula, Montana 59812-1019
(406) 243-2341

December 11, 1990

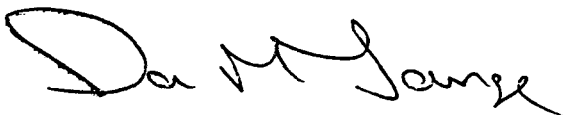
Ladies and Gentlemen:

Thank you for the opportunity to relate to you some very important negative effects the semester system will have on our Geology Program. I am unable to attend this session, so I would appreciate my statement being read into the record. These negative effects on our program are in addition to the numerous points already brought to your attention by others before the quarter to semester conversion was agreed to by the Board of Regents. Furthermore, the problems associated with the semester schedule discussed below will also affect other field-related sciences at the University of Montana and Montana State University.

The schedule basically, as now set, would (1) drastically shorten our field research in the northwest and especially in mountainous areas where a major portion of our work is done, and (2) decrease job opportunities for our students who work for metal exploration companies and for tourist industries in the northwest and Alaska. Exploration jobs will be affected because weather and winter snowpack commonly prevents entry into the mountains until late June or July. The field season may start then and run into late October. With semesters, students and faculty will be out in May through mid-August and, therefore, only have one and one-half to two months rather than a three-plus month work season. Furthermore, students who work in the tourist industry are expected to work at least through Labor Day which the semester schedule will not accommodate. The second major problem, of course, can affect students in all disciplines in the university system.

Impacting this already negative scenario is the fact that we draw most of our graduate students, and a large percentage of our undergraduates, from out-of-state. Since summer work is so important to most of them in order to be able to attend school, and the University of Montana, we will suffer an enrollment decline as students go to other states for education. This will further affect the sciences which already, state- and country-wide, have low enrollments.

Thank you for your time and consideration of this matter.



Ian M. Lange
Chairman
Department of Geology
University of Montana

There may also be changes in utility costs due to differentials in energy needs in early September versus June because of the shift in starting and ending dates of the academic year accompanying a calendar change. Additionally, utility costs may be subject to reduction if it is feasible to close a substantial portion of the campus during the period between the fall and spring semesters. Since this period corresponds to cold weather months, there is a possibility of some significant savings. Amounts actually realizable will vary from campus to campus.

The four campuses presently on the quarter system have attempted to provide rough estimates of the initial costs of converting to a semester system and the anticipated benefits to the annual operating budgets.⁴ These results are shown in Table 9-2.

TABLE 9-2
 Campus Cost/Benefit Analysis

CAMPUS	INITIAL COST	ANNUAL BENEFIT
NMC	\$30,000	\$ 0
EMC	36,300	21,400
MSU	57,500	39,100
UM	\$40,000	\$28,000

Two significant aspects that are not reflected in Table 9-2 are increased income due to improved student retention⁵ and estimates of inter-semester utility savings. Increased student retention may result in added instructional and support costs, but this is difficult to estimate. Even small changes in retention can have substantial impact because of FTE funding by the state and added tuition revenue.⁶ This is shown in Table 9-3, along with utility savings estimates for those campuses able to provide such figures.

number of courses that may be taken. Because instruction time is frequently lost at the beginning and close of an academic term due to administrative needs and other concerns, the semester system (with fewer academic terms) should offer somewhat more instructional time over the course of an academic year.

Recommendation

Because preliminary analysis indicates there is an opportunity for significant savings with the semester system, each campus presently on the quarter system should establish a campus-wide committee of administrators, faculty, staff, and students to examine in more detail the economic, administrative, and academic implications of conversion to the semester system and to recommend whether such a conversion should occur. The recommendation as to conversion should be made in the context of a report to the unit President no later than July 1, 1987, following the opportunity for campus-wide input and discussion. The unit President should submit his recommendation along with the report to the Commissioner no later than October 1, 1987.

If conversion to a semester system is recommended, the President's report to the Commissioner should include a proposed transition schedule.

Impact

Although there are up-front costs of conversion from quarters to semesters, there should be a positive economic effect on all campuses, with the possible exception of NMC.

EXHIBIT 6
DATE 2-22-91
HB HJR 26

IMPACT OF SEMESTER CONVERSION ON
THE DEPARTMENT OF ENGLISH, UNIVERSITY OF MONTANA
--SOME REPRESENTATIVE PROBLEMS--

DEPARTMENT PROFILE: 275 undergraduate majors; 75 graduate students; 22 tenure-track and adjunct faculty in literature, creative writing, linguistics, and teacher training. Chair: Dr. Henry R. Harrington.

FINANCIAL PROBLEMS:

Composition: All UM undergraduates must take English 110: Composition. Most sections of this course are taught by graduate students under faculty supervision. Under the quarter system, one graduate student can teach 3 sections over the year; under the semester system, one graduate student can teach 2 sections over the year. If class sizes remain the same, we shall have to increase the number of graduate teaching assistants by 50%.

net cost: \$135,353.00 per annum

Hugo Writer in Residence: Each year, a writer of national prominence is invited to teach at the University of Montana for \$15,000 per 10 week quarter. For a 16 week semester, we would have to increase the salary by 50%.

net cost: \$7,500.00 per annum

INSTRUCTIONAL PROBLEMS:

Interdisciplinary courses: English contributes faculty to 3 interdisciplinary programs--Linguistics, Humanities, and Wilderness and Civilization. Under the semester system, faculty will be able to offer 50% fewer courses. In order to maintain sufficient breadth in the English major and staff the graduate courses, it will be extremely difficult to release English faculty to teach outside the discipline.

Course availability: Under the quarter system, we routinely offer the same course in two or three quarters each year. Under the semester system, that course will only be offered once. If it is a required course, the student will have no choice but to wait until the next year for it if, for some reason, the student cannot take the course. This could seriously frustrate a student's progress toward a degree in English, especially a non-traditional student's.

Course elimination: Under the proposed semester system, a host of important courses have simply had to be eliminated, because they weren't as important as others.

Semester Conversion - Student Impact (all figures from Fall 1990, Institutional Research, University of Montana)

A. Changing nature of the student population:

1. Our students have changed! (Average age = 25.6 years)
 - a. 38% of our students are 25 years old or older (3826) and 75% of them are Montana students.
 - b. Non-traditional students - are defined as anyone who is an entering freshman who has been out of high school for 3 or more years.
 - c. Non-traditional students have obligations and commitments that differ from other students.
 1. families - single parents are a growing proportion of our students.
 2. work obligations - very common to the non-traditional student.
 - d. Over 50% of the students on our campus receive financial aid, taking out loans and having work study jobs during the school year.

B. A flexible and non-restrictive school environment is needed by traditional and non-traditional students alike.

1. What will happen under semester system?
 - a. Two sessions per academic year rather than three will force students to:
 1. miss 1/2 instead of 1/3 year if they must, for any reason, stop out.
 2. seek inconvenient and expensive student teaching placements.
 3. forego employment options.
 4. accept restricted access to higher education (particularly for the economically, socially, or academically disadvantaged).
 5. convert, under stress, to a less flexible system.

EXHIBIT 6
DATE 2-22-91
HB HJR 26

ENROLLMENT - FALL 1990

Youngest student = 16
Oldest student = 82
Average age = 25.608475

AGE RANGE # STUDENTS

Under 18	59
18 to 24	6,168
25 to 31	1,781
32 to 40	1,339
41 to 82	706

NATIVE AMERICAN STUDENTS

239 students
Average age = 27.7 years

EXHIBIT 4
DATE 2.22.91
HB HTD 26

Student Teachers Fall 1990

<u>Age</u>	<u>Number</u>	
22	7	
23	8	
24	7	30 student teachers in their 20's, average
25	4	age 23
26	2	
28	1	
29	1	
31	5	
32	2	
33	1	23 student teachers in their 30's, average
34	2	age 35
35	1	
36	4	
37	2	
39	6	
40	2	
42	3	
44	3	
46	1	11 student teachers in their 40's, average
47	1	age 43
49	1	
50	1	1 student teacher in 50's
	<u>65</u>	

Average age 31.5

EXHIBIT 4
DATE 2-22-91
HB HJR 36

STUDENT TEACHERS WINTER 1991

<u>AGE</u>	<u>NUMBER</u>	
22	7	
23	10	
24	2	
25	1	32 student teachers in their 20's, average age 24.5
26	3	
27	5	
28	1	
29	3	
30	1	
32	3	
33	3	13 student teachers in their 30's, average age 34
34	1	
35	1	
38	2	
39	2	
41	3	5 student teachers in their 40's, average age 42
43	1	
46	<u>1</u>	
	50	

Average age: 28.9

UNIVERSITY OF MONTANA

EXHIBIT 7
DATE 2-22-91
HB HJR 26

DATE: February 22, 1991
TO: House Sub-committee on Education
FROM: Robert Hausmann, Professor, English; Chair, Linguistics Program
RE: Arguments against conversion to semester system

1. Decreased contact between students and faculty (65 different courses and/or instructors under a quarter system but only 43 on semester) - down 22 faculty.
2. Decreased variety of courses (again, 65 3-credit courses on quarter, 43 on semester).
3. Decreased employment opportunity on early semester. In a state where most of the summer work is in the woods, resorts, or in agriculture and a summer from the middle of June to the end of September, for students to be available for work between early May and late August means few job opportunities in the summer.
4. Decreased opportunity for students - especially non-traditional students - to enter the University (half a year's tuition and 16 weeks' commitment versus 1/3 a year's tuition and 10 weeks' commitment).
5. More difficulty for students who have a bad academic term to get off probation (a student who gets a 1.0 one term and a 2.3 from then on will take 5 terms to get off probation. That is 2 1/2 years on semester but only 1 2/3 years on quarter).
6. Much more difficulty for student teachers to teach in the Missoula area. With 1000 teacher education students (1 in 8 students) having to student teach (330 a year), on a semester 165 per term must find schools. On the quarter, only 110 must find positions. The result will be that many more students will have to relocate out of the Missoula area in order to student teach.
7. Small Business Administration internship program (under contract) will lose up to \$16,000 in grants on the conversion for fewer students will be able to work in local businesses. A loss to the University of cash and public relations contacts from UM students working with and helping Montana businesses.
8. With a smaller number of courses to select from and more pressure on student courses for graduation, students will be able to package themselves less well

for the job market and for graduate school. Instead of taking a minor here and a concentration of courses there, students will look very much like other students from other universities; consequently, they will be less competitive.

9. Dramatic pressure on interdisciplinary programs. The chairs of Humanities, Wildlife Biology, Study Skills, Native American Studies, Linguistics, Environmental Studies, Asian Studies, Western Studies, and Study Abroad have all signed a statement predicting a destruction of their interdisciplinary programs. They feel that a constriction of curriculum will necessarily squeeze out their programs.

10. With a cut in courses, we will cut one of the most attractive drawing cards the University has - an opportunity for faculty to teach courses in their specialties on a regular basis and offer unique or unusual courses. A cut, therefore, will have a negative impact on recruitment and faculty development.

11. Sabbaticals (=renewal and retraining) for faculty will be much less attractive on semesters. We now have a full year on research or retraining at 2/3 pay or 2 quarters at full pay. Under semesters, we'll get 1/2 pay for a full year or 1/2 a year at full pay. Faculty will have less release time or, if they take the full year, will do so at impossible wages. The result will be that fewer faculty will benefit as much as they currently do.

12. Early retirement. Under the quarter system, a faculty member close to retirement can take retirement and teach 1/3 time (10 weeks) for 1/3 of his or her last year's pay. At best, under the semester system, a faculty member might teach 1/2 a year at half pay. But the point of the system is to get the 2/3 of the salary of the older, better paid faculty member in order to hire a younger, more recently trained faculty member. With only half a faculty member's salary to work with, there will not be enough money to hire a full time replacement faculty member. Further, with half a year's responsibilities, fewer faculty will retire. Retirement will simply not be as attractive to faculty members.

13. The Rhodes Ranking. We are now 21st of all universities in the country, a remarkable fact given our funding over the years. Some interesting facts:

- 1) Rhodes died in 1902; the first scholars were selected in 1903.
- 2) UM got one Rhodes Scholar in 1904 and one more in 1906.
- 3) UM had no Rhodes Scholars between 1906 and 1919.
- 4) Directly after conversion from semester to quarter in 1918, we got several Rhodes Scholars.
- 5) That is, we got one Rhodes Scholar in 1919, one Rhodes Scholar in 1920, one Rhodes Scholar in 1921, and one Rhodes Scholar in 1923.

While the conversion from semester to quarter may not be causal, still virtually all of our Rhodes have come from the quarter system and very few came from the semester system. To change back is to toy with success.

EXHIBIT 1
DATE 2-22-91
HB HJR 26

14. Last, and certainly not least. Having just put what may be a model general education requirement into place (one that took years to form), we faculty have been asked to revise every course we teach, every course our colleagues teach, and all general education and major requirements in the University. The result, no matter how hard we have tried to do a good job, will be academic chaos for years to come. What is maddening is that we who know best the negative consequences have not been listened to so far.

2-22-91

Exhibit 8 consists of 70 pages of signed petitions from University of Montana students and faculty members who wanted to continue the quarter system. The originals are stored at the Montana Historical Society, 225 North Roberts, Helena, MT 59601. (Phone 406-444-4775)

TESTIMONY ON SEMESTER CONVERSION

FEBRUARY 22, 1991

I would very much like to be here in person to testify about the impact on the School of Business and its students concerning the change to semesters. Unfortunately, my teaching schedule precludes my being in Helena today.

I have served as chairman of the Management Department for seven years and have also been Acting Dean for the School of Business. Currently I am chairman of the School's Semester Conversion Committee. I have been on the faculty at the U of M for over 23 years.

While I could discuss the unfavorable impact on the School's curriculum and students in general, I have chosen to limit my comments to three important programs in particular. They are:

1. THE INTERNSHIP PROGRAM
2. THE SMALL BUSINESS INSTITUTE
3. CPA ACCOUNTING PROGRAM

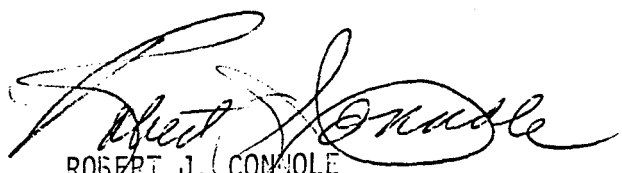
1. The INTERNSHIP PROGRAM is designed for senior students to work one quarter for an employer and earn up to 12 academic credits. Almost all students are paid directly by the employer. This program allows students to learn about an industry, and earn money to aid them in pursuing their education, while at the same time make progress toward their degree requirements. Employers like the program because of the high quality of the student employees and it gives them a chance to look at the intern as a possible permanent employee. Last year the University did over 400 internships which generated 1773 student hours of credit and \$535,000 in student earnings.

While many students find it desirable to do an internship for a quarter, a much smaller number are willing or able to commit a full semester to such a program. Under the semester system the student would only earn 8 hours of credit instead of 12 quarter credits. Even though the net credits are equal under the two systems, the student would have to commit ONE-HALF of the academic year instead of ONE-THIRD. Terry Berkhouse, the U of M Director of the internship program estimates the number of internships will DECREASE 15-25% under the semester calendar. His estimates are based on a study of institutions across the country who converted. Assuming an average drop of 20% that would mean LOSS OF OVER 80 INTERNSHIPS, 355 STUDENT CREDIT HOURS AND \$107,000 OF LOST STUDENT WAGES PER YEAR!

2. The Small Business Institute is a program in the School of Business where senior and graduate students work with small business around the state. It is in conjunction with their final capstone course in the business major. A team of

students works on a specific problem for the small business and writes a formal report and makes an oral presentation to its management. It is an excellent opportunity for students to work on a "live" business problem and for businesses to get high quality help. The Small Business Administration pays the institution \$400 for each case completed. Last year the U of M completed 77 cases and received \$30,800. It is estimated that the number of cases will drop by one-third under the semester system. That means the university will only complete 51 cases a year and receive only \$20,400 a REDUCTION OF \$10,400. Perhaps the greatest loss is the smaller number of Montana small businesses that will be able to benefit from the consulting help. The reduction will come from the fact that the courses in which the cases are done will be offered only 2 times per year under the semester format instead of 3 times per year under the quarter system.

3. The Accounting CPA program at the University is one of the best in the country. In one year, university graduates had the highest pass rate in the country on the national CPA exam on the spring test and third in the nation on the fall test. Each spring and fall term the accounting department offers a series of courses to prepare graduating seniors in accounting for the national CPA exam. During that quarter the students take no other courses and concentrate on the "CPA Review". Under the semester format the department will not be able to offer a spring and a fall review. The semester is just too long to justify the review. The review will only be offered once a year in the spring. This will significantly reduce the ability of graduates to pass the exam, especially if they are not graduating in the spring. Relatively fee accounting majors can graduate after only four years or 12 quarters.


ROBERT J. CONIOLE

Elizabeth A. Gupton
2161 S. 10th W.
Missoula, MT 59801

EXHIBIT 10
DATE 2-22-91
HB HJR 26

February 22, 1991

RE: HJR 26

I submit the following statement as written testimony in support of HJR 26. I am a graduate student in Forestry at the University of Montana. Unless I continue my education past the Master's level, the conversion to semesters will not directly affect me.

Academically, there are pros and cons to both calendars. Prestigious universities such as Stanford, UCLA, Univ. of Chicago, and many others educate their students on the quarter system, which discounts the argument that semesters are superior to quarters.

Quarters offer several advantages, but most importantly to Montana students is the flexibility to obtain jobs. I personally took advantage of the quarter system to work several quarters to earn enough to continue my education. Many seasonal jobs continue through Labor Day, which would not be available to Montana students once semesters become the calendar. An informal phone survey by the Kaiman, 5/4/90, stated that the National Park Service, USFS, State Fish Wildlife and Parks, and others would not hire students returning to school the end of August.

The economic impacts were not thoroughly examined when making this decision to convert to semesters. On page 64 of Commissioner Krause's report it states; "This study has not attempted to analyze the economic impact on students of a switch from quarters to semesters."

Chapter 9 of the report also details a cost/benefit analysis. Other studies show conflicting results: "...as was determined in the 1979 U. of TN., Knoxville study, and has been found at other universities, financial savings do not provide a compelling case for a calendar change.

The U. of MT was on a semester calendar until 1918. Obviously, they found good reasons to convert to quarters at that time.

I encourage you to pass HJR 26 to provide the opportunity to further study the impacts that a conversion to a semester calendar will have on Montana's students and economy.

Sincerely,



Elizabeth Gupton



MONTANA UNIVERSITY SYSTEM

AND POSTSECONDARY EDUCATION

Semester Conversion in the
Montana University System

OFFICE OF THE
COMMISSIONER OF
HIGHER EDUCATION

EXHIBIT 12
DATE 2-22-91
HB HJR 26

Eastern Montana College

1991-1993

*Quarter to Semester
Transition Catalog*

EXHIBIT 13
DATE 2-22-91
HB HJR 26

Please circulate the attached report to faculty in your department. This report contains results of the survey of faculty opinion regarding issues concerning the change to semesters that was conducted in January. This is only report of results that will be provided during the next 12 weeks.

DRAFT COPY Faculty Opinion Regarding Semesters Compared to Quarters
WORK IN PROGRESS at Montana State University - by Ken Tiaht
NOT FOR RELEASE

DRAFT COPY
WORK IN PROGRESS
NOT FOR RELEASE

Approximately 540 questionnaires were distributed to tenure track faculty (including department heads and deans office professionals). In just 5 days 327 completed questionnaires were returned, an exceptionally high response of over 60% which is indicative of a very high level of concern as well as a serious lack of opportunity for prior input. A copy of the questionnaire is in Appendix A.

Only responses from tenure track faculty have been reported. Graduate assistants and temporary or adjunct faculty responses have not been reported because the small number of returned questionnaires from these groups would not be representative of these groups. A breakdown of responses is given in Appendix B.

FACULTY INPUT: It is clear that some respondents did not interpret the first question regarding input to the conversion process in such a manner as to separate input prior to the changeover decision from involvement in the actual conversion tasks. However, more than 70% of the faculty indicated they had not made input or were not aware of an opportunity to make input to the decision.

FACULTY PREFERENCE: 55% of the faculty would return to the quarter system immediately with no intent to change. Only 37%, even with the effort already expended, would continue with the change to semesters.

FACULTY ATTRITION: Approximately 38% of the faculty indicated that they would hasten their departure from MSU because of factors related to the change to semesters. This is a very high level of attrition when one remembers that every new hire requires interview time and costs, new hires are usually less experienced and often actually receive higher salaries. Approximately 90% of the faculty and the department heads felt that hiring opportunities will decrease or stay the same.

QUALITY of LIVING/JOB SATISFACTION: Essentially 2/3 of all groups responding strongly indicate that their job satisfaction and quality of living will become less advantageous under the semester plan.

It is clear the change to semesters will not be welcomed by the large majority of faculty and department heads.

SUMMER EMPLOYMENT: 45% of the faculty and 64% of the department heads believe that opportunities for student summer employment will be reduced.

QUALITY of PROGRAM: Over 78% of the faculty and department heads believe the quality of the instructional programs will be reduced or stay the same by a change to semesters. Almost identical numbers of respondents felt that the curriculum will be less desirable or no better.

A strong majority of faculty believe that a change to the semester system will not achieve either an academic or other advantage for students. This is dismaying given that the university exists for students and to provide them the advantages of an education and the social and intellectual opportunities it affords them.

As might be expected a number of faculty (about 10%) made written comments. Several were positive about the change to semesters but provided no specific rationale. The majority of comments were related to loss of the outdoor field season for many curriculums requiring field work and for graduate students and faculty whose research work requires outdoor time. This is probably the single most detrimental effect, and in fact, the compelling reason to abandon the change to semesters. The use of the classical semester calendar with the academic year starting in late September and ending in June would solve this problem.

Several persons commented that the changeover has already been terribly expensive and that it is nearly certain that elevated costs will continue to be incurred in the instructional phase. Also several indicated that the conversion has NOT resulted in a common calendar for all University System units, thus two of the stated objectives are not being reached.

EXHIBIT 13
DATE 2.22.91
HB HR26

COMMENTS AND IMPLICATIONS:

The faculty have clearly indicated their lack of confidence in the Board of Regents and the manner in which they make academic decisions. A large number of very good reasons have been given for remaining on the quarter system in Montana. A good many negative impacts that will be experienced as a result of this change have been identified. This information has been provided by President Tietz, by persons from the Missoula campus and in the letters that were written by concerned faculty and department heads. These are summarized on the preceding page. There have not been any compelling reasons given for changing to the semester system.

The decision to change to semesters while disregarding the problems created has been compounded by several other instances of bad management. One of the few positive reasons for changing (and the change is unnecessary to accomplish this) was to get a common calendar. It was a serious error to allow the campuses to implement this change in different years. Based on current plans there will not be a common calendar, in fact there won't even be semesters of the same length at the UofM and MSU!

There is no evidence that students will be advantaged in any way by a change to semesters. They will have fewer class choices. They will have fewer opportunities to repeat a difficult course. They will usually have at least one more course in a given term, and consequently will not have more time to spend on each of the classes they take. They will be in class (unless a late semester calendar is immediately adopted) in August and September during much of the autumn harvest season. They will be in class in August and September during the peak of the tourist season and be unable to keep employment to help with tuition costs. They will have reduced opportunities for field courses in agricultural, biological, and geological sciences. They will be required to pay essentially 50% more in fees at each registration (although the yearly total will not really change).

The fact that a lot of faculty time has been expended in preparing for the change to semesters does not justify continuing with a bad decision. It is not too late to continue with the proven quarter system of instruction. The curriculum planning which has taken place can for the large part all be utilized in a revision of courses and programs as we continue with the quarter system.

Faculty Opinion: Semesters Compared to Quarters

This form has been distributed to MSU faculty to obtain input regarding the semester system of instruction as compared to the quarter system. Your response will be confidential. Summary information will be released, first to the MSU administration, then the Montana University System Board of Regents, and finally to other interested parties.

1. Enter the number of other times you have made input to the semester-quarter change process.
_____ Public meetings at MSU or elsewhere
_____ Letters written to MSU or Regents or other public forums
_____ Other (identify) _____

PLEASE CHECK ONE RESPONSE ON EACH QUESTION

2. Have you served on any official MSU committee above the departmental level regarding the change to semesters? (Yes ___), (No ___).
3. Have you had experience as a student or faculty member in the semester system prior to coming to MSU? (Yes ___), (No ___).
4. Do you believe that the change to semesters will provide a curriculum for students that (is better ___), (about the same ___), (is less desirable than on quarters ___)?
5. Do you feel that changing to the semester system will provide students with (increased ___), (about the same ___), (decreased ___) summer employment opportunities?
6. Do you believe that the change to semesters will result in the quality of the overall instructional program being (improved ___), (staying the same ___), (reduced ___).
7. Do you believe that the change to semesters will (increase harmony ___), (make little difference ___), (decrease harmony ___) with other regional universities?
8. Do you believe that under the semester system the faculty workloads will (be decreased ___), (stay about the same ___), (be increased ___).
9. Do you feel that the change to semesters will provide quality of living and job satisfaction that are (improved ___), (no different ___), (less advantageous ___) than now available?
10. Do you feel that the change to semesters will (enhance ___), (not affect ___), (reduce ___) opportunities to hire quality faculty.
11. Do you feel that changing to semesters will (hasten ___), (make no change ___), (delay ___) your leaving MSU either through retirement or otherwise.
12. Today, would you prefer (proceeding with the change to semesters ___), (delaying the change for a year to coincide with the UofM ___), (returning to quarters with no intent to change ___).
13. Do you believe the MUS Board of Regents (will, given reasonable evidence, withdraw the order to change to semesters ___), (is unassailably committed to a change regardless of the consequences ___).
14. Indicate the approximate number of personal hours you have spent on tasks associated with the change to semesters thus far (0-50 ___), (51-100 ___), (101-200 ___), (201-400 ___), (over 400 ___).
15. Indicate your present position (tenure track faculty ___), (temporary faculty ___), (graduate assistant ___), (department head ___), (other administrator ___).

Please return this form as soon as possible (hopefully, by Jan 29) to the Statistical Center, Department of Mathematical Sciences, campus mail (fold and staple so address on back shows).

If you have other written comments you desire to make please attach a sheet of paper. Thank you for your assistance with the collection of this information.

Appendix B.

Approximately 540 questionnaires were distributed. 327 were returned, 257 from tenure track faculty, 22 from department heads (there are about 35 academic department heads), 9 from deans offices (there are about 16 deans and assistant deans), 37 from adjunct faculty which were not included and 2 uncompleted forms.

Q1. Number of times you have made input the the semester quarter change process.

A. Public meetings

	No input	1 or more
Tenure Faculty	72.4%	27.6%
Dept Heads	72.8%	27.2%
Deans Offices	77.8%	22.2%

B. Letters written

	No input	1 or more
Tenure Faculty	88.7%	11.3%
Dept Heads	87.3%	12.7%
Deans Offices	100.0%	0.0%

C. Other means

	No input	1 or more
Tenure Faculty	96.5%	3.5%
Dept Heads	95.5%	4.5%
Deans Offices	100.0%	0.0%

Q2. Have you been on an official MSU semester conversion committee?

	Yes	No
Tenure Faculty	19.5%	80.5%
Dept Heads	36.4%	63.6%
Deans Offices	55.6%	44.4%

Q3. Do you have experience in the semester system?

	Yes	No
Tenure Faculty	87.5%	12.5%
Dept Heads	86.4%	13.6%
Deans Offices	55.6%	44.4%

Q4. The change to semesters will provide a better curriculum.

	Better	The Same	Less Desirable
Tenure Faculty	21.8%	30.0%	47.1%
Dept Heads	22.7%	45.5%	31.8%
Deans Offices	33.3%	22.2%	44.4%

Q5. How will the change to semesters change summer employment opportunities?

	Increase	No change	Decrease
Tenure Faculty	16.3%	38.2%	45.5%
Dept Heads	13.6%	22.7%	63.6%
Deans Offices	33.3%	55.5%	11.1%

Q6. How will the change to semesters change the overall quality of the instructional program?

	Improve	No change	Diminish
Tenure Faculty	21.4%	38.5%	40.1%
Dept Heads	13.6%	50.5%	36.4%
Deans Offices	44.4%	33.3%	22.2%

Q7. How will the change to semesters effect harmony with other regional universities?

	Improve	No change	Diminish
Tenure Faculty	20.6%	68.8%	10.5%
Dept Heads	31.8%	63.6%	4.5%
Deans Offices	44.4%	55.6%	0.0%

Q8. How will the change to semesters change workloads?

	Decrease	No change	Increase
Tenure Faculty	4.3%	43.5%	52.1%
Dept Heads	0.0%	50.0%	50.0%
Deans Offices	11.1%	66.7%	22.2%

Q9. How will the change to semesters effect your job satisfaction and quality of living?

	Improve	No change	Diminish
Tenure Faculty	10.1%	24.1%	65.8%
Dept Heads	4.5%	27.3%	68.2%
Deans Offices	11.1%	22.2%	66.7%

Q10. How will the change to semesters change our ability to hire faculty?

	Enhance	No change	Reduce
Tenure Faculty	9.3%	68.1%	22.6%
Dept Heads	9.1%	50.0%	40.9%
Deans Offices	11.1%	77.8%	11.1%

Q11. How will the change to semesters effect your leaving MSU?

	Hasten	No change	Delay
Tenure Faculty	37.7%	59.5%	2.7%
Dept Heads	22.7%	77.3%	0.0%
Deans Offices	11.1%	88.9%	0.0%

Q12. Would you prefer -

	Semesters	1 Yr Delay	Quarters
Tenure Faculty	37.8%	6.0%	56.2%
Dept Heads	45.0%	10.0%	45.0%
Deans Offices	44.4%	0.0%	55.6%

Q13. Will the Board of Regents -

	Withdraw from Semesters	Stay Committed	No Opinion
Tenure Faculty	10.5%	77.8%	11.7%
Dept Heads	0.0%	90.0%	9.1%
Deans Offices	11.1%	77.8%	11.1%

EXHIBIT 13
 DATE 2-22-91
 HIR 26

Q14. Number of hours you have spent on changeover.

	0-50	51-100	101-200	201-400	Over 400
Tenure Faculty	40.1%	35.0%	14.4%	7.0%	2.3%
Dept Heads	4.5%	40.9%	18.2%	22.7%	13.6%
Deans Offices	0.0%	22.2%	44.4%	11.1%	22.2%

Q15. What is your present position?

	Count	Percent
Tenure Faculty	257	89.3%
Dept Heads	22	7.6%
Deans Offices	9	3.1%

DUE DATE: December 1, 1990
To: Office of Public Instruction
Accreditation Department

Nancy Keenan, Superintendent
 Office of Public Instruction
 Accreditation and Certification Division
 State Capitol, Helena, Montana 59620

ATTENTION: 10.55.601, ARM, requires districts to complete a Preliminary Plan for meeting accreditation standards. Complete a Preliminary Plan for all listed standards for EACH SCHOOL that is to be accredited.
PART I:
 Check one appropriate column. If Columns 3 or 4 are checked, complete Part II. Check NA (not applicable) if the standard does not apply to this school.

PRELIMINARY PLANS FOR MEETING ACCREDITATION STANDARDS 1989 TO 2001

School Dist. No: EXHIBIT 14 Legal Entity:
 Name of School: DATE 2-22-91 School Code:
 County: HB 109 County No.:

Accreditation Rule	THIS SCHOOL:	1. Currently Satisfies This Standard	2. Will Meet This Standard By the Effective Date	3. With an Alternative Standard	4. Will Not be Able to Meet This Standard
	DESCRIPTION OF STANDARDS				
A. EFFECTIVE DATE: 1989-90 SCHOOL YEAR					
10.55.601(3)	Preliminary plan is due showing planning efforts to meet new standards.				
10.55.601(4)	Current standards are maintained until standards are superseded.				
10.55.603(2)(a)	Curriculum development and assessment process are established.				
10.55.604	Approval and renewal of alternative standards are approved by the Board of Public Education.				
10.55.605	Four categories of accreditation replace three categories.				
10.55.701(2)	Board of Trustees will review state accreditation standards annually and provide a copy in each building.				
10.55.702(1)(e)	District Superintendent must collect and summarize districtwide information including student performance data.				
10.55.705	Superintendent in districts of 50 to 150 students shall devote full time to administration.				
10.55.706	Teachers are involved in curriculum development and student assessment.				
10.55.707	Instructional aides must be under direct supervision of classroom teachers.				
10.55.710	Full-time counselor is provided for each 400 high school students, including 7-8 students if high school funded, prorated.				
10.55.711	Teacher aide is mandated when class size/teacher load exceeds standards, alternative standard needed.				
10.55.712	Some changes are indicated for maximum elementary class size by grade.				
10.55.713	Standards for teacher load and class size for middle school and grades 7 through 12 are indicated.				
10.55.714	District plan must include goals and objectives appropriate to professional development of all personnel.				
10.55.906(1)(b)	Units of credit for high school and 7 & 8 are changed from "lab" of 250 minutes to 225 minutes per week, one year.				
10.55.907	If distance learning is included as part of the instructional program, an alternative standard must be approved.				
	B. EFFECTIVE DATE: 1990-91 SCHOOL YEAR				
10.55.601	Each school will submit a plan describing how standards will be met in subsequent years. Due to OPI by December 1, 1990.				
	C. EFFECTIVE DATE: 1991-92 SCHOOL YEAR				
10.55.603(3)	Begin curriculum development process in at least one program area. Completed plan designating subject areas for each year to be submitted to OPI with fall report (1990-91).				
10.55.603(5)	Assessment process for a developed curriculum area will be in place within two years.				
10.55.701(2)	Board of Trustees shall develop several policies (student assessment, copyright, etc.).				
10.55.701(9)	District shall conduct a self-evaluation program every ten years, first one completed before the year 2001.				
10.55.801	Board of Trustees shall consider ways to improve school climate.				
10.55.803(2)	Board of Trustees shall develop and implement process to assess educational needs of students.				
10.55.803(2)(h)	Board of Trustees shall identify students at risk or in need of special services.				

EXHIBIT 15
 DATE 2-22-91
 HB 709

Standards	Satisfy	Will Satisfy	Will With Alternatives	Can't
704 (2) District Admin.	460	250	8	15
704 (7) Curric. Coord.	150	50	14	6
705 (2) Bldg. Admin.	450	230	16	20
712 (2)(a) 20 Students	-	-	70	100
804 Gifted & Talented	400	460	2	22
709 (2) Librarian	540	200	35	8
710 Guidance Counselors	-	-	35	90
902 - 903	120	360	32	16

EXHIBIT 16
DATE 2-22-91
HB 817

TESTIMONY BEFORE THE HOUSE EDUCATION &
CULTURAL RESOURCES COMMITTEE

Friday, February 22, 1991
Darlene Staffeldt

Mr. Chairman, members of the committee. For the record, my name is Darlene Staffeldt. I am the director of Information Resources at the Montana State Library and am representing the Montana State Library Commission at the request of State Librarian Richard Miller. Richard would be here today to testify, but he is attending a Western Library Network Board meeting in Seattle.

I am here in support of House Bill 817 which makes several slight but important changes in state statutes to ensure that all public libraries in Montana, whether formed under Title 22 or Title 7 of the Montana Codes, are eligible to receive state aid to libraries. When House Bill 193 was passed last session providing state general funding to libraries for the first time, the fact that public libraries may be formed in our state using different methods was not recognized. House Bill 817 clarifies this situation and ensures that all of Montana's legally constituted public libraries are eligible to receive state aid.

Thank you for the opportunity to testify in favor of this legislation.

EXHIBIT 17
DATE 2-22-91
HB 962

Amendments to House Bill No. 962
1st Reading Copy

Requested by House Committee on Education

Prepared by Andrea Merrill
February 22, 1991

1. Page 1, line 20.
Following: "previous"
Insert: "school"
2. Page 2, line 1
Following: page 1, line 25
Strike: "current"
Insert: "previous school".
3. Page 2, line 25.
Following: "previous"
Insert: "school"
4. Page 3, line 5.
Following: "district"
Insert: "for the previous school fiscal year"

EXHIBIT 18
 DATE 2-22-91
 HB HJR 26

HOUSE OF REPRESENTATIVES

EDUCATION AND CULTURAL RESOURCES COMMITTEE

ROLL CALL VOTE

DATE 2-22-91 BILL NO. HJR 26 NUMBER 1

MOTION: No Pass

NAME	AYE	NO
REP. TED SCHYE, CHAIRMAN		✓
REP. ERVIN DAVIS, VICE-CHAIRMAN	✓	
REP. STEVE BENEDICT	✓	
REP. ERNEST BERGSAGEL	✓	
REP. ROBERT CLARK	✓	
REP. VICKI COCCHIARELLA	<i>Abstain</i>	
REP. FRED "FRITZ" DAILY	✓	
REP. ALVIN ELLIS, JR.		✓
REP. GARY FELAND		✓
REP. GARY FORRESTER		✓
REP. FLOYD "BOB" GERVAIS		✓
REP. H.S. "SONNY" HANSON		✓
REP. DAN HARRINGTON		✓
REP. TOM KILPATRICK	✓	
REP. BEA MCCARTHY		✓
REP. SCOTT MCCULLOCH	✓	
REP. RICHARD SIMPKINS	✓	
REP. BARRY "SPOOK" STANG	✓	
REP. NORM WALLIN		✓
REP. DIANA WYATT	✓	
TOTAL	10	9

EXHIBIT 19
 DATE 2-22-91
 HB 828

HOUSE OF REPRESENTATIVES

EDUCATION AND CULTURAL RESOURCES COMMITTEE

ROLL CALL VOTE

DATE 2-22 BILL NO. 828 NUMBER 2

MOTION: No Pass
Failed 9-11, Tabled by Reversal vote

NAME	AYE	NO
REP. TED SCHYE, CHAIRMAN		✓
REP. ERVIN DAVIS, VICE-CHAIRMAN	✓	
REP. STEVE BENEDICT		✓
REP. ERNEST BERGSAGEL		✓
REP. ROBERT CLARK		✓
REP. VICKI COCCHIARELLA	✓	
REP. FRED "FRITZ" DAILY	✓	
REP. ALVIN ELLIS, JR.		✓
REP. GARY FELAND		✓
REP. GARY FORRESTER	✓	
REP. FLOYD "BOB" GERVAIS		✓
REP. H.S. "SONNY" HANSON		✓
REP. DAN HARRINGTON	✓	
REP. TOM KILPATRICK	✓	
REP. BEA MCCARTHY	✓	
REP. SCOTT MCCULLOCH	✓	
REP. RICHARD SIMPKINS		✓
REP. BARRY "SPOOK" STANG		✓
REP. NORM WALLIN		✓
REP. DIANA WYATT	✓	
TOTAL	9	11

EXHIBIT 20
DATE 2-22-91
HB 754

HOUSE OF REPRESENTATIVES

EDUCATION AND CULTURAL RESOURCES COMMITTEE

ROLL CALL VOTE

DATE 2-22-91 BILL NO. 754 NUMBER 3

MOTION: No Pass

NAME	AYE	NO
REP. TED SCHYE, CHAIRMAN	✓	
REP. ERVIN DAVIS, VICE-CHAIRMAN	✓	
REP. STEVE BENEDICT		✓
REP. ERNEST BERGSAGEL		✓
REP. ROBERT CLARK		✓
REP. VICKI COCCHIARELLA	✓	
REP. FRED "FRITZ" DAILY	✓	
REP. ALVIN ELLIS, JR.		✓
REP. GARY FELAND		✓
REP. GARY FORRESTER	✓	
REP. FLOYD "BOB" GERVAIS	✓	
REP. H.S. "SONNY" HANSON		✓
REP. DAN HARRINGTON	✓	
REP. TOM KILPATRICK	✓	
REP. BEA MCCARTHY	✓	
REP. SCOTT MCCULLOCH	✓	
REP. RICHARD SIMPKINS		✓
REP. BARRY "SPOOK" STANG	✓	
REP. NORM WALLIN		✓
REP. DIANA WYATT	✓	
TOTAL	12	8

EXHIBIT 21
 DATE 2-22-91
 HB 689

HOUSE OF REPRESENTATIVES

EDUCATION AND CULTURAL RESOURCES COMMITTEE

ROLL CALL VOTE

DATE 2-22-91 BILL NO. 689 NUMBER 4

MOTION: To Table

NAME	AYE	NO
REP. TED SCHYE, CHAIRMAN	✓	
REP. ERVIN DAVIS, VICE-CHAIRMAN	✓	
REP. STEVE BENEDICT	✓	
REP. ERNEST BERGSAGEL	✓	
REP. ROBERT CLARK		✓
REP. VICKI COCCHIARELLA	✓	
REP. FRED "FRITZ" DAILY	✓	
REP. ALVIN ELLIS, JR.		✓
REP. GARY FELAND		✓
REP. GARY FORRESTER	✓	
REP. FLOYD "BOB" GERVAIS	✓	
REP. H.S. "SONNY" HANSON		✓
REP. DAN HARRINGTON	✓	
REP. TOM KILPATRICK	✓	
REP. BEA MCCARTHY	✓	
REP. SCOTT MCCULLOCH	✓	
REP. RICHARD SIMPKINS		✓
REP. BARRY "SPOOK" STANG	✓	
REP. NORM WALLIN		✓
REP. DIANA WYATT	✓	
TOTAL	14	6

EXHIBIT 22
DATE 2-22-91
HB 116

HOUSE OF REPRESENTATIVES

EDUCATION AND CULTURAL RESOURCES COMMITTEE

ROLL CALL VOTE

DATE 2-22-91 BILL NO. 116 NUMBER 5

MOTION: To Table
Failed to Table

NAME	AYE	NO
REP. TED SCHYE, CHAIRMAN		
REP. ERVIN DAVIS, VICE-CHAIRMAN	✓	
REP. STEVE BENEDICT		✓
REP. ERNEST BERGSAGEL		✓
REP. ROBERT CLARK		✓
REP. VICKI COCCHIARELLA		✓
REP. FRED "FRITZ" DAILY		✓
REP. ALVIN ELLIS, JR.		✓
REP. GARY FELAND		✓
REP. GARY FORRESTER	✓	
REP. FLOYD "BOB" GERVAIS	✓	
REP. H.S. "SONNY" HANSON		✓
REP. DAN HARRINGTON	✓	
REP. TOM KILPATRICK	✓	
REP. BEA MCCARTHY		✓
REP. SCOTT MCCULLOCH	✓	
REP. RICHARD SIMPKINS		✓
REP. BARRY "SPOOK" STANG	✓	
REP. NORM WALLIN		✓
REP. DIANA WYATT		✓
TOTAL	7	12

**HOUSE OF REPRESENTATIVES
VISITOR REGISTER**

EDUCATION & CULTURAL RESOURCES COMMITTEE

BILL NO. 828

DATE 2-22-91 SPONSOR(S) McCulloch

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Juan W. Long	S.A.M		X
James Do Endson	Belgrade SAM		X
Larry Washburn	FPS		X
Roger Brewer	Boulder High School		X
Craig Brewington	School Dist #4, Missoula		X
Bruce W. Meyer	MSBA		X
E. Dolezal	Rep HD 34	✓	
P. Alarko	HD. 2	✓	
Greg Fine	Missoula County High Schools		X
Ivan Small	Browning Public Schools		X
PEP SEWELL	SAM		X

PLEASE LEAVE PREPARED TESTIMONY WITH SECRETARY. WITNESS STATEMENT FORMS ARE AVAILABLE IF YOU CARE TO SUBMIT WRITTEN TESTIMONY.

**HOUSE OF REPRESENTATIVES
VISITOR REGISTER**

EDUCATION & CULTURAL RESOURCES COMMITTEE

BILL NO. 849

DATE 2-22-91 SPONSOR(S) Bradley

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
<i>Jack Cogan</i>	OII	✓	
MIKE MALUS	self	X	
<i>Jennifer Paul</i>	self	✓	
<i>Anna Volinkaty</i>	self	X	
<i>Eri Jean</i>	USA	✓	

PLEASE LEAVE PREPARED TESTIMONY WITH SECRETARY. WITNESS STATEMENT FORMS ARE AVAILABLE IF YOU CARE TO SUBMIT WRITTEN TESTIMONY.

HOUSE OF REPRESENTATIVES
VISITOR REGISTER

1 of 2

EDUCATION & CULTURAL RESOURCES

COMMITTEE

BILL NO. HJR 26

DATE 2-27-91

SPONSOR(S) Peck

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Lee N Von Kuster	U of M faculty	✓	
Ken Tia hrt	MSU faculty		
Jim Walsh	U of M Faculty	✓	
Elizabeth Guyton	U-M student	✓	
Jane Derlith	U-M. Student.	✓	
Doug Beed	u-m Faculty	✓	
Robert Gausman	u-m Faculty	✓	
HENRY HARRINGTON	UM Faculty	✓	
Don Phey	UM Faculty	✓	
Annie Thedgrimson	U of M Senate	✓	
JOHN MIDD	U.M. student		✓
Suzy Hampton	UM Faculty	✓	
H. D. Hampton	UM Faculty	✓	
Jackson Redhan	U of M, Native American stud.	✓	

PLEASE LEAVE PREPARED TESTIMONY WITH SECRETARY. WITNESS STATEMENT FORMS ARE AVAILABLE IF YOU CARE TO SUBMIT WRITTEN TESTIMONY.

HOUSE OF REPRESENTATIVES
VISITOR REGISTER

Education

COMMITTEE

BILL NO.

HJR 26

DATE

2-22-91

SPONSOR(S)

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Gregory J. Fine	UM Student		✓
Jim Lapach	UM Administration		✓
Pat Price	UM Student Representative	✓	
Todd Tiesen	Lobbyist, ASUM	✓	
Jay Bunnell	UM Student Rep.	XXXXXXXXXX	XXXXXXXXXX
Pam Toppen	OCHE		✓
STEVE BENNETT	HD 64	✓	
CHRIS WARREN - Student	Associated students of UM (ASUM)	✓	
Zorn Howard	Galata (Part time student)	✓	
PAUL SLITER	ASUM STUDENT	✓	

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Harry D. Erdson	Belgrade Schools	✓	
Doug Matthias	Dept Family Services		✓
Bruce W. Meyer	MSBA	✓	
Cris Volinkaty	DE Lobbyist		✓
Ray McKenna	MACSS		✓

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Jess W. Loring	SAM		X
Harry Do Evell	Belgrade		✓
Jack Coyle	OP7		✓
Jan Claborn	citizen		✓
Ken Moore	Montana Childrens Alliance		✓
Eric Jensen	MFA		✓
Jan McKenna	MACSS		✓
Terry Munn	MFT		X

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Gary D. Endler	Belgrade		✓
Jack Coon	OIT		✓
Bruce W. Meyer	MSBA		✓
Tom Hawwood	Galata		✓
Eric Dean	M&A		✓
Ray McKenna	MACSS		✓
Terry Munow	MFT		X

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NAME AND ADDRESS	REPRESENTING	BILL	OPPOSE	SUPPORT
Harry Do Evulsion	Belgrade Schools			✓
Debra Shea	BTH			✓
Jim Kosu	B.T.U.			✓
John Mabea	M.F.T.			X
William Lowell	B.T.U.			X
Eric Deon	M.S.A.			X
Terry Munaw	M.F.T.			X

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Gloria Skramson ^{Helena}	MT Cultural Advocacy	✓	
Debbie Schling	mt LIBRARY ASSOC	✓	
Darlene M Staffeldt	Montana State Library Commission	✓	
Eric Feover	NEA	2	

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Hain Do Eudh	Belgrad		✓
Bruce W. McEver	MSBA		✓
Eric Dewar			

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NAME AND ADDRESS	REPRESENTING	SUPPORT	OPPOSE
Earl Stewart	Great Falls School	✓	
John Doe	Belgrade	✓	
Harry De Endler	Belgrade	✓	
Jack Capps	OPI		✓
Jan Chadwick	Citizen		✓
Ken Moore	Montana Children's Alliance	✓	
Erin Jave	MSA		✓
Ker McKenna	MACSS		✓
Terry Munsow	MFA		x

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