

MINUTES

MONTANA SENATE 52nd LEGISLATURE - REGULAR SESSION

COMMITTEE ON EDUCATION

Call to Order: By SENATOR CHET BLAYLOCK,
on March 20, 1991, at 3:00 P. M.,

ROLL CALL

Members Present:

Chet Blaylock, Chairman (D)
Harry Fritz, Vice Chairman (D)
Robert Brown (R)
Bill Farrell (R)
H.W. Hammond (R)
Dennis Nathe (R)
Dick Pinsoneault (D)
Mignon Waterman (D)
Bill Yellowtail (D)

Staff Present: Andrea Merrill (Legislative Council).

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

HEARING ON HB 962

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE BOHARSKI, House District 47, presented HB 962 an act to clarify elementary and high school tuition statutes.

REPRESENTATIVE BOHARSKI asked the Committee to consider Page 1, Line 20 of HB 962 which explains how calculations are made. He said that the old calculation was using the actual expenditures. Some schools were using the previous year and some were using the current year. Some schools sitting side by side in the district were not using the same calculation. On Line 25, ANB is calculated by the previous fall and spring before that. He said that was a problem because by the time fiscal 1991 was reached, tuition calculations were actually going back to 1989 figures. He said that the best that can be done is to come up with actual expenditures of the previous year divided by the actual enrollment of the previous year.

A major change is explained in Lines 9-11, Page 2. What was previously being done in the process of calculating tuition is calculating the expenditure of the pupil and then deducting the guaranteed tax base. With HB 962 all of the districts are

calculating tuition on the same basis.

Proponents' Testimony:

DORIE NIELSON, Office of Public Instruction, in support of HB 962. She said that as the statute presently stands, it is left up to a lot of different interpretations and there are no consistent calculations from one area to another. The things that Representative Bonarski has done in this bill is attempt to set a time frame so that people are doing the calculations at the same time every year. If they are doing it at the same time, it eliminates the confusion of which year the work was being done. It gives some framework because a date has been established. The concern was that if they did a calculation too late in the year so that they were doing this year's expenditures, they wouldn't be doing it until into July which is late for a planning process.

This bill is an attempt to make it consistent and to clarify the calculations since even the discussion of tuition is quite sensitive. Rather than making legal changes, this is an attempt to clarify.

Opponents:

KAY MCKENNA, representing County Superintendent of Schools, testified in opposition to HB 962 because they had been given a new formula that was started this year to figure out tuition and had not had a chance to use it. She presented the formulas they will be using. (See Exhibit 1) The exhibit includes the formula that was used before July 1 to figure out school district tuition, the formula to be used after July 1 and the formula that was included with HB 962. Reports were given to the Board of Public Education and to the Legislative Oversight Committee on tuition. The speaker said that since tuition is a troublesome area of funding, these people would like to try the formulas that have been given to them before they consider making changes. The speaker expressed concern regarding changing ANB to the enrollment date. All of the funding is based on ANB and the formulas for tuition run off ANB so in order to have consistency, ANB would have to remain in place. She said that they question the March date on Line 22 because expenditures would be used from the year that is not applicable to the student when the student was in school. Ms. McKenna urged the Committee to not pass HB 962 and give the districts a chance to use the new formulas before making a change.

Questions from the committee:

SENATOR WATERMAN asked if there should be a fiscal note with this bill. Senator Boraski said that there was no fiscal note. The only cost incurred with this bill would be in leveling out the calculations from school district to school district.

SENATOR BLAYLOCK asked Representative Borhaski what his viewpoint on the county superintendents saying that they want to work with

the new formula for at least a year before making changes.

REPRESENTATIVE BORHASKI said that he was not sure that there is a formula in existence right now. The language in current statute is misleading and what is being done right now is not accurate.

SENATOR BLAYLOCK said that Senator Hammond had pointed out that there is a wide variation in some places for tuition charges such as \$9000 ^{vs.} \$6000 in schools side by side. With HB 962, will local control be destroyed?

REPRESENTATIVE BORHASKI said that tuition is based on the amount of the money spent on each student. He said that what they are attempting to do is say to the extent that the state has equalized funding, districts cannot charge tuition on money that the state has already equalized.

SENATOR BLAYLOCK said that there are some schools who do not charge any tuition. It is not mandatory. Will HB 962 force all schools to charge tuition?

REPRESENTATIVE BORHASKI said that HB 962 will allow schools to continue making individual decisions whether to charge or not charge tuition. Some schools have an impact of incoming students which creates some significant budgetary problems and they must charge tuition; others don't have to charge tuition.

SENATOR BLAYLOCK said is it possible that some schools might foresee additional expenses incurred and determine to set a high rate of tuition in order to discourage students from enrolling.

DORIE NIELSON told the Committee that there is a limitation in the statute that says districts cannot charge more than the difference between state money and the amount that it costs per student. And if there are tuition charges for any one student, it must be the same for all.

Closing by the sponsor:

REPRESENTATIVE BORHASKI said that he felt alot of the questions today were based on what the current language of the law is. Although it is optional whether a school wants to charge tuition, most schools are charging tuition. Some schools are not charging tuition because they don't need to. This bill would not change that; it only seeks to clarify the law. Under current law, rules cannot be established because the statutory language is not clear. Districts should be charging tuition equally.

*No such
grand as pig!
as a lot!*

HEARING ON HJR 32

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE ANGELA RUSSELL, House District 99, presented HJR

32, a joint resolution of the Senate and the House of Representatives urging Montanans to set aside the date of October 12, 1992, (Columbus Day) in order to recognize and affirm the cultural contributions of Native Americans to Montana; that at that time all people of Montana would join together in working toward a "new beginning" by deepening their appreciation of Native Americans and their culture.

Proponents' Testimony:

JOHN ORTWEIN, Montana Catholic Conference. (See Exhibit 2)

RONEE HANSON, Montana Senior Citizen Association.

ERIC FEAVER, Montana Education Association.

LORI K. MCGOWAN, Coordinator of Indian Affairs.

LOREN "BUM" STIFFARM, (See Exhibit 3)

There were no opponents.

Questions From Committee Members:

SENATOR BLAYLOCK mentioned how many foods are in the American diet because of knowledge of food by the Native Americans who introduced these food items to the early American settlers and taught them how to plant.

SENATOR FRITZ and SENATOR BROWN both pointed out to the Committee that the resolution calls for less biased historical accounts of European/Native American history and yet it twice describes the usage of "genocide" against the Indian population by the United States government troops. Senator Fritz said that one can argue historically, that genocide had never been an official policy of any government whether it was British or American. Both Senators Fritz and Brown suggested that the resolution be amended to omit the word "genocide".

REPRESENTATIVE RUSSELL said that there had been cultural genocide if not physical genocide against Native Americans. She said that in doing some research of textbooks, she looked at Montana History books dated 1913 by Helen Fitzgerald Sanders and was shocked to read titles and wording which were very derogative toward Native Americans.

SENATOR FRITZ said that both races had been guilty of that. He said that two years ago he was on a committee that reviewed a textbook which is currently used in college classes. In several places when it referred to Native Americans, it used terms such as someone who was "on the warpath" or who was "lurking" in the forest--terms he considered to be stereo-typed and old fashioned.

He said that it was his recommendation to the publishers that they take out those portions which described Native Americans in a negative way. He said that those terms have no place in modern day thinking. He said that such wording detracts from what should be a positive learning experience. He said that he was in favor of a less biased, more accurate historical accounts of what really happened and of those accounts which have been officially recorded.

SENATOR NATHE referred to Section 3, Line 21 on Page 3 the use of "circle of light". He said that in Judeo-Christian heritage, we have a theology of events which includes birth, childhood, lessons, hard work, rewards, go to heaven, etc., He said that this wording is being used in the resolution just as a phrase when it is an advocacy of the theme of the whole theological perspective. He wondered if that phrase applied.

SENATOR BLAYLOCK directed a statement to Loren Stiffarm in which he said that when he (Blaylock) was teaching, he had referred several times to the charge of genocide toward Native Americans by the United States government in that smallpox infected blankets had been deliberately given out to the Indian people during a cold winter. He said that he couldn't quote where he read it but it seemed that research had been done and there was a pretty bitter quarrel saying that this was not done deliberately. He said since it is a very horrible situation, he personally would like to think that it is not true. He said that he thought that history will show that it has not been proven that we deliberately did that with the blankets. He asked Mr. Stiffarm if he wanted to respond.

LOREN STIFFARM said that the fact remains that it is true that genocide was used whether it was deliberate or not--it did happen. He said that perhaps it was not a general policy of the United States but somewhere along the line, it was someone's decision and it did happen and since it was military men involved, the United States government was responsible.

As an example of mistreatment, he cited the incident when the treaty of 1895 was presented to the people at Fort Belknap to be signed and there was direction from Indian agents representing the U. S. government saying that if the Indians did not sign the treaty that was being presented, they would not get any more rations. It was during cold winter months when rations were needed and the Indian people had no choice but to sign the treaty. He said as it now turns out, the land that the Indian people were forced to stay on has on it the Landusky and Zortman mines which are among the richest hills on earth.

SENATOR HAMMOND said that he didn't think that harmony and success could be built for future generations by recounting the things that have happened in the past. He said that alot of mistakes have been made by both sides and there is no future by dwelling on these past deeds. He said that the problems we face

today are too important to be caught up in regrets of the past.

Closing by Sponsor:

In closing, Representative Angela Russell said that she feels it is so important that we understand our history. She said that schools must give better coverage of Indian history and include contributions made by the Indian people so there will be basic appreciation and understanding.

She said that last fall, she was privileged to be part of the Rhoades Scholarship Trust Committee that evaluated young people from Montana for this scholarship which is a two year graduate program in Oxford, England. She said candidates are the best and the brightest young people from Montana and she was curious about the knowledge they possessed of Montana. She said she was disappointed to find out that many of them did not know how many Indian tribes were in Montana or the names of the tribes. She said that she feels this resolution will begin to give some deserved recognition to Native Americans since they are here to stay and are a definite part of history. She said that she had no problem with an amendment to change some of the language if the Committee so desired.

HEARING ON HJR 35

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE McCARTHY, House District , presented HJR 35, a joint resolution to urge the units of the Montana University system and private colleges in Montana that offer a degree in education to offer a course in health education that would include instruction in the acquired immune deficiency syndrome (AIDS).

REPRESENTATIVE McCARTHY spoke of the epidemic of human immunodeficiency virus (HIV) infection, the causative agent of acquired immune deficiency syndrome (AIDS) and related medical conditions which constitutes a serious threat and danger to the public health and welfare of Montana and that education is probably the most effective weapon with which to fight this deadly disease. Such education would be directed toward the young people of the state through the public education system.

Proponents' Testimony:

KAY McKENNA, private citizen, in support of HJR 35. She said that she had served on the Lewis and Clark County Tax Board and on the Board of County Commissioners for a number years. She said that just about all of the schools in Lewis and Clark County have some kinds of AIDS curriculum in their school program. She said that she also spoke from a personal standpoint in that one

of her nephews living in California had recently died of AIDS. She said that it was enough incentive for her to insist that school children become very well educated in this area. She also mentioned that she was please this was in the form of a joint resolution and not a bill since she disliked seeing curriculum mandated but she would love to see this particular area suggested for study.

Further proponents:

John Malee, Montana Federation of Teachers.

There were no opponents.

Questions From Committee Members:

SENATOR NATHE suggested an amendment to the resolution which would replace the word "epidemic". He said that besides the AIDS transmittal to the newborn and to those persons using blood that has not been properly screened, AIDS is something that people inflict upon themselves by their lifestyles or by their lack of education. He said that the word "epidemic" implies that this is something that spreads by itself.

SENATOR PINSONEAULT suggested to Representative McCarthy that since she had served on the Board of Regents, was the infection of AIDS a substantial enough of a problem to mandate curriculum in the schools and that a house bill could have been directed instead of a resolution.

REPRESENTATIVE MCCARTHY said that this subject is being taught in almost all schools but the committee felt that it was more appropriate to come forth in this resolution rather than to mandate a bill. She said that since Andrea Merrill had worked on this resolution, she would like to ask her about the word, "epidemic". Andrea Merrill suggested that the word could be changed to "deadly disease".

SENATOR BLAYLOCK said that he felt this course was needed in the education curriculum by those persons going out to teach in age groups. He said if this type of education were going to be effective, it must include use of birth control devices as well as education about the disease. He said after teaching all of his adult life in Montana, he would have to say that there are some communities in this state that are not going to accept it. He said that to send teachers into these communities who are told that they must teach this education; it must be considered that they will meet with great opposition.

Closing by Sponsor:

REPRESENTATIVE MCCARTHY said that she realized that some

communities will not allow this type of teaching in their schools even if it is needed. She said hopefully the teachers will know in advance which communities will not accept teaching on this subject. However, if the teacher were not allowed to bring this teaching into a particular school, the teacher could still be ready to teach it should the opportunity arise.

At this time Senator Blaylock turned the chairmanship over to Senator Fritz, Vice-chairman of the Senate Education Committee.

EXECUTIVE ACTION ON HB 470

Amendments and Votes:

SENATOR WATERMAN MOVED THAT AMENDMENTS TO HB 470 BE CONCURRED IN. The vote was unanimous. MOTION CARRIED.

SENATOR BLAYLOCK MOVED THAT HB 470 BE CONCURRED IN as amended. All members of Committee voted aye except SENATOR PINSONEAULT who voted no. MOTION CARRIED. CARRIER - SENATOR BLAYLOCK.

EXECUTIVE ACTION ON HB 589

Vote:

SENATOR PINSONEAULT MOVED THAT HB 589 BE CONCURRED IN. All members of Committee voted aye except SENATOR FARRELL who voted no. MOTION CARRIED. CARRIER - SENATOR PINSONEAULT.

EXECUTIVE ACTION ON HB 534.

Vote:

SENATOR PINSONEAULT MOVED to TABLE HB 534. Seven members of committee voted aye; two voted no. (Waterman, Blaylock) MOTION CARRIED. Record of vote was registered with Secretary of the Senate March 21, 1990, at 9:00 A. M.,

EXECUTIVE ACTION ON HB 715

Vote:

SENATOR BLAYLOCK MOVED THAT AMENDMENTS TO HB 715 BE ADOPTED.
Vote was unanimous. MOTION CARRIED.


SENATOR PINSONEAULT MOVED HB 715 BE CONCURRED IN AS AMENDED.
Vote was unanimous. MOTION CARRIED. CARRIER - SENATOR BROWN.

EXECUTIVE ACTION ON HB 962

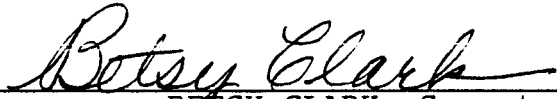
SENATOR NATHE MOVED that HB 962 BE CONCURRED IN. Vote was
unanimous. MOTION CARRIED. CARRIER - SENATOR NATHE.

ADJOURNMENT

Adjournment At: 6:00 P. M.



SENATOR CHET BLAYLOCK, Chairman



BETSY CLARK, Secretary

CB/bc

SENATE STANDING COMMITTEE REPORT

Page 1 of 1
March 21, 1991

MR. PRESIDENT:

We, your committee on Education and Cultural Resources having had under consideration House Bill No. 470 (third reading copy -- blue), respectfully report that House Bill No. 470 be amended and as so amended be concurred in:

1. Title, line 6.

Strike: "NONCERTIFIED"

2. Page 1, line 12.

Strike: "NONCERTIFIED"

3. Page 1, line 18.

Following: "~~protected~~"

Insert: "must be given absolute preference in hiring for the first school fiscal year for any vacant position with the consolidated or enlarged district for which the employee is qualified with the required certification endorsements. Upon acceptance of a position, the certified employee"

4. Page 1, line 25.


Following: "HIRING"

Insert: "for the first school fiscal year"

5. Page 2, line 1.

Following: "ANY"

Insert: "vacant"

Signed: 

Chet Blaylock, Chairman

md 3-21-91
Amd. Coord.

SPB 3-21 1:25
Sec. of Senate

SENATE STANDING COMMITTEE REPORT

Page 1 of 1
March 21, 1991

MR. PRESIDENT:

We, your committee on Education and Cultural Resources having had under consideration house bill No. 715 (third reading copy blue), respectfully report that House Bill No. 715 be amended and as so amended be concurred in:

1. Page 5, line 17
Strike: "special"
Insert: "full service"

2. Page 5, line 20.
Strike: "special"
Insert: "full service"

Signed: [Signature]
CHIEF CLERK, CHAIRMAN

161 3-21-91
Amd. Coord.

161 3-21-91
Sec. of Senate

Ex. 1
3-20-91
HB 962

IN COUNTY TUITION FORMULAS

Before July 1, 1990

Total actual expenditures from general fund + debt service
Divide ANB of current fiscal year
Subtract total per ANB amount from foundation program
Add ANB amount determined by dividing the state financing of
the district permissive levy by the ANB of the district.

After July 1, 1991

Total actual expenditures from general fund + debt service
Divide ANB of current fiscal year.
Subtract ANB allowed by foundation schedule
Subtract per ANB amount of guaranteed tax base

With HB 962

Total last year's expenditures for general fund + debt service
Divide October 1 enrollment of previous year
Subtract per ANB amount that is the ANB value per mill calculated
multiplied by the number of permissive mills

IN COUNTY TUITION

Data Used: General Fund Expenditures	38,000
Debt Service Expenditures	0
ANB	7
Per ANB - foudation schedule	2,016
GTB district value per ANB	155.55
State portion of Permissive	5,037
October 1 enrollment	6
Permissive mills	4

Tuition Before July 1, 1990

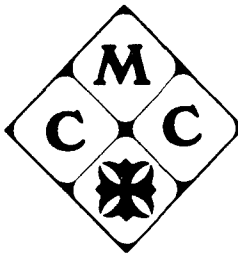
a. Gen.Fd. + Debt Ser.	38,000
b. divided by 7 ANB	5,428.57
c. subtracted by ANB per schedule (2,016)	3,412.57
d. + State port. of Perm. divided by ANB (719.57)	
Total Tuition	<u>4,130.14</u> Before 1990

Tuition After July 1, 1990

a. Gen.Fd. + Debt Ser.	38,000
b. divided by 7 ANB	5,428.57
c. subtracted by per ANB per schedule	3,412.57
d. subtracted by GTB per ANB (which is 0)	3,412.57
Total Tuition	<u>3,412.57</u> After 1990

Tuition as per HB 962

a. Gen.Fd. + Debt Ser.	38,000
b. divided by Oct.1 enroilment(6)	6,333.33
c. subtracted by per ANB per mill X perm.mills (155.55 X 4 =622.20)	5,711.13
Total Tuition	<u>5,711.14</u> With HB 962
	<u><u>2,016</u></u>
	3,695.14



Montana Catholic Conference

Ex. 2
3-20-91
HB 962

HOUSE JOINT RESOLUTION 32 MARCH 20, 1991

CHAIRMAN BLAYLOCK AND MEMBERS OF THE COMMITTEE

I am John Ortwein, director of the Montana Catholic Conference. I represent the two Roman Catholic Bishops of the State of Montana in matters of public policy.

From the earliest days of the church the apostles have taught that all people regardless of race, sex or political power are one in Christ. This truth is central to the Gospel, yet it is frequently necessary to remind ourselves of the need to respect the rights and dignity of peoples whose traditions and ways of life are different from our own.

As was the case with the statement of the U.S. Catholic Bishops on the church and Native Americans over a decade ago, we are aware of our failures to respect the rights and cultural heritage of our American brothers and sisters..

Our goal in support of HJR 32 is not to rewrite the past, but to reaffirm the possibilities of the future; and not to judge the different cultures, but to encourage sharing and understanding between them.

We urge your support of HJR 32.

HB 962, Exhibit 2



MONTANA INDIAN EDUCATION ASSOCIATION

BOX 848
HARLEM, MONTANA 59526



Ex. 3
3-20-91
HB 962

"The future of Indian people rests
with the education of their young."

TESTIMONY

TO THE

MONTANA STATE
SENATE EDUCATION COMMITTEE

on

HOUSE JOINT RESOLUTION
NO. 32

by

LOREN 'BUM' STIFFARM
PRESIDENT

MONTANA INDIAN EDUCATION
ASSOCIATION

March 20, 1991



GOOD AFTERNOON MR. CHAIRMAN AND MEMBERS OF THIS DISTINGUISHED COMMITTEE. MY NAME IS BUM STIFFARM. I AM THE DIRECTOR OF TRIBAL EDUCATION PROGRAMS OF THE GROS VENTRE AND ASSINIBOINE TRIBES OF FORT BELKNAP AND CURRENTLY SERVE AS THE PRESIDENT OF THE MONTANA INDIAN EDUCATION ASSOCIATION AND 1ST VICE PRESIDENT OF THE NATIONAL INDIAN EDUCATION ASSOCIATION.

I AM BEFORE YOU TODAY TO SPEAK IN SUPPORT OF HOUSE JOINT RESOLUTION NO. 32 'TO AFFIRM THE CULTURAL CONTRIBUTIONS OF NATIVE AMERICANS ON OCTOBER 12, 1992, THE OBSERVANCE OF COLUMBUS DAY'.

THIS GREAT NATION WILL CELEBRATE IT'S 500TH ANNIVERSARY DURING 1992. YOUR CELEBRATION WILL SALUTE MANY OF ITS ACHIEVEMENTS AND ACCOMPLISHMENTS OVER THE PAST 500 YEARS. IT WILL ALSO CELEBRATE AGAIN THE DISCOVERY OF THE 'NEW' WORLD WHICH WAS HERALDED BY EXPLORERS AND SCHOLARS ALIKE.

AS INDIAN PEOPLE WE HAVE LITTLE TO CELEBRATE. I FIND IT IMPOSSIBLE TO CELEBRATE THE DISCOVERY OF A 'NEW' LAND. TO US, IT WAS NOT NEW AT ALL. INDIAN TRIBES HAD LIVED HERE FOR THOUSANDS AND THOUSANDS OF YEARS.

THE DATE OF OCTOBER 12, 1492 MEANS NOTHING TO MANY OF US, BUT A BLATANT ATTEMPT OF SYSTEMATIC GENOCIDE OF AN ENTIRE RACE OF PEOPLE. THE TAKING OF TRIBAL HUNTING GROUNDS AND FINALLY THE FORMATION OF INDIAN RESERVATIONS WHICH

Ex. 3
3-20-91
HB 962

PRIMARILY SERVED AS FENCED IN COMPOUNDS OF WHICH INDIAN PEOPLE WERE NOT ALLOWED TO LEAVE. HARDLY A REASON TO CELEBRATE.

IN A SMALL ATTEMPT OF SOME CONSOLATION, HOUSE JOINT RESOLUTION NO. 32 WILL PUT INTO PERSPECTIVE THE MANY CONTRIBUTIONS MADE BY THE AMERICAN INDIANS.

IT IS VERY IMPORTANT THAT SCHOOL CHILDREN BE MADE AWARE OF SUCH INFORMATION TO MAKE KNOWN TO THEM THE IMPORTANCE OF THE AMERICAN INDIAN THROUGHOUT THE HISTORY OF THIS COUNTRY.

OUR CONTRIBUTIONS ARE MANY. IT IS WELL DOCUMENTED THAT THE PILGRIMS COULD NOT HAVE MADE IT THROUGH THE 1ST SEVERE WINTER THEY ENCOUNTERED WITHOUT THE ASSISTANCE OF INDIAN TRIBES. THE SHELTERS THAT WERE BUILT AND THE FOOD THAT WAS PROVIDED SAVED ENTIRE COLONIES.

AT THE PRESENT TIME OVER HALF OF THE WORLD'S FOOD SUPPLY COMES FROM THE INDIANS' AGRICULTURE, PRIMARILY CONSISTING OF CORN AND SO-CALLED 'IRISH' POTATOES.

INDIAN ART, DESIGNS AND STYLES HAVE STRONGLY INFLUENCED MODERN DESIGN, ARCHITECTURE AND MUSIC.

THOUSANDS OF AMERICAN INDIAN NAMES DOT OUR MAPS IN STATES, CITIES, COUNTIES, LAKES, MOUNTAINS AND RIVERS, AND HUNDREDS OF INDIAN NAMES ARE USED AS TRADE NAMES FOR MODERN MANUFACTURED PRODUCTS.

PAST AMERICAN INDIAN CIVILIZATIONS OF THE INCA, MAYAN AND AZTEC PLUS THE IROQUOIS CONFEDERACY HAVE INFLUENCED OUR VERY FORM OF DEMOCRATIC GOVERNMENT. THE IROQUOIS CONFEDERACY WAS COPIED BY BENJAMIN FRANKLIN WHEN HE DRAFTED THE FEDERATION OF STATES. THE VERY FORM OF GOVERNMENT YOU ARE PRACTICING TODAY IN THE LEGISLATURE HERE IN HELENA WAS ADOPTED FROM THESE TRIBES.

OUR CONTRIBUTIONS ARE ENDLESS TO THE AMERICAN SOCIETY.

EQUALLY SPEAKING, BEFORE THE ARRIVAL OF EUROPEANS, INDIAN TRIBES HAD NO TRANQUILIZERS, NO DRUGS, NO ALCOHOL, NO ULCERS. THEY KNEW NO POOR, NO RICH, NO INSANE ASYLUMS, NO JAILS, PRISONS, TAXES, BORDERS, NO GERM WARFARE, (SMALLPOX INFECTED BLANKETS) AND NO COMPLETE ANNIHILATION WEAPONS (HYDROGEN BOMBS).

ONE CAN GO ON AND ON ABOUT THE CONTRIBUTIONS THE AMERICAN INDIAN HAVE MADE TO THE AMERICAN WAY OF LIFE. I'VE TRIED TO DEMONSTRATE IN THIS SHORT PERIOD HOW WE HAVE INFLUENCED MANY AREAS FROM ART AND MUSIC, TO HEALTH AND GOVERNMENT.

NO FINER OF AN EXAMPLE OF THE SPECIAL CONTRIBUTIONS OF AMERICAN INDIANS COMES TO MIND THAN DURING TIME OF MILITARY CONFLICTS. TIME AND TIME AGAIN AMERICAN INDIANS ENLISTED THEIR SERVICES IN SUPPORT OF THE UNITED STATES DURING WAR TIME. IT HAS BEEN CLEARLY DEMONSTRATED BY THE EXTREMELY HIGH RATION OF ENLISTMENT OF AMERICAN INDIANS DURING THE WARS.

Ex. 3
3-20-91
HB 962

I WAS TALKING WITH A NUMBER OF REPRESENTATIVES ON THE M.I.E.A. BOARD OF DIRECTORS AND WAS APPALLED AT THE NUMBER OF YOUNG AMERICAN INDIANS THAT WERE AND STILL ARE IN THE GULF WAR. MY OWN FATHER LOST PART OF HIS LEG IN NORMANDY. MY BROTHER SERVED TWO TOURS OF DUTY IN VIETNAM. DUTY CALL AND THEY WENT, YET WHEN MY FATHER WAS BORN ON THE RESERVATION IN FORT BELKNAP HE WASN'T EVEN A CITIZEN OF THE UNITED STATES. NOT UNTIL 1924 DID AMERICAN INDIANS RECEIVE CITIZENSHIP OF THIS UNITED STATES. PEOPLE SHOULD AND MUST KNOW THESE THINGS.

OUR CONTRIBUTIONS ARE MANY, THERE IS NO DOUBT OF THAT. WITH YOUR SUPPORT AND EXCELLENT INTENTIONS WE HOPE THAT YOU WILL LOOK POSIVITELY AT HOUSE JOINT RESOLUTION NO. 32 AND VOTE IN FAVOR OF THIS PARAMOUNT PIECE OF LEGISLATION.

I THANK YOU.

DATE 3-20-91

COMMITTEE ON Education

Please Sign:

VISITORS' REGISTER

[illegible]