

MINUTES

**MONTANA SENATE
54th LEGISLATURE - REGULAR SESSION**

COMMITTEE ON EDUCATION

Call to Order: By **CHAIRMAN DARYL TOEWS**, on February 3, 1995, at 1:02 p.m.

ROLL CALL

Members Present:

Sen. Daryl Toews, Chairman (R)
Sen. John R. Hertel, Vice Chairman (R)
Sen. C.A. Casey Emerson (R)
Sen. Delwyn Gage (R)
Sen. Loren Jenkins (R)
Sen. Kenneth "Ken" Mesaros (R)
Sen. Steve Doherty (D)
Sen. Gary Forrester (D)
Sen. Barry "Spook" Stang (D)
Sen. Mignon Waterman (D)

Members Excused: N/A

Members Absent: N/A

Staff Present: Eddye McClure, Legislative Council
Janice Soft, Committee Secretary

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

Committee Business Summary:

Hearing: HB 25, HB 229
Executive Action: SJR 8

HEARING ON HB 25

Opening Statement by Sponsor:

REP. RAY PECK, HD 93, Havre, said that **HB 25** was a simple bill, explaining on lines 16-17 "January 1" should replace "March 1." Current Montana law says if a teacher does not have a certificate, any paycheck after the first one can be withheld. **HB 25** gives the Board of Public Education 60 more days to process certificates. In an average year, the Board processes about 6500 certificates so the extra time would be beneficial.

Proponents' Testimony:

Gail Gray, Office of Public Instruction (OPI), asked support for HB 25, saying the extra time would benefit OPI. Rush time was in the summer and the 60-day head start would be most helpful.

Don Waldron, Montana Rural Education Association (MREA), urged DO PASS for HB 25.

Opponents' Testimony: None.

Questions From Committee Members and Responses: None.

Closing by Sponsor:

REP. PECK apologized for missing the hearing the first time HB 25 was scheduled, explaining he was on the House floor dealing with another bill.

HEARING ON HB 229Opening Statement by Sponsor:

H.S. "SONNY" HANSON, HD 9, Billings, said HB 229 is about the people's right to participate in the selection of their school governance system. The Governor's Task Force was staffed, funded and participated by the public in driving HB 229 and HB 228. The two bills were split; HB 229 deals with higher education and HB 228 deals with K-12 education. HB 229 replaces the State Board of Education, Board of Regents and the Commissioner of Higher Education with a Department of Education and State Education Advisory Committee. HB 229 is a Constitutional Amendment which would be presented in the 1996 election and, if passed by the 1997 legislature, would create the Department of Education. At that time, the transfer of various higher education functions to the Department of Education would begin. All existing terms and appointments affected by the passage of HB 229 would change after December 1, 2000. REP. HANSON stressed the fact that HB 229 does not eliminate the position of Commissioner of Higher Education until January 1, 2001.

REP. HANSON remarked that he had prepared HB 229 with the modifications included (EXHIBIT 1) so it would be easier to follow, but he also pointed out that the amendments were listed on a separate sheet of paper. (EXHIBIT 2). He then explained the amendment changes "state education advisory commission" to "state education commission" whose duties will be assigned by law (legislature). It dates and establishes the Department of Education. The members of the State Education Commission will be appointed by the Governor which makes him fit into the line of authority. The legislative input, which has been lacking, is added to higher education.

REP. HANSON shared some historical information which said in 1913, the legislature passed bills mandating an end to duplication of courses and creating a chancellorship system which would centralize administrative functions into a single course. At that time, the president of the University of Montana was fired by the State Board of Education because he would not stop campaigning for that consolidation. In 1994, the Public Task Force on School Governance stated the coordination of public and higher education mandated by the constitution has not been achieved. **REP. HANSON** said 80 years had been spent in trying to coordinate these bodies, but there hasn't yet been a change. He said the special session of 1992 demanded that monies be cut from the budget even though it was very hard to do so. About a month later, a Montana newspaper reported \$5 million had been found by the university to raise salaries for the faculty and staff. More recently, the purchase of a car was being pursued even though the Governor said "no". On January 20, 1995, the Board of Regents approved a raise for the staff, saying monies for the increases will come from a surcharge known as super-tuition which the U of M law students now pay. The surcharges for law students will rise from \$2,200 to \$3,700 for a law degree.

Nationally, the question being asked is, "Who should be involved in making decisions regarding education?" In the past, Governors have never been involved but there are now nine states where education is controlled by the governor. **HB 229** is really about giving the public a right to vote on the type of school governance they developed without going through the expense of getting signatures. **REP. HANSON** said he firmly believed the public should be given the opportunity to vote whether or not they want the system changed.

Proponents' Testimony:

Pat Haffey, Senior Policy Advisor for Education, Governor's Office, said **HB 229** was part of the Task Force recommendation given to the Governor and adopted by him. That Task Force recommendation provided for the elimination of the Office of Public Instruction, the Board of Public Education, Board of Education, Board of Regents, and the Commissioner of Higher Education positions. The preceding positions were to be replaced with the Department of Education and the Education Commission. The recommendation also provided for the people to vote as to whether they wanted the current composition of elected and appointed officials or whether they would prefer to have a Department of Education which would be responsible to the Governor, the legislature and ultimately to the people.

Ms. Haffey said the Governor's office believes **HB 229** is a good proposal because it offers an opportunity to provide: (1) An identifiable education agency which will provide services and be responsive to the districts and to the campuses; (2) An accountable education agency which will be accountable for developing policy and budget representations and implementing

them as well; (3) Montanans with the constitutional ability to make the choice.

Ms. Haffey referred to a few surveys which were conducted. The Task Force included a survey in Montana newspapers during the summer of 1994, and received 900 responses. 77% of those responses supported the creation of a Department of Education; 23% were opposed. MSU-Billings conducted another survey to which 400 responded. 38% favored the creation and 24% wanted to leave the organization as it was. The Montana Ambassadors also circulated a survey to which 67 responded; 43 approved the creation of a new department while 16 were opposed. **Ms. Haffey** concluded by urging support for **HB 229**, thus giving Montanans the opportunity to determine how they would like their education system structured.

Mary Gilluly, Associated Students of MSU-Billings, read her written testimony. **EXHIBIT 3**

Opponents' Testimony:

Jeff Baker, Commissioner of Higher Education, read his written testimony. **EXHIBIT 4**

Steve Snezik, Associated Students of MSU-Bozeman, read his written testimony. **EXHIBIT 5**

Terry Minow, Montana Federation of Teachers (MFT), said MFT, representing faculty and staff of the vo-techs, faculty of U of M, faculty of former Eastern, Western and Northern, Dawson Community College and part-time instructors of Flathead Community College, public school teachers and staff, rises in opposition to **SB 229**. She urged support for the Constitution of Montana, explaining that it is a document which has served well, and again urged opposition to **HB 229**.

Brian Barnett, Associated Students of U of M, Missoula (ASUM), said ASUM is concerned about bureaucracy, academic freedom questions and the leaving behind of a system which has worked very well to this point; therefore, ASUM opposed **HB 229**. In the past few years, students have had success in dealing with the Board of Regents regarding tuition, fees, and other student services. **HB 229** is not a bureaucratic or political, but an educational issue. **Mr. Barnett** said Montana's educational system was a fine one and changing it now would not be to the best advantage.

Eric Feaver, Montana Education Association (MEA), said the only higher education members in MEA were the full-time faculty members at Flathead Community College. **Mr. Feaver** challenged **Pat Haffey's** testimony that **HB 229** was the recommendation of the Task Force, saying that he had served on that Task Force. The Governor's Task Force recommendation overlooked, as does **HB 229**, what is happening because the Governor is showing true leadership

in the education arena, something that Montana's Governors have not done since the 1972 constitution. This educational leadership authority is granted him by the constitution; however, the constitution should not be amended before it's been tried.

Mr. Feaver stated that the Governor's authority in education should be to bring parties together, and not to appoint. If **HB 229** passes, the Governor would be the Commissioner of Higher Education and the legislature the Board of Regents; notwithstanding the amendment which has been offered. He urged **DO NOT PASS** on **HB 229**.

Justin Lee, Associated Students of U of M-Dillon, said Montana Associated Students is opposed to **HB 229**, believing university students could be negatively affected by **HB 229**. **Mr. Lee** believed the 1972 constitutional convention had the intent of depoliticizing the university system and said educational decisions need to be made on educational, not political, merit.

Mr. Lee commended the Board's willingness, over the past few years, to make extremely difficult decisions which both the legislature and Governor hesitated to do. He believed the Board protected education without being concerned with the politics of the state. **ASUM-Dillon's** overwhelming concern, though, with changing the current Board is over the past few years, students have made tremendous strides in gaining access to the Board of Regents. **Dr. Jeff Baker** and current Board members have helped students achieve the responsibility of playing a critical role in being part of the decision-making process in the Board of Regents. He said nothing in **HB 229** indicates students would have that same say. **ASUM-Dillon** believes Governor **Racicot** has been a pro-education Governor; however, the concern is the succeeding Governors may not be so concerned about education.

Mr. Lee said they don't always agree with the Board of Regents' decisions, and many times their poor, not good, decisions get the spotlight. Most issues are seldom black or white which makes good solutions seldom black or white, i.e. this legislature is being asked to make something black or white from a gray issue. He asked that **HB 229 DO NOT PASS**.

Dr. Sheila Stearns, Chancellor, Western Montana College of the University of Montana, sent her written testimony which **Justin Lee** distributed. **EXHIBIT 6**

LeRoy Schramm, Chief Legal Counsel for University System, said he would provide information because some of the testimony had been incorrect when it alluded to the fact other states were reorganizing in the manner proposed by **HB 229**. He distributed a chart showing higher education information (**EXHIBIT 7**) and said it was difficult to compare higher education organizations with other states but the thread which runs through them all is there is not one state which has removed its governing board from the top of its higher education institution, i.e. the Governor is not at the top with a direct line down into the institutions of higher education; there is always an intervening board. **Mr.**

Schramm pointed out that even if **HB 229** should be adopted, Montana would be out of step with the other 49 states, as shown by the last column on the chart. **HB 229** is a start toward patterning Montana's university system after a national model; to be the first state to implement such a structure would not necessarily be a mistake, but neither might it be beneficial.

Jim Fitzpatrick, Executive Director, State Council on Vocational Education, said he spent most of his life in education and has seen many changes. He said he could support change if it would result in something better than is currently in place. Leadership, effectiveness, productivity and eventual results are vested with the person at the helm. **Mr. Fitzpatrick** praised the relationship of the vo-techs with the Board of Public Education, Board of Regents and Commissioner's Office, saying the recent vo-tech changes are on track. More people are enrolling in the two-year programs and more emphasis is being placed there. **Mr. Fitzpatrick** said the Governor, Commissioner and others involved are the right people to make the changes which will move Montana into the next millennium. He asked that **HB 229** be considered with the perspective of staying on course.

Questions From Committee Members and Responses:

SEN. MIGNON WATERMAN expressed concern about the splitting of the Task Force Recommendations into **HB 228** and **HB 229**, especially if one would pass and the other would not. **REP. HANSON** said if one looks at the authority of the Boards, the split is logical. He further explained the government and control of the university system is vested in the Board of Regents which has full authority to manage and control the Montana university system. The Board shall also supervise and coordinate other public educational institutions assigned by law, which conflicts with control of local school trustees. In comparison, the duties of the Superintendent of Public Instruction are as assigned by law, so it seemed logical to split the bills into K-12 and higher education.

SEN. WATERMAN still was unclear regarding the ramifications of **HB 229** passing and **HB 228** failing -- would the link (Board of Education) between the two be lost? **REP. HANSON** said the link would be determined by the legislature. Most of the duties presently assigned the K-12 section, including the Board of Public Education, are assigned by statute. The Board of Regents cannot be assigned duties by statute. If a Department of Education were created by a public vote, the Board of Regents would be covered, thus linking the two. This link would encourage more cooperation between K-12 and higher education than ever before.

SEN. WATERMAN said there were eight members on the new advisory commission but no student member. She asked for student opinion on that. **Justin B. Lee** said he understood a student would be included, but if indeed there were none, the Associated Students

would be very opposed to HB 229.

SEN. WATERMAN asked for explanation of the rotation/appointment of eight board members. **REP. HANSON** said there should be a student on the board, who would be a fluctuating member who would come and go because it would be likely that he/she would not be attending the university for seven years. He reminded **SEN. WATERMAN** that the actual board makeup and content would be developed in the 1997 legislative session.

SEN. WATERMAN asked for clarification of her understanding that of the eight-member board, one of the members would not be appointed for a seven-year term, but a year at a time. **REP. HANSON** said it was the intent the director should be in a position to vote only in case of a tie; therefore, the even number of members. **SEN. WATERMAN** commented that eight members would be appointed, each for seven years, by the Governor. If the Governor serves only one term, there is the potential that the Governor would never be in control of that Board. Also, the Director of Higher Education, who would have been appointed by the Governor, could be in great conflict with that Board. **REP. HANSON** said that was correct.

SEN. DELWYN GAGE wondered about **Terry Minow's** comment that all the members of MFT were opposed to HB 229. She replied the

{Tape: 1; Side: B; Approx. Counter: ; Comments: .}

union had a 20-member executive council which takes positions and gives her direction as a lobbyist. **SEN. GAGE** commented that the executive council didn't necessarily tell **Ms. Minow** all their members were opposed to HB 229. **Ms. Minow** said MFT uses a representative system rather than a membership poll.

SEN. GAGE asked **Justin Lee** how many students were involved in the governing of the Associated Students organization. **Mr. Lee** said the decision-making process comes from a gathering of student body presidents of the two universities, four colleges, and four vo-techs.

SEN. LOREN JENKINS asked what would happen between the effective date of 1997 and terms of office or appointments in 2001. **REP. HANSON** answered the Governor felt those who are appointed or have terms of that length should serve out their terms, even if the public accepts the Constitutional Amendment as set forth in **HB 229**. He said the rules and regulations would be developed in 1997, and it was imperative the phase-in and phase-out be gradual because the existing people could help facilitate and implement the change.

SEN. JENKINS asked if after 1997, as Board of Regents or Board of Education member terms expire and the Governor appoints replacements, the appointments would be to only one Board? **REP. HANSON** said he expected a gradual phase-in/phase-out utilization

of the Board of Regents in the Education Commission. **SEN. JENKINS** commented people would have a hard time understanding they were voting for something which would happen five years later. **REP. HANSON** reminded the committee the Department of Education and its administration would visibly begin July 1, 1997.

SEN. BARRY "SPOOK" STANG asked if the legislature's role in the new system would be equal to that of school board. **REP. HANSON** replied because school board members were elected, as is the legislature, the role would be closer to school board than to Board of Regents which is not elected. Duties of the State Education Commission would be assigned by the legislature.

SEN. STANG asked if the legislature would set the curriculum for K-12 and hire/fire the administrators of each university unit if there was disagreement with the advisory board regarding its handling of those areas. **REP. HANSON** said it would not, that this organization would be comparable to the Highway Commission to whom the legislature has assigned certain duties which cannot be usurped by the Governor. **SEN. STANG** commented the legislature could cut the funding for the university system to nothing, which would mean there would be no university system, which would mean there would be nobody to raise tuition. **SEN. STANG** said the word "public" was used often by **REP. HANSON** and he wondered if students were not public people. **REP. HANSON** said they were part of the public which is specifically attached, and his references to the public meant people who are not part of the higher educational system.

SEN. STANG commented there were no public people to testify in favor of HB 229, except for **REP. HANSON**, **Pat Haffey** and **Mary Gilluly**. **REP. HANSON** said United We Stand had called him to say that they are still in support of HB 229.

SEN. STEVE DOHERTY asked for an explanation of the difference between the State Education Commission and the Board of Regents. **REP. HANSON** said the Governor is brought into the educational loop and there is a division of authority. At the present time, the legislature has neither authority nor input into the Board of Regents as to how it shall operate; the Board has complete control. The State Education Commission would allow the legislature to have input and to assign specific duties to the Commission.

SEN. DOHERTY asked if the Governor was presently involved in higher education because he appoints members of the Board of Regents. **REP. HANSON** said he appoints one a year which means it takes his four-year term before he has input on the Board. He is an ex-officio member and does not have a vote.

SEN. DOHERTY stated the framers of the constitution wanted to keep some autonomy to the university system so it wouldn't be subject to the political whims of governors or legislatures. He

asked for comment on how much the governor or legislature should meddle in higher education. **REP. HANSON** said at the present time, there was no legislative input into the controls of the Board of Regents; in fact, the Governor only has the authority to replace the director and deputy director.

SEN. TOEWS asked how the State Education Commission would work with the legislature on issues like setting tuition, etc. **REP. HANSON** said the State Education Commission would have authority as granted by the legislature.

SEN. WATERMAN asked what the new structure of K-12 would be. **REP. HANSON** replied the Superintendent of Public Instruction would remain because those duties are established by statute. The State Education Commission would be given duties by law. **SEN. WATERMAN** also commented **HB 229** leaves the Commissioner of Higher Education in the Constitution and wondered why it was not eliminated in the bill. **REP. HANSON** commented that **HB 228** eliminates that.

SEN. WATERMAN asked for a clearer understanding of the effective dates of the termination of the office of the Commissioner of Higher Education, according to the fiscal note. **REP. HANSON** called attention to the bottom of the note, and the words, "may be replaced." The Commissioner of Higher Education is by appointment and he will serve until it's decided he wants to go.

SEN. STANG said he could foresee the possibility of the legislature withholding funds from certain parts of higher education because of special interests within the body. **REP. HANSON** commented that happens now, though subtly. **SEN. STANG** also asked about the priority list of the university system needs. **REP. HANSON** said prioritizing the construction needs within the university system has been going on for a long time.

SEN. DOHERTY said the members of the State Education Commission would be appointed by the Governor but not confirmed by the Senate, and he wondered why that was so. **Ms. Haffey** said the omission was not intentional and could be amended.

SEN. DOHERTY asked for affirmation of the value of the Senate confirming appointments by the Governor. **Ms. Haffey** concurred.

SEN. WATERMAN asked if the sponsor would have a problem with contingency language, i.e. both **HB 229** and **HB 228** either pass or fail. **REP. HANSON** said he would object and he was sure the Governor's office would also. The reason for the objection is they are two different entities.

Closing by Sponsor:

REP. HANSON said many of the opponents of **HB 229** expressed their desire for change, but when change affects their particular area,

they object. He remarked that **Eric Feaver** said the system is beginning to work, but **REP. HANSON** asked the committee to remember 23 years have been spent trying to get something going. He said he didn't understand the reluctance by the opponents to allow the public to vote on **HB 229**, when the Constitution gives the people the power of initiative and referendum.

He addressed **Mr. Schramm's** statement about the study and wanted to clarify he was quoting from the State Education Governance Structure, done by the Indiana Education Policy Center School of Education Office, and published in 1993. This study, available for anyone who is interested, was contracted for and not done by our own office.

REP. HANSON concluded by saying **HB 229** needs 100 votes in order to get to the people, and he urged its passing.

EXECUTIVE ACTION ON HOUSE BILL 25

Motion/Vote: **SEN. CASEY EMERSON** MOVED **HB 25** BE CONCURRED IN. Motion CARRIED by UNANIMOUS voice vote.

SEN. CASEY EMERSON will carry **HB 25**.

EXECUTIVE ACTION ON SENATE JOINT RESOLUTION 8

Motion/Vote: **SEN. STEVE DOHERTY** MOVED TO APPROVE THE AMENDMENTS ADDED TO **SJR 8. EXHIBIT 8.** Motion CARRIED by UNANIMOUS voice vote.

Motion: **SEN. CASEY EMERSON** MOVED DO PASS FOR **SJR 8** AS AMENDED.

Discussion: **SEN. WATERMAN** asked if Mothers Day was the day chosen because Sacajawea was a mother. **SEN. EMERSON** said Mothers Day was the day set for the statute ceremony in Bozeman, and it was decided to tie the two together.

SEN. TOEWS asked if another day could be considered and **SEN. EMERSON** said it would be hard to do since the unveiling of the statute has already been scheduled. **Eddye McClure** pointed out that the Governor is to designate a day.

Vote: Motion to designate the second Sunday of each year as a day to recognize and honor the contributions of American Indian women CARRIED 9-1, with **SEN. DARYL TOEWS** voting "No."

ADJOURNMENT

Adjournment: The meeting adjourned at 2:45 p.m.



SEN. DARYL TOEWS, Chairman



JANICE SOFT, Secretary

DT/jes

DATE _____

[illegible]

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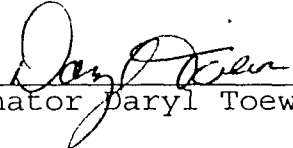
SENATE STANDING COMMITTEE REPORT


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February 3, 1995


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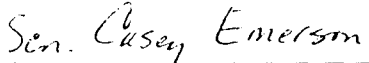
We, your committee on Education and Cultural Resources having had under consideration HB 25 (third reading copy -- blue), respectfully report that HB 25 be concurred in.

Signed: _____


Senator Daryl Toews, Chair

 Amd. Coord.

 Sec. of Senate


Senator Carrying Bill

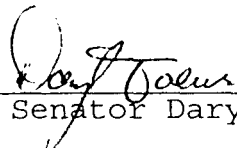
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SENATE STANDING COMMITTEE REPORT

Page 1 of 1
February 3, 1995

MR. PRESIDENT:

We, your committee on Education and Cultural Resources having had under consideration SJR 8 (first reading copy -- white), respectfully report that SJR 8 be amended as follows and as so amended do pass.

Signed: 
Senator Daryl Toews, Chair



That such amendments read:

1. Title, line 5.
Strike: "SATURDAY"
Insert: "SUNDAY"

Page 1, line 27.
Strike: "Saturday"
Insert: "Sunday"

2. Page 1, line 30.
Following: "each"
Strike: "of"
Insert: "tribe or tribes located on"

-END-


Amd. Coord.
 Sec. of Senate

291459SC.SPV

CONSTITUTIONAL AMENDMENT

EXHIBIT NO. 1DATE 2/3/95BILL NO. HB 229

1 -
2 INTRODUCED BY Samuel Hansen - Hertzl Forrest Stuckman
3 BY REQUEST OF THE GOVERNOR
4

5 A BILL FOR AN ACT ENTITLED: "AN ACT SUBMITTING TO THE QUALIFIED ELECTORS OF MONTANA AN
6 AMENDMENT TO ARTICLE X, SECTION 9, OF THE MONTANA CONSTITUTION TO REPLACE THE BOARD
7 OF EDUCATION, THE BOARD OF REGENTS, AND THE COMMISSIONER OF HIGHER EDUCATION WITH
8 THE DEPARTMENT OF EDUCATION AND A STATE EDUCATION ~~BOARD~~ COMMISSION; AND
9 PROVIDING A DELAYED EFFECTIVE DATE AND AN APPLICABILITY DATE."

10
11 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

12
13 Section 1. Article X, section 9, of The Constitution of the State of Montana is amended to read:

14 "Section 9. ~~Boards~~ Department of education -- state education ~~commission~~ -- board of
15 public education. (1) There is a ~~state board of education composed of the board of regents of higher~~
16 ~~education and the board of public education. It is responsible for long range planning, and for coordinating~~
17 ~~and evaluating policies and programs for the state's educational systems. It shall submit unified budget~~
18 ~~requests~~ department of education, with a director appointed by the governor. The department and the
19 director shall have duties as assigned by law.

20 (2) There is a state education ~~commission~~ commission, consisting of eight members appointed to
21 staggered, 7-year terms by the governor. The commission shall HAVE DUTIES ASSIGNED BY LAW.
22 ~~department of education.~~ A Except in the case of a tie vote at any meeting may be broken
23 by of the commission, the governor, who director shall serve as the non-voting presiding officer and is an
24 ex officio member of each component board the commission.

25 (2) (a) ~~The government and control of the Montana university system is vested in a board of~~
26 ~~regents of higher education which shall have full power, responsibility, and authority to supervise,~~
27 ~~coordinate, manage and control the Montana university system and shall supervise and coordinate other~~
28 ~~public educational institutions assigned by law.~~

29 (b) ~~The board consists of seven members appointed by the governor, and confirmed by the senate,~~
30 ~~to overlapping terms, as provided by law. The governor and superintendent of public instruction are an ex~~

1 ~~ex officio non-voting members of the board.~~

2 ~~(c) The board shall appoint a commissioner of higher education and prescribe his term and duties.~~

3 ~~(d) The funds and appropriations under the control of the board of regents are subject to the same~~
4 ~~audit provisions as are all other state funds.~~

5 (3) (a) There is a board of public education to exercise general supervision over the public school
6 system and such other public educational institutions as may be assigned by law. Other duties of the board
7 shall be provided by law.

8 (b) The board consists of seven members appointed by the governor, and confirmed by the senate,
9 to overlapping terms as provided by law. The governor, commissioner of higher education and state
10 superintendent of public instruction shall be ex officio non-voting members of the board."

11

12 NEW SECTION. Section 2. Effective date -- applicability. If approved by the electorate, this
13 amendment is effective on passage and approval and applies to terms of office or appointments on or after
14 January 1, 2001.

15

16 NEW SECTION. Section 3. Submission to electorate. This amendment shall be submitted to the
17 qualified electors of Montana at the general election to be held in November 1996 by printing on the ballot
18 the full title of this act and the following:

19 [] FOR replacing the board of education, board of regents, and commissioner of higher
20 education with a department of education and a state education ~~commission~~ commission.

21 [] AGAINST replacing the board of education, board of regents, and commissioner of higher
22 education with a department of education and a state education ~~commission~~ commission.

23

-END-

Amendments to House Bill No. 229 BILL NO. HB229
1st Reading Copy

Requested by Representative Hanson
For the Senate Committee on Education

Prepared by Andrea Merrill
January 30, 1995

1. Title, line 8.
Following: second "EDUCATION"
Strike: "ADVISORY"
2. Page 1, line 14.
Following: "education"
Strike: "advisory"
3. Page 1, line 20.
Following: "education"
Strike: "advisory"
4. Page 1, lines 21 and 22.
Following: "shall" on line 21
Strike: remainder of line 21 through "education" on line 22
Insert: "have duties assigned by law"
5. Page 2, line 20.
Following: "education"
Strike: "advisory"
6. Page 2, line 22.
Following: "education"
Strike: "advisory"

SENATE EDUCATION

EXHIBIT NO. 3

DATE 2/2/95

BILL NO. HB 229

Testimony given to Senate Committee on Education and Cultural Resources--February 3, 1995

Mr. Chairman, members of the committee, my name is Mary Gilluly, and I represent the Associated Students of Montana State University-Billings. I rise today in qualified support of House Bill 229.

As I sat writing this testimony this morning, it was hard not to notice the hundreds of home school children milling through the halls of the Capitol. HB 229 is not about the immediate future of higher education in Montana, and to see it as such is, I believe short sighted. HB 229 is about the children in the hallways--their future and their access to a quality higher education system.

When the Constitutional Convention created the Board of Regents and the Commissioner's office in 1972, it had good reasons. Perhaps the most compelling was a move toward depoliticizing higher education in the state of Montana. Certainly, protecting academic freedom and maintaining autonomy were important parts of that.

Unfortunately, although no one can argue that the Board of Regents has maintained autonomy and academic freedom, neither can they argue that higher education has been depoliticized through the current structure. Indeed, within the system itself, and between the Board of Regents, the Commissioner's office and the legislature, there has existed in recent history, though not immediately, a level of political animosity that has served neither the University System or the state of Montana well. If HB 229 would help alleviate that, we offer our support.

As students, we are concerned certainly about funding levels for the entire University System. But we are also concerned about funding equity within that system. On our campus, this is of particular concern as we receive the lowest FTE expenditure by the state and pay the largest percentage of the cost of our education in tuition dollars. The funding model proposed for this biennium continues that trend. If the passage of HB 229 would help bring equitable funding to each unit of the system, taking into account the individual nature of each campus, then we support HB229.

Thirdly, we support HB 229 because of the level of distrust that has led to the perception by a number of Montanans that Higher Education is mismanaged--indeed leading ultimately to the Governor's Task Force recommendation. Either seemingly, or in reality, the people of Montana, the legislature, the students, and the taxpayers see the current system as not responsive enough to their concerns, their needs, or their call for fiscal accountability. We support HB 229 if it would provide that responsiveness.

Finally, as taxpayers as well as students, we support HB 229 because we believe that fiscal accountability is an issue. The current system has no mechanism in place to assure that accountability.

Our support for HB 229 is qualified only because it is impossible to know what the final structure of higher education

will be under a new system. We do have ideas, questions, and concerns, and rest assured, we will be back in 1997 to help you build that structure.

We do believe that the current Board of Regents and Commissioner are doing many good things for higher education. And we gratefully acknowledge that they listen to students. However, we must also acknowledge that being listened to is very different from having an actual voice. We believe that the passage of HB 229 will grant us that voice.

Thank you.

TESTIMONY PRESENTED TO THE
SENATE EDUCATION AND CULTURAL RESOURCES COMMITTEE
ON FRIDAY, FEBRUARY 3, 1995,
BY COMMISSIONER OF HIGHER EDUCATION JEFF BAKER

The Governor's Task Force to Renew Montana Government established four objectives for school governance:

- 1. To coordinate kindergarten through graduate school education, providing management of a "seamless" educational system, necessary to the making of management and policy decisions on those issues common to kindergarten through 12th grade and higher education.*
- 2. To provide a more cohesive executive level structure for education, thereby facilitating statewide planning, coordination and improvement of the state's educational efforts.*
- 3. To provide earlier integration of educational interests in the overall budget process.*
- 4. To separate education policy from partisan politics.*

Pennsylvania was chosen as the model for Montana. The task force brought in Dr. Donald M. Carroll, Jr., who heads the Pennsylvania Department of Education. Dr. Carroll made a presentation to the task force and a METNET audience so that people in several cities could ask him questions about the Pennsylvania Department of Education. This is what Montana is considering.

[See attached organization chart.] This is the Pennsylvania Department of Education—800-plus strong.

The Montana University System is headed in exactly the opposite direction from the bureaucracy that comes with another government agency such as that found in Pennsylvania. We are moving and want to continue to move in the direction that has evolved during the past 10 years and has recently accelerated with the new restructuring and business practices that have been implemented and are being

planned for the future. The Office of the Commissioner of Higher Education has 15.85 employees in university system administration funded out of the general fund—not hundreds. Are you prepared to ask your constituents to consider a Pennsylvania model for Montana? The Montana University System has momentum and is moving in exciting new directions. Are we going to spend the next two years debating and sapping vital energy and resources instead of giving the restructured system a chance?

House Bill 228—the companion bill to House Bill 229—is apparently stalled. What happens if House Bill 229 is passed and House Bill 228 falters? Instead of today's system, we might have the Office of Public Instruction, a Board of Public Education, the executive director and staff to the Board of Public Education, a Department of Education, a Director of Education (only higher education now), and a State Education Advisory Commission—some parts reporting to the Governor, some parts elected, some parts appointed; all parts more disjointed and seemingly not connected at all. We have the potential to create an unbelievable monster. This proposal has not been well conceived nor well thought out. It is political and precisely the reason the current system was established. Put quite simply—What is the plan? Is there a plan? Before we buy a car, we all want to see what is under the hood. Is this the engine that will power our new auto?

Task Force objective #4 is: "To separate education policy from partisan politics." The 1972 Constitution established some autonomy for higher education because its large, powerful constituencies made for very divisive lobbying among the units. For the past 23 years, the Board of Regents has successfully minimized the "lone ranger" power plays among colleges with powerful legislative delegations. Today the Montana University System is functioning as a system. I hear in these halls many who criticize the Board of Regents for decisions that are "bad timing" at best. Their timing is not always the best politically, but that is because their first concern is what is best for students and Montana education, not what is politically correct.

Political correctness is fashionable but not the way to manage education in these times of unprecedented change.

House Bill 229 would take away the one board with governing authority over higher education. This is our school board. Imagine if all the school boards in your counties were dissolved and all authority was put in your mayors' offices or, in the case under consideration, the Governor. Higher education has only one board—just one. The lay members from across the state are appointed by the Governor. The system of checks and balances among the Governor, Legislature, and Regents is in place.

Most duplication in the university system occurred before the Board of Regents was created, in the free-wheeling earlier decades when raw political power or presidential finesse caused the proliferation of programs. Since 1972, the addition of programs to any of our units is an extremely difficult process, carefully scrutinized by Regents who do indeed feel highly responsible and accountable to the people of Montana.

House Bill 229 is unprecedented. What is the real plan? Where are we headed? What happens if both House Bill 228 and House Bill 229 do not pass? What happens if they do? We can see the struggle for control. Where is the struggle for what is best for the education of our students? I submit to you that it is not in this bill. I strongly urge that you stop the proliferation of centralized bureaucracy created by this legislation.

EXHIBIT 4
DATE 2-3-95
HB 229

~~PENNSYLVANIA DEPARTMENT OF EDUCATION~~





95-R-1

Sponsors:
Amy Palmer
Chris Heggem

Vote Necessary: Majority

SENATE EDUCATION

EXHIBIT NO. 5

DATE 2/3/95

BILL NO. HB 229

Vote: Y 20 N 0 A 0
(Unanimous)

INTENT: To express ASMSU - Bozeman's opposition to House Bill 229, currently before the Montana Legislature.

WHEREAS: The Montana Board of Regents provides a necessary buffer between the students and the administration and between the students and the legislature.

WHEREAS: House Bill 229, in its form as of January 24, 1995, calls for an amendment to the Montana Constitution which would eliminate the Montana Board of Regents, the Montana Board of Education, and the Office of the Commissioner of Higher Education.

WHEREAS: House Bill 229, in its form as of January 24, 1995, calls for the Montana University System to be administered and governed by a State Advisory Commission under an Executive Branch's Department of Education.

THEREFORE BE IT RESOLVED: That the Associated Students of Montana State University - Bozeman stand firmly in opposition to House Bill 229, as written on January 24, 1995.

BE IT FURTHER RESOLVED: That the Associated Students of Montana State University - Bozeman support the existence of an autonomous Board of Regents.

BE IT FURTHER RESOLVED: That copies of this resolution be made available to the Legislature, the Board of Regents, the Commissioner of Higher Education, and the Montana Associated Students.

Thoughts about HB 229 and the Board of Regents and Article X, Section 9 of the Montana Constitution

-from Sheila Stearns, Chancellor, Western Montana College of The University
of Montana

HB 229 poses the question, should the people be asked to vote on a
Constitutional Amendment to eliminate the Board of Regents?

I present to you just a few of many reasons why I oppose this bill and urge you
to vote against it:

POLITICAL PRESSURE - The 1972 Constitution established some autonomy
for higher education because its large, powerful constituencies made for very
divisive lobbying among the units. For the last 23 years, the Board of Regents
has successfully minimized the "lone ranger" power plays between colleges
with powerful legislative delegations behind them.

POLITICAL Common Sense - I hear many legislators criticize the Regents for
decisions that are "bad timing", at best. Their timing is not always the best,
politically, but that is because their first concern is what is right for the students
and employees under their jurisdiction, not what is politically correct.

DONATIONS - For the past 23 years, private donations to all units of higher
education have increased, conservatively, ten-fold. I have never met with a
major donor who didn't ask if donations to the university have some insulation
from the legislative or executive branches. In other words, will their gift
simply offset the general fund, or will it truly make a difference in enhancing
quality of education? If the answer changes, fundraising will become far more
difficult.

TRUSTEES - Most colleges and universities have governing boards of trustees
who have fiduciary responsibility, who govern and also advocate for their units.
Higher education in Montana is very efficient in that all its units have only one
board. Just one.

HB 229 would take away the **one** board with governing authority over higher education. It specializes in our complex issues. We have been well served by the seven individuals appointed by the governor, from different sections of the state, who serve for no remuneration, who share their wisdom and commitment to our efforts. I believe it would be a serious mistake to trade our board for a single agency head, even with an advisory board. We already have advisory boards for almost every program in the university system. We appreciate their work tremendously but they don't have the authority of the Board of Regents to hold our large enterprise together.

DEDICATION - The Boards of Regents of my experience have dedicated at least 30 days a year to studying our budgets, programs, proposals, and above all, student needs. One of the seven Regents is a student, by statute. When tuition or fees are raised, Regents ensure that students have a voice in the process.

DUPLICATION - Most duplication in the university system occurred before the creation of the Board of Regents, in the free-wheeling earlier decades when raw political power or presidential finesse caused the proliferation of programs. Since 1972, addition of any program to any of our units is an extremely difficult process, carefully scrutinized by Regents who do indeed feel highly responsible and accountable to the people of Montana.

MANAGEMENT - Currently the Regents are reviewing many programs for elimination. Their management is generally, in my opinion, unheralded and unappreciated. They don't pay anyone to do public relations for them. If they did, they would be criticized, but it's too bad people don't know the extent to which they stress efficiency and collaboration, with just enough independence for the units to protect and encourage fundraising, economic development, and academic freedom.

OUR SCHOOL BOARD - Think of it this way: The Board of Regents is the only school board for higher education, with its nearly 30,000 students, 6000 employees, and nearly one-half billion dollar budgets (only a portion of which is general fund). Imagine if all the school boards in your counties were dissolved and all authority put in your Mayors' offices or the Governor's office. Your people would rise up in protest. Higher education only has **one** board. **Just one.** Let us keep it, without having to mount an expensive campaign to preserve Article X, Section 9 of the Montana Constitution.

STATEWIDE CAMPAIGN - We believe it is so important to have our own governing board, that if we must, we will use private funds that would otherwise improve the quality of education to take our case to the people of Montana. I have great confidence in the common sense of Montanans, but an educational campaign about a major change in the Montana Constitution is always difficult, expensive, and time-consuming.

ACCOUNTABILITY - Many people underestimate the extent to which the Regents carefully consider the recommendations and preferences of the legislature and the executive. This is partly because of the respect Regents have for these institutions and individuals, and partly because of the power of the purse. The system of checks and balances is solidly in place. The Board of Regents' power is not unbridled. Its units account for their expenditures to legislative audits every two years as well as to careful, thrifty scrutiny by the legislature and the Governor's Budget Office.

EFFICIENCY - The Board of Regents and the Commissioner of Higher Education have creatively and courageously restructured the University System in the past year to achieve greater efficiency and to improve quality and access for students. Benchmarking is helping us find ways to make every office and department in the system more efficient. Since we deliver a college education at a cost per student that is much lower than most other colleges and universities in the country, we must be doing something right in the way of efficiency, because we certainly can point with pride to many high-quality successes in students and programs throughout the Montana University System. Yet this proposal is offered to you, it seems, under the guise of efficiency. Just as it would be more efficient to do away with all your local school boards (or even a few of them), it would not be appreciated by the people of your communities. Higher education asks only to keep its **one** governing board. The authority of our board is always tempered by its dependence on the legislature for appropriations.

TUITION - Yes, Regents can raise tuition without legislative permission. Tuition is a growing but still small percentage of higher education's total budget. Tuition is never raised without consultation with students, legislators, parents, and other concerned parties. I've never known a Regent who liked raising tuition, or who voted for it without great reluctance. In my years of working with Regents, most of them would rather have a root canal than vote for higher tuition.

BLOOPERS - Finally, I was discussing this issue recently with several legislators who pointed out some of the dumb mistakes that the Board of Regents (or its colleges and universities and their leaders - myself included) have made over the years, including some silly, well-publicized recent events. They are always well-covered in the press.

PUBLIC SERVICE - What about their well-publicized foibles? When I am away from Helena, I spend a lot of time defending BOTH the Legislature and the Regents. Both are complex public governing bodies that work well 90% + of the time in the public interest. When they make mistakes, or one of their members does, it gets a lot of attention. I defend the Legislature, just as I do the Regents: "If only you knew all they accomplish, and how much effort they put in to working together in the interest of the people they serve, you might not be so critical."

IS IT SO BROKE IT NEEDS FIXIN'? The Board of Regents aren't perfect. But would an agency head within the executive branch be perfect or even a significant improvement? I don't think so. Are all your school boards and other governing boards on which you serve perfect? Probably not. But like the other schools in this state, higher education needs a board (**Just one!**) with some independence and governing authority. Let us keep it and not waste time and money on an expensive campaign to keep our "trustees".

ACCREDITATION - We are hearing from our major accrediting agency, the Northwest Commission on Schools and Colleges, that they have serious concerns about colleges and universities not having a governing board. This should be investigated far more carefully before an issue of this magnitude is submitted to a statewide vote.

THANK YOU if you have read this far, regardless of whether you agree with me. I have confidence that our fellow Montanans can understand this point of view and vote for it if you pass HB229. But the cost of our scarce time and dollars for such a campaign, which would first have to be privately raised, would be high and could be avoided. Thank you sincerely for considering my thoughts about this important issue to thousands of us involved in higher education.

Thanks!

Sheila Stearns
Western Mt College

SENATE EDUCATION

EXHIBIT NO. 7DATE 2/3/95

WHO SELECTS CHIEF
 EXEC. OFFICER OF
 HIGHER EDUC. INSTIT.

SOURCE OF
 GOVERNANCE
 AUTHORITY

NAME OF
 GOVERNING
 BOARD

HIGHER EDUC.
 INSTITUTION

STATE

Alabama	University of Alabama	Board of Trustees	16-47-34, Code of Alabama Art. XIV, Sec. 264, Alabama Const.	Self-perpetuating, i.e., members elect successors	Governing Board
Alaska	University of Alaska	Board of Regents	14.40.170, Alaska Statutes Art. VII, Sec. 3, Alaska Const.	Appointed by Governor	Governing Board
Arizona	University of Arizona	Board of Regents	15-1626, Arizona Revised Statutes Art. II, Sec. 5, Arizona Const.	Appointed by Governor	Governing Board
Arkansas	University of Arkansas	Board of Trustees	6-64-202, Arkansas Code Annotated	Appointed by Governor	Governing Board
California	University of California	Board of Regents	Art. 9, Sec. 9, California Const.	Appointed by Governor	Governing Board
Colorado	University of Colorado	Board of Regents	23-20-112, Colorado Revised Stats.	Elected	Governing Board
Connecticut	University of Connecticut	Board of Trustees	10a-104, General Statutes of CT	12 of 19 appointed by Gov.	Governing Board
Delaware	University of Delaware	Board of Trustees	14-5106, Delaware Code Annotated	8 appointed by Governor 20 elected by Board	Governing Board
Florida	University of Florida	Board of Regents	16 § 240.207 Statutes Annotated	Appointed by Governor	Governing Board
Georgia	University of Georgia	Board of Regents	Art. VIII, Sec. IV, Georgia Const. Title 32-121, Code of Georgia	Appointed by Governor	Governing Board
Hawaii	University of Hawaii	Board of Regents	Chapter 304-4, Hawaii Revised Stats.	Appointed by Governor	Governing Board
Idaho	University of Idaho	Board of Regents	33-2804, Idaho Code	Appointed by Governor	Governing Board
Illinois	University of Illinois	Board of Trustees	110 Illinois, Compiled Stats. Annot. 305/7	Elected	Governing Board
Indiana	Indiana University	Board of Trustees	20-12-23-2, Indiana Statutes Annot.	Appointed by Governor	Governing Board
Iowa	University of Iowa	Board of Regents	Sec. 262.9, Iowa Code Annotated	Appointed by Governor	Governing Board
Kansas	University of Kansas	Board of Regents	76-712, Kansas Statutes Annotated	Appointed by Governor	Governing Board

<u>STATE</u>	<u>HIGHER EDUC. INSTITUTION</u>	<u>NAME OF GOVERNING BOARD</u>	<u>SOURCE OF GOVERNANCE AUTHORITY</u>	<u>METHOD OF SELECTION</u>	<u>WHO SELECTS CHIEF EXEC. OFFICER OF HIGHER EDUC. INSTIT.</u>
Kentucky	University of Kentucky	Board of Trustees	164.131, Kentucky Revised Statutes	Appointed by Governor	Governing Board
Louisiana	Louisiana State University	Board of Supervisors	17:3351, Louisiana Revised Statutes	Appointed by Governor	Governing Board
Maine	University of Maine	Board of Trustees	20-A 10952, Maine Rev. Stats. Annot.	Appointed by Governor	Governing Board
Maryland	University of Maryland	Board of Regents	12-104, Annotated Code of Maryland	Appointed by Governor	Governing Board
Massachusetts	University of Massachusetts	Board of Trustees	75-1A, Mass. General Laws Annot.	Appointed by Governor	Governing Board
Michigan	University of Michigan	Board of Regents	390.3 & 390.5, Mich. Compiled Laws Art. 8, Sec. 5, Mich. Const.	Elected	Governing Board
Minnesota	University of Minnesota	Board of Regents	Art. 13, Sec. 3, Minnesota Const.	Appointed by Legislature	Governing Board
Mississippi	University of Mississippi	Board of Trustees	Art. 8, Sec. 213-A, Miss. Const. 37-101-1, Mississippi Code	Appointed by Governor	Governing Board
Missouri	University of Missouri	Board of Curators	172.100, Missouri Revised Stats. Art. IX, Sec. 9(a), Missouri Const.	Appointed by Governor	Governing Board
Montana	University of Montana	Board of Regents	20-25-301, Montana Code Annot. Art. X, Sec. 9(2)(a), Montana Const.	Appointed by Governor	Governing Board
Nebraska	University of Nebraska	Board of Regents	85-106, Revised Nebraska Stats.	Elected	Governing Board
Nevada	University of Nevada	Board of Regents	Art. 11, Sec. 4 Nevada Const. Chapter 296, Nev. Revised Statutes	Elected	Governing Board
New Hampshire	University System of N.H.	Board of Trustees	Chapter 187-A:16, N.H. R.S.A.	11 of 25 appointed by Gov.	Governing Board
New Jersey	Rutgers-The State Univ. of N.J.	Board of Governors	18A:65-25	6 of 11 appointed by Gov.	Governing Board
New Mexico	University of New Mexico	Board of Regents	21-7-3, N.M. Statutes Annot.	Appointed by Governor	Governing Board
New York	State University of New York	Board of Trustees	Book 16, Sec. 207, Education Law, Consolidated Laws of N.Y.	Selected by Legislature	Governing Board
North Carolina	University of North Carolina	Board of Governors	Chapter 116-11, Gen Stats. of N.C.	Selected by Legislature	Governing Board

EXHIBIT 7
DATE 2-3-95
HB 229

WHO SELECTS CHIEF
EXEC. OFFICER OF
HIGHER EDUC. INSTIT.

METHOD OF
SELECTION

SOURCE OF
GOVERNANCE
AUTHORITY

NAME OF
GOVERNING
BOARD

HIGHER EDUC.
INSTITUTION

STATE

North Dakota	North Dakota University System	Board of Higher Educ.	15-10-17 N.D. Century Code	Appointed by Governor	Governing Board
Ohio	Ohio State University	Board of Trustees	Chapter 3335, Ohio Rev. Codes	Appointed by Governor	Governing Board
Oklahoma	University of Oklahoma	Board of Regents	Art. 13 § 8, Oklahoma Const. 70 § 3305, OK Stat. Annot.	Appointed by Governor	Governing Board
Oregon	Oregon State System of Higher Education	State Board of Higher Education	Chapter 351, Oregon Rev. Stats.	Appointed by Governor	Governing Board
Pennsylvania	Penn State University / University of Pittsburgh	Board of Trustees	Title 24 § 2541, PA Stats. Annot., CES	Some appointed, some ex-officio, some private nominations	Governing Board
Rhode Island	University of Rhode Island	Board of Governors	16-32-2 & 16-59-4, Gen Laws of R.I.	Appointed by Governor	Governing Board
South Carolina	University of South Carolina	Board of Trustees	59-117-10, Code of Laws of S.C.	Selected by Legislature	Governing Board
South Dakota	South Dakota University System	Board of Regents	Art. XIV, Sec. 3, S.D. Const. 13-49-3, S.D. Codified Laws	Appointed by Governor	Governing Board
Tennessee	University of Tennessee	Board of Trustees	49-9-209, Tenn. Code Annot.	Appointed by Governor	Governing Board
Texas	University of Texas	Board of Regents	65.31, Texas Code Annotated	Appointed by Governor	Governing Board
Utah	University of Utah	Board of Regents	53B-1-103, Utah Code Annotated	Appointed by Governor	Governing Board
Vermont	University of Vermont	Board of Trustees	Title 16, Chapter 75	Selected by Legislature (9) Appointed by Gov. (3)	Governing Board
Virginia	University of Virginia	Board of Visitors	23-76, Code of Virginia	Appointed by Governor	Governing Board
Washington	University of Washington	Board of Regents	28B.20.130, Rev. Code of Wash. Annot.	Appointed by Governor	Governing Board
West Virginia	University of West Virginia	Board of Trustees	18B-2-3, W.Va. Code	Appointed by Governor	Governing Board
Wisconsin	University of Wisconsin	Board of Regents	36.09, Wisc. Stats. Annot.	Appointed by Governor	Governing Board
Wyoming	University of Wyoming	Board of Trustees	Art. 7, Sec. 17, Wy. Const. 21-17-203, Wy. Stats. Annot.	Appointed by Governor	Governing Board

SENATE EDUCATION

EXHIBIT NO. 8

DATE 2/3/95

BILL NO. SJR 8

-
Amendments to Senate Joint Resolution No. 8
First Reading Copy

Requested by Senator Emerson
For the Senate Committee on Education and Cultural Resources

Prepared by Eddye McClure
February 2, 1995

1. Title, line 5.

Strike: "SATURDAY"

Insert: "SUNDAY"

Page 1, line 27.

Strike: "Saturday"

Insert: "Sunday"

2. Page 1, line 30.

Following: "each"

Strike: "of"

Insert: "tribe or tribes located on"

DATE- 2/3/95

SENATE COMMITTEE ON Education

BILLS BEING HEARD TODAY: SB 25

< ■ > PLEASE PRINT < ■ >

Check One

Name	Representing	Bill No.	Support	Oppose
Henry Dahlke	1019-8th Ave So th GE	25	X	
Don Waldron	MREA	^{HB 229} AB 25	X	
Steve Sniezek	ASMSU - Bozeman	HB 229		X
Manly Gillman	ASMSU - Billings	HB 229	X	
Paul Gray	OPF	HB 25	X	
Terry Minow	ME-T	HB 229		X

VISITOR REGISTER

PLEASE LEAVE PREPARED STATEMENT WITH COMMITTEE SECRETARY