

MINUTES

**MONTANA HOUSE OF REPRESENTATIVES
54th LEGISLATURE - REGULAR SESSION**

COMMITTEE ON EDUCATION & CULTURAL RESOURCES

Call to Order: By **CHAIRMAN ALVIN ELLIS, JR.**, on March 3, 1995,
at 3:00 p.m.

ROLL CALL

Members Present:

Rep. Alvin A. Ellis, Jr., Chairman (R)
Rep. Peggy Arnott, Vice Chairman (Majority) (R)
Rep. Vicki Cocchiarella, Vice Chairman (Minority) (D)
Rep. Matt Denny (R)
Rep. H.S. "Sonny" Hanson (R)
Rep. Dan W. Harrington (D)
Rep. Jack R. Herron (R)
Rep. Joan Hurdle (D)
Rep. Sam Kitzenberg (R)
Rep. Gay Ann Masolo (R)
Rep. Norm Mills (R)
Rep. William Rehbein, Jr. (R)
Rep. John "Sam" Rose (R)
Rep. George Heavy Runner (D)
Rep. Debbie Shea (D)
Rep. Richard D. Simpkins (R)
Rep. Diana E. Wyatt (D)

Members Excused: Rep. Bob Keenan (R)

Members Absent: None

Staff Present: Andrea Merrill, Legislative Council
Rena DeCrevel, Committee Secretary

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

Committee Business Summary:

Hearing: SB 291, SJR 11
Executive Action: None

{Tape: 1; Side: A; Approx. Counter: 000; Comments: n/a.}

HEARING ON SB 291Opening Statement by Sponsor:

SEN. DELWYN GAGE, SD 43, Cut Bank, stated that the issue was to eliminate the provision in the law that says a tenured teacher must be rehired at the same salary. This would allow school boards to negotiate lower salaries instead of laying people off.

Proponents' Testimony:

Bob Anderson, Montana School Boards Association (MSBA), said that the MSBA drafted and passed a resolution a year ago that said the MSBA should seek to sponsor legislation to allow school districts to reduce tenure teacher salaries through collective bargaining. The statute sets the parameters for nearly 65% of school budgets across the state. School trustees need the responsibility and accountability to deal with this single increased expenditure.

Michael Keedy, MSBA, mentioned that questions were being raised regarding the constitutionality of SB 291. The current statutory definition of tenure embodies the concept of same salary and continued employment from year to year. It is legal and constitutional under the right circumstances for a school district not to renew the contract of a tenured teacher. It is unconstitutional for a school district to not renew a tenured teacher's contract and then say that it is unconstitutional for the district to retain the services of that teacher with his or her salary being reduced from time to time. SB 291 would apply to all tenured teachers on a prospective basis only.

{Tape: 1; Side: A; Approx. Counter: 510; Comments: NA.}

Alan Olson, Board of Trustees, Roundup School District, said the mill levy in their area has not passed and they are currently underfunded. SB 291 would leave them the option of working with their certified staff in negotiations.

Hank Adams, Arlee School District, supported the bill and stated that there needs to be a total lack of partisanship. The needs of the districts should be the priority. This issue should be decided at the local level.

Opponents' Testimony:

Eric Feaver, Montana Education Association, said that tenure is viewed as the grey wolf of public education with unrealistic fears and myths.

{Tape: 1; Side: B; Approx. Counter: 00; Comments: NA.}

He stated that tenure law first came about in 1912. Tenured teachers have not ruined or failed the children or the education system. He handed out and discussed data regarding teachers'

salaries in Montana. **EXHIBIT 1** He stated that in 1993 Montana teachers' salaries consumed only 35% of total school expenditures and added that people were trying to work on the problem, but that the problem is not the tenured teachers' salaries. He said that tenure does not protect the non-performing teacher, but that lazy, uncaring and unskilled administration protects the non-performing teacher. Case law or locally bargained agreements will provide teachers just cause in due process. The tenure statute only exists for same salary and not a way to keep a bad teacher in at any cost.

Terry Minow, Montana Federation of Teachers, said that SB 291 addresses a problem that is non-existent. Teachers are not overpaid and the complaints that are heard refer to the money spent on athletics or the administrative costs of running the schools. Most parents want more educational dollars going to teaching staff and less to everything else. This is an issue that needs to be addressed as a whole and not piece by piece.

Informational Testimony: None

{Tape: 1; Side: B; Approx. Counter: 280; Comments: NA.}

Questions From Committee Members and Responses:

REP. BILL REHBEIN asked **Ms. Minow** if she would object to an amendment to strike tenure and clean the bill up. She replied that she was not sure if it would fit in the title of the bill and questioned if this was the time to address the issue in the current session.

REP. DEBBIE SHEA asked **Mr. Keedy** to share with the committee his knowledge of the Supreme Court cases regarding tenure and same salary. He explained that in one of the cases the Montana Supreme Court upheld the legality of a school district to transfer an administrator to the classroom position for which he was professionally qualified as long as it did not reduce the salary of that particular employee. The section of the tenure statute that SB 291 addresses precluded the reduction in that particular employee's salary because she held a certified position. **Mr. Feaver** agreed with **Mr. Keedy** and added that as a result of that decision the legislature amended the tenure statute to provide that administrators could be returned to the classroom and their salaries could and would be reduced if certain fiscal situations made the school districts do that.

REP. DAN HARRINGTON asked **Mr. Anderson** to comment on the fact that many felt the MSBA was responsible for the type of poor legislation brought to the legislature in the current session. He responded that the MSBA does not look at this as a personal attack on teachers and pointed out that the major part of the budget is in teachers' salaries and benefits. He added that they are one of the major employers in every community in the state

and they are held to a high degree of accountability with the public's dollars.

REP. HARRINGTON commented that if he was a union representative around the state the MSBA would be sending out a signal with this type of legislation that they had better become very active collectively if they want to support their livelihood. **Mr. Anderson** commented that the MSBA members got signals from the legislature's actions that it wants an unbalanced bargaining field.

{Tape: 1; Side: B; Approx. Counter: 590; Comments: NA.}

REP. SAM ROSE asked the sponsor who the number one factor in the education of children was. **SEN. GAGE** answered that there are many differences in opinion but the number one factor should be the parent. As far as responsibility for the child getting an education the classroom teacher is number one.

{Tape: 1; Side: B; Approx. Counter: 635-785; Comments: REP. ROSE asked some questions that were not discernible on the tape.}

REP. JOAN HURDLE clarified that the sponsor was not on the school board at this time but that he was on the board for nine years from 1973-1982. She asked him if he visited each school each year when he was on the board and did the other board members visit also. **SEN. GAGE** replied that he visited each school each year but the others did not and they relied on the information of those who did see what was going on first hand at the schools.

REP. HURDLE asked the sponsor if there had been a decrease in the last ten years of the number of administrators in his school district. **SEN. GAGE** said there had been a decrease.

REP. SAM KITZENBERG inquired what the "caring" bills were that the MSBA supposedly had brought forward in the current session. **Mr. Anderson** stated that there seemed to be some personalization of whether or not trustees care about teachers when in fact they do very much. Other bills carried in this session do not relate to SB 291 at all.

{Tape: 2; Side: A; Approx. Counter: 00; Comments: NA.}

REP. REHBEIN asked what CTAS stood for and how the cost of living in Montana compared to other states in relation to teachers' salaries. **Mr. Feaver** replied that it stood for "classroom teacher average salary" and explained the ratio of salary and cost of living in comparison to the other states by walking the committee through page 3 and 11 of Exhibit 1.

REP. HARRINGTON commented that people who don't pay taxes get to vote on the same issues that the people who do pay taxes get to vote on and inquired who does not pay taxes. **Mr. Adams** replied that 80% of his district is owned the tribes and by treaty the

government came in and paid the taxes. The government is starting to back away from paying and now people are getting to vote on the issue whether or not they pay taxes.

REP. VICKI COCCHIARELLA asked **Mr. Waldron** who paid for the equity lawsuit when it was filed by underfunded schools. He said that the districts paid for it and taxpayer dollars did not contribute.

REP. COCCHIARELLA asked if the decision to support this legislation was unanimous and did they discuss in their budgets how they would plan for litigation as a result of this legislation. **Mr. Anderson** replied that it was and they did not plan for it as they do not anticipate it. **Mr. Keedy** stated that they allow for the possibility that the constitutional challenge could be raised. They are confident that the legislation would be found by the Montana Supreme Court to be constitutional.

{Tape: 2; Side: A; Approx. Counter: 595; Comments: NA.}

REP. HURDLE asked if there is money and the possibility of raises who makes the necessary decisions in this area. **Mr. Feaver** said that in most cases a proposition by the board to reduce salaries will be a proposal at the bargaining table. Collective bargaining would hopefully show equality.

REP. DICK SIMPKINS mentioned that a study in Illinois in 1991 showed that Montana salaries are better than the current study shows. **Mr. Feaver** said that some studies do show that Montanans have a higher level of effort than other states and in comparison to other efforts, the teachers are well compensated. But the factor of being ranked around 40 remains constant.

REP. SIMPKINS asked what the purpose of step increases was. **Mr. Anderson** explained that the purpose was for the person to get compensated with an increase for every year of experience and more education. **REP. SIMPKINS** mentioned that the purpose for tenure was for the teachers who have the experience that is valuable to the schools. **Mr. Anderson** stated that the idea behind tenure was initially to protect the academic freedom and was not necessarily tied to salary.

{Tape: 2; Side: B; Approx. Counter: 00; Comments: NA.}

REP. SIMPKINS asked if there were any lawsuits currently pending. **Mr. Anderson** stated that there was one lawsuit currently pending in Billings but he thought it was not based on same salary.

REP. SIMPKINS asked the sponsor if he thought that this bill was "sticking it to the teachers." **SEN. GAGE** replied that he did not think it was.

REP. MATT DENNY clarified that there were 160 districts in Montana that are not organized. **Mr. Feaver** stated that some of

those were as small as having only three teachers but that the vast majority of small schools do not have the needed bargaining unit. **REP. DENNY** said that if these employees were faced with a salary reduction wouldn't they get organized. **Mr. Feaver** agreed.

REP. GEORGE HEAVY RUNNER asked the sponsor if the school districts were behind the bill. **SEN. GAGE** said that he did not know as he did not consult anyone in education before he brought the bill forward.

{Tape: 2; Side: B; Approx. Counter: 130-145; Comments: REP. NORM MILLS asked a question that was not audible on the tape.}

REP. PEGGY ARNOTT asked how many school districts across the state have negotiated a zero increase and is there a record of how frequently teachers' salaries are frozen. **Mr. Anderson** replied that the average increase was 3.9% and said that the zero increase or freeze was happening with more frequency, but he did not have the statistics on that.

REP. ARNOTT asked if the MSBA would be in favor of an amendment that deleted tenure. **Mr. Anderson** said that the bill was not about deleting tenure and they would have some concerns about non-tenured teachers.

REP. ROSE asked what he thought of having the requirement to be a school board member and questioned what those requirements are currently. **Mr. Anderson** replied that the MSBA provides much training for their members and their trustees are dedicated unpaid volunteers and do a great job.

Closing by Sponsor:

SEN. GAGE said that there needs to flexibility with regard to school funding, and taxpayers and school board members are going to be grateful that SB 291 passed the legislature. This is not an anti-teacher bill and they would rather see a decrease in salary rather than let some teachers go.

{Tape: 2; Side: B; Approx. Counter: 485; Comments: NA.}

HEARING ON SJR 11

Opening Statement by Sponsor:

SEN. VIVIAN BROOKE, SD 33, Missoula, stated that this resolution recommended that a study be done by the Committee on Indian Affairs. What they hope the study would do is look at the state constitution and analyze how they are complying with recognizing the unique heritage of American Indians and expressing the state's commitment to preserving their cultural integrity.

Proponents' Testimony:

Wayne Buchanan, Board of Public Education, mentioned that this study would provide information that the board could use in determining policy in reference to educating Native Americans in the state.

Deborah Wetsit, faculty at the University of Montana, Montana Indian Education Association (MIEA), supported the resolution and submitted written testimony for herself and **Hankie and Gabriel Morgan from the University of Montana. EXHIBITS 2, 3 and 4**

{Tape: 3; Side: A; Approx. Counter: 30; Comments: Ms. Wetsit's testimony ran onto the beginning of the third tape.}

Dave Crofts, Deputy Commissioner of Higher Education (OCHE), supported the resolution because it reminds Montanans to know more about American Indian traditions.

Christine Kaufmann, Montana Human Rights Network, said that one of their missions is to value diversity and she supported the ideas of the resolution.

Scott Carlson, student at the University of Montana, said that education of the past is in the past and the need is to concentrate on the education of the future. Understanding can only be achieved through education.

Ellen Swaney, director of the American Indian Minority Achievement for OCHE and the Montana University System, stated that her duties in the university system include providing diversity training. She felt there is a lack of knowledge of American Indians and their culture. She said she was also representing the **Montana Chapter for American Indians in Higher Education (MCAIHE)** and read testimony on their behalf.

{Tape: 3; Side: A; Approx. Counter: 370-455; Comments: Ms. Swaney read testimony for the resolution from the MCAIHE;}

Larry LaCounte, professor, University of Montana, submitted written testimony. **EXHIBIT 5**

Kathleen Fleury, Indian Affairs Coordinator, Governor's Office, stated that the governor's office and administration is committed to recognizing and preserving American Indian cultural heritage and working with tribal governments at the government level. Through communication and education people will be better able to understand the issues that need to be worked on and improved. She said her job is to address issues affecting the Indian population in Montana. She acts as a liaison and advises both the governor and the tribal leaders. **REP. DICK SIMPKINS** asked a few questions to further clarify her duties.

Opponents' Testimony: None

SEN. DELWYN GAGE, Cut Bank, submitted a letter in support of this resolution dated March 6, 1995. **EXHIBIT 6**

Opponents' Testimony: None

Informational Testimony: None

Questions From Committee Members and Responses:

REP. MATT DENNY asked the sponsor why this was a resolution and not a change in the statute as it may be an ongoing problem and there was a greater chance of something being done about the issue if it was put into statute. **SEN. BROOKE** said that she was bringing up the concept of an interim study, and if the results of the study show they should go further and put something into statute, then the next legislature will deal with it.

{Tape: 3; Side: B; Approx. Counter: 00; Comments: REP. SAM ROSE asked a question that was not picked up as the tape was being turned over.}

Ms. Wetsit answered that there was a law and that it is optional and not required to include Indian course work.

REP. ROSE mentioned that he thought there was a strong recommendation from the Office of Public Instruction to keep the reservations more adjacent. **Ms. Wetsit** stated that it was repealed.

REP. SIMPKINS asked **Ms. Swaney** if the report from the Indian Affairs Office contained actual data concerning the state of the Native American education. She explained that there was a Plan for American Indian Education in Montana, written by educators, that gave recommendations for Indian education. There has not been an official response from the state. The plan has been updated every year but there is no mechanism to make sure people know what comes up in the studies.

REP. SIMPKINS stated that he thought the mechanism was there but someone just needs to put it into law and he suggested that the tribal leaders write to the governor and ask him to do that. He said that it seemed to him that when the constitutional responsibility is "watered out by jamming in all these other programs that we as a people are failing our responsibility." **Ms. Swaney** disagreed and said that looking at more than one culture broadens the view of all cultures.

REP. DENNY inquired what control the legislative education committee has over higher education curriculum. **SEN. BROOKE** said that they have very little control and that the Committee on Indian Affairs will work on the entities that start on line 16 of the resolution. Through that cooperative effort the findings and recommendations will be known and work can be done between and at all levels.

CHAIRMAN ELLIS asked **Andrea Merrill, Legislative Council**, how she saw this working through the funding process if passed. **Ms. Merrill** said that this study would be assigned to the Indian Affairs Committee that is funded by the legislature.

REP. DENNY voiced a concern that the studies are prioritized by the interim committees and this may not be on the top. **Ms. Merrill** explained that this study would not go on the general list because it is stated in the title that it would go straight to the Indian Affairs Committee and thus have a high priority.

REP. ROSE asked the sponsor how the composition of the committee is going to deal with the off-reservation population. **SEN. BROOKE** responded that there are also other Native Americans who have moved into Montana and don't have a tribe to call their own. She thought that the entire Native American population would be given attention and the emphasis is on how cultural integrity is being addressed within education institutions.

Ms. Wetsit said that there was not a need to distinguish one tribe from another and the issue covers the knowledge base of all Montana citizens about history.

{Tape: 3; Side: B; Approx. Counter: 525; Comments: NA.}

REP. NORM MILLS asked for an answer to the previous question regarding the fact that there is already a study that addresses this issue and why not put it into law instead of having another resolution. **SEN. BROOKE** stated that they needed to gather more hard data to back up the recommendations. **Ms. Wetsit** said that there is a document that was developed by asking educators to come together and bring forward their concerns. There was a list of recommendations not supported by data that would say how well the education system is doing. If they are not doing well then the study will show that and the recommendations will be brought before the next legislature.

REP. BILL REHBEIN asked **SEN. BROOKE** what the study was going to cost. She replied that she did not know.

{Tape: 3; Side: B; Approx. Counter: 750-820; Comments: REP. GEORGE HEAVY RUNNER attempted to explain the concern voiced by REP. MILLS. This reply was not audible on the tape.}

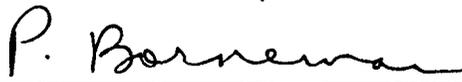
Closing by Sponsor:

SEN. BROOKE stated that it would be wise to look at what the educational institutions are teaching within the framework of the constitutional mandate. Many people support this resolution and there is enough merit to follow up on the issue.

ADJOURNMENT

Adjournment: 6:00 p.m.


ALVIN ELLIS, JR., Chairman


for ANDREA SMALL, Recording Secretary

AE/as

HOUSE OF REPRESENTATIVES

Education

ROLL CALL

DATE 3-3-95

NAME	PRESENT	ABSENT	EXCUSED
Rep. Alvin Ellis, Jr., Chairman	X		
Rep. Peggy Arnott, Vice Chairman, Majority	X		
Rep. Vicki Cocchiarella, Vice Chair, Minority	X		
Rep. Matt Denny	X		
Rep. Sonny Hanson	X		
Rep. Dan Harrington	X		
Rep. George Heavy Runner	X		
Rep. Jack Herron	X		
Rep. Joan Hurdle	X		
Rep. Bob Keenan			X
Rep. Sam Kitzenberg	X		
Rep. Gay Ann Masolo	X		
Rep. Norm Mills	X		
Rep. Bill Rehbein	X		
Rep. Sam Rose	X		
Rep. Debbie Shea	X		
Rep. Dick Simpkins	X		
Rep. Diana Wyatt	X		

EXHIBIT 1
DATE 3/3/95
SB 291

MONTANA TEACHERS' SALARIES

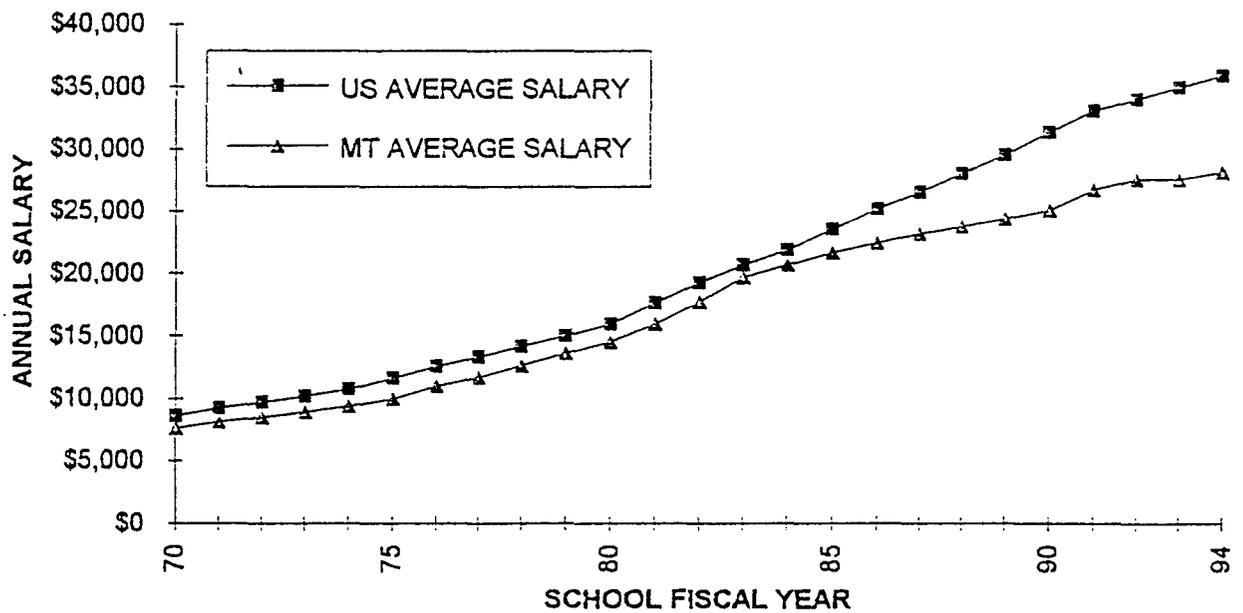
Information relevant to discussion of SB 291 (Gage)

House Education Committee, March 3, 1995

YEAR	CURRENT - US		CURRENT - MT		ANNUAL CHANGE DATA				DOL DIF	
	US AVG \$	US \$ GAIN	MT AVG \$	MT \$ GAIN	MT % GAIN	MT % GAIN	MT % RANK	MT/US	MT/US	MT-US
1969-70	\$8,626	---	\$7,606	35	---	---	---	88.18%		(\$1,020)
1970-71	\$9,268	\$642	\$8,130	33	\$524	6.89%	BASE	87.72%		(\$1,138)
1971-72	\$9,705	\$437	\$8,529	32	\$399	4.91%		87.88%		(\$1,176)
1972-73	\$10,174	\$469	\$8,949	32	\$420	4.92%		87.96%		(\$1,225)
1973-74	\$10,770	\$596	\$9,428	31	\$479	5.35%		87.54%		(\$1,342)
1974-75	\$11,641	\$871	\$9,994	33	\$566	6.00%		85.85%		(\$1,647)
1975-76	\$12,600	\$959	\$11,044	30	\$1,050	10.51%		87.65%		(\$1,556)
1976-77	\$13,354	\$754	\$11,740	31	\$696	6.30%		87.91%		(\$1,614)
1977-78	\$14,198	\$844	\$12,668	30	\$928	7.90%		89.22%		(\$1,530)
1978-79	\$15,032	\$834	\$13,651	29	\$983	7.76%		90.81%		(\$1,381)
1979-80	\$15,970	\$938	\$14,537	28	\$886	6.49%		91.03%		(\$1,433)
1980-81	\$17,644	\$1,674	\$15,967	29	\$1,430	9.84%	32	90.50%		(\$1,677)
1981-82	\$19,274	\$1,630	\$17,770	29	\$1,803	11.29%	12	92.20%		(\$1,504)
1982-83	\$20,695	\$1,421	\$19,702	27	\$1,932	10.87%	8	95.20%		(\$993)
1983-84	\$21,921	\$1,226	\$20,690	25	\$988	5.01%	32	94.38%		(\$1,231)
1984-85	\$23,593	\$1,672	\$21,705	27	\$1,015	4.91%	39	92.00%		(\$1,888)
1985-86	\$25,186	\$1,593	\$22,482	31	\$777	3.58%	45	89.26%		(\$2,704)
1986-87	\$26,569	\$1,383	\$23,206	33	\$724	3.22%	43	87.34%		(\$3,363)
1987-88	\$28,034	\$1,465	\$23,798	38	\$592	2.55%	40	84.89%		(\$4,236)
1988-89	\$29,568	\$1,534	\$24,421	40	\$623	2.62%	45	82.59%		(\$5,147)
1989-90	\$31,391	\$1,823	\$25,081	40	\$660	2.70%	48	79.90%		(\$6,310)
1990-91	\$33,114	\$1,723	\$26,774	40	\$1,693	6.75%	14	80.85%		(\$6,340)
1991-92	\$34,084	\$970	\$27,590	39	\$816	3.05%	27	80.95%		(\$6,494)
1992-93	\$35,027	\$943	\$27,617	42	\$27	0.10%	35	78.84%		(\$7,410)
1993-94	\$35,958	\$931	\$28,210	43	\$593	2.15%	28	78.45%		(\$7,748)
AVG ANNUAL CHANGE		\$1,139	6.14%	\$859	5.65%					
TOTAL CHANGE		\$26,690	287.98%	\$20,080	246.99%			-9.72%		(\$71,087)

SOURCE: OPI, MEA, NEA & US DEPT OF LABOR-BLS.

**AVERAGE SALARIES FOR TEACHERS: US & MONTANA
1970 THROUGH 1994**



YEAR	CONSTANT (1970*)		ANNUAL CHGE		CONSTANT		(1970*)		ANNUAL		CHANGE DATA	
	US	AVG \$	US	CHGE	US	AVG \$	MT	CHANG	MT	%	RATIO	DOL DIF
	AVG \$		US \$	US %	MT	AVG \$	CHANG	CHANG	CHANG	CHANG	MT/US	MT-US
1969-70	\$8,626		--- BASE	---	\$7,606		---	BASE	---		88.18%	(\$1,020)
1970-71	\$8,878	\$252	2.92%		\$7,788	\$182	2.39%	\$182	2.39%		87.72%	(\$1,090)
1971-72	\$9,008	\$130	1.46%		\$7,916	\$128	1.64%	\$128	1.64%		87.88%	(\$1,092)
1972-73	\$8,891	(\$117)	-1.30%		\$7,820	(\$96)	-1.21%	(\$96)	-1.21%		87.95%	(\$1,071)
1973-74	\$8,475	(\$416)	-4.68%		\$7,419	(\$401)	-5.13%	(\$401)	-5.13%		87.54%	(\$1,056)
1974-75	\$8,395	(\$80)	-0.94%		\$7,207	(\$212)	-2.86%	(\$212)	-2.86%		85.85%	(\$1,188)
1975-76	\$8,591	\$196	2.33%		\$7,530	\$323	4.48%	\$323	4.48%		87.65%	(\$1,061)
1976-77	\$8,550	(\$41)	-0.48%		\$7,517	(\$13)	-0.17%	(\$13)	-0.17%		87.92%	(\$1,033)
1977-78	\$8,449	(\$101)	-1.18%		\$7,538	\$21	0.28%	\$21	0.28%		89.22%	(\$911)
1978-79	\$8,033	(\$416)	-4.92%		\$7,295	(\$243)	-3.22%	(\$243)	-3.22%		90.81%	(\$738)
1979-80	\$7,520	(\$513)	-6.39%		\$6,845	(\$450)	-6.17%	(\$450)	-6.17%		91.02%	(\$675)
1980-81	\$7,530	\$10	0.13%		\$6,814	(\$31)	-0.45%	(\$31)	-0.45%		90.49%	(\$716)
1981-82	\$7,750	\$220	2.92%		\$7,145	\$331	4.86%	\$331	4.86%		92.19%	(\$605)
1982-83	\$8,062	\$312	4.03%		\$7,675	\$530	7.42%	\$530	7.42%		95.20%	(\$387)
1983-84	\$8,190	\$128	1.59%		\$7,725	\$50	0.65%	\$50	0.65%		94.32%	(\$465)
1984-85	\$8,510	\$320	3.91%		\$7,826	\$101	1.31%	\$101	1.31%		91.96%	(\$684)
1985-86	\$8,920	\$410	4.82%		\$7,958	\$132	1.69%	\$132	1.69%		89.22%	(\$962)
1986-87	\$9,073	\$153	1.72%		\$7,924	(\$34)	-0.43%	(\$34)	-0.43%		87.34%	(\$1,149)
1987-88	\$9,195	\$122	1.34%		\$7,805	(\$119)	-1.50%	(\$119)	-1.50%		84.88%	(\$1,390)
1988-89	\$9,250	\$55	0.60%		\$7,641	(\$164)	-2.10%	(\$164)	-2.10%		82.61%	(\$1,609)
1989-90	\$9,312	\$62	0.67%		\$7,446	(\$195)	-2.55%	(\$195)	-2.55%		79.96%	(\$1,866)
1990-91	\$9,427	\$115	1.23%		\$7,627	\$181	2.43%	\$181	2.43%		80.91%	(\$1,800)
1991-92	\$9,427	\$0	0.00%		\$7,631	\$4	0.05%	\$4	0.05%		80.95%	(\$1,796)
1992-93	\$9,404	(\$23)	-0.24%		\$7,415	(\$216)	-2.83%	(\$216)	-2.83%		78.85%	(\$1,989)
1993-94*	\$9,404	\$0	0.00%		\$7,376	(\$39)	-0.53%	(\$39)	-0.53%		78.43%	(\$2,028)

AVG ANNUAL CHANGE

\$32 0.40%

-9.583 -0.08%

TOTAL CHANGE

\$526 5.92%

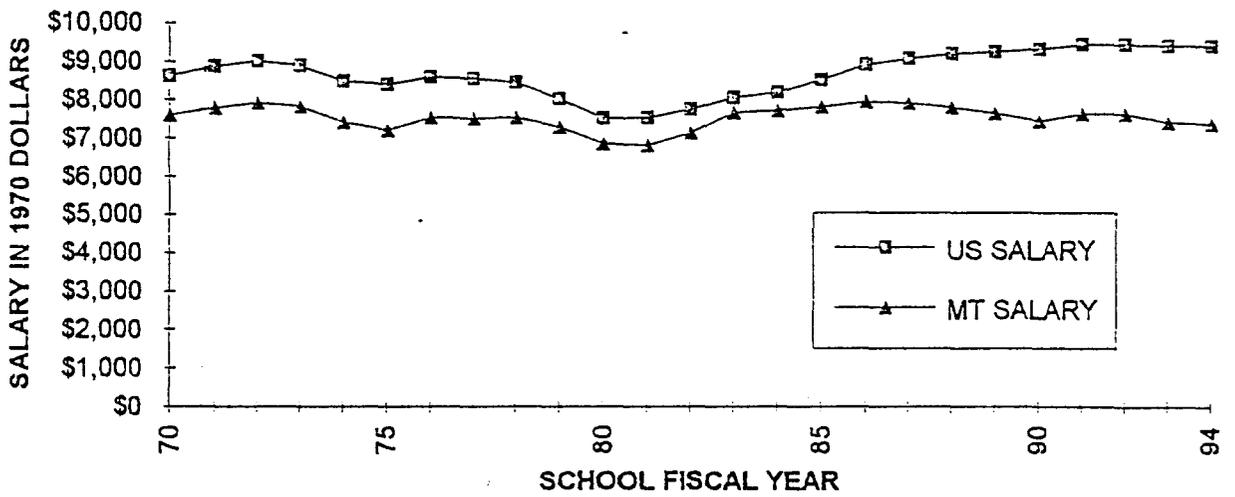
(\$412) -5.29% -9.74% (\$28,381)

SOURCE: OPI, MEA, NEA & US DEPT OF LABOR-BLS.

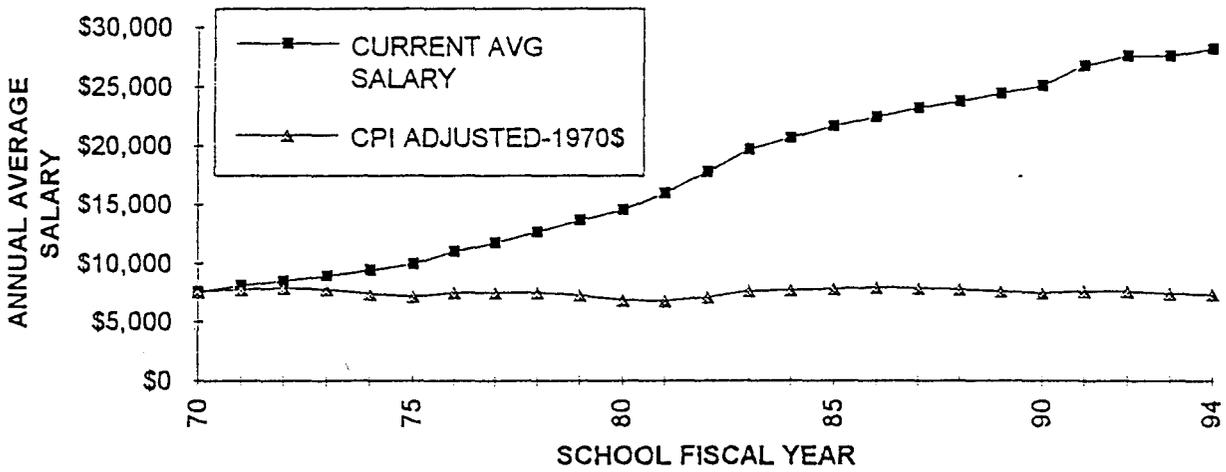
*PRELIMINARY DATA FOR CURRENT YEAR.

SOURCES: MEA-NEA OPI FILES, BLS CPI DATA (AVERAGE ANNUALIZED CPI-U, 1989 PROJECTED AT +5.0%).

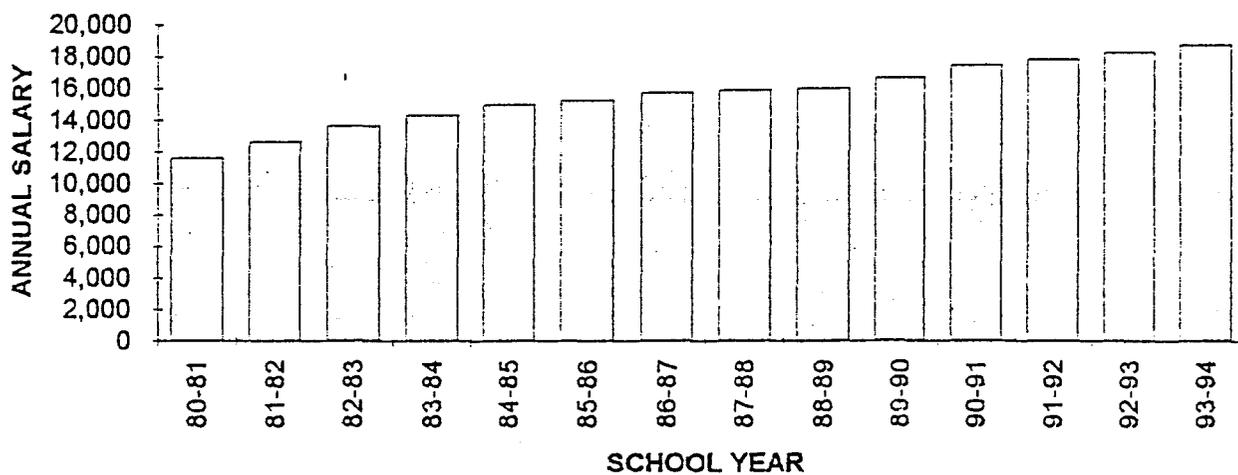
AVERAGE SALARIES FOR TEACHERS: US & MONTANA 1970 TO 1994 IN CPI ADJUSTED 1970 DOLLARS



AVERAGE SALARIES FOR MONTANA TEACHERS:
CURRENT & CPI ADJUSTED TO 1970



**AVERAGE BEGINNING SALARY FOR LARGER MONTANA
SCHOOL DISTRICTS (1ST CLS DISTRICTS:1980-1994)**



AVERAGE BEGINNING SALARIES FOR LARGER MONTANA
SCHOOLS DISTRICTS (1980-1994)

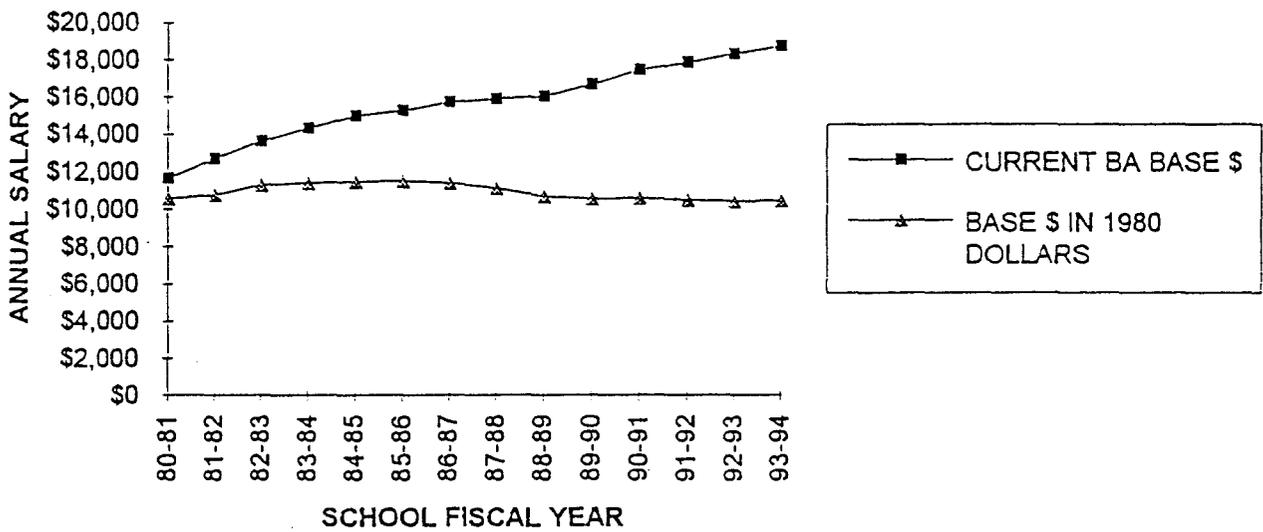


TABLE I-2

TRENDS IN THE AVERAGE SALARY, 1991-92 TO 1993-94

State	Average Salary						Percent Change		
	1991-92		1992-93		1993-94		1991-92	1992-93	1991-92
	to	Rank	to	Rank	to	Rank	1992-93	to	to
Connecticut	\$47,510	1	\$48,918	1	\$50,389	1	3.0%	3.0%	6.1%
Alaska	44,661	2	46,799	2	47,902	2	4.8%	2.4%	7.3%
New York	43,335	3	44,999	3	45,772	3	3.8%	1.7%	5.6%
New Jersey	41,027	4	43,476	5	45,582	4	6.0%	4.8%	11.1%
Michigan	40,631	5	43,901	4	45,218	5	8.0%	3.0%	11.3%
D.C.	39,673	7	39,046	9	43,014	6	-1.6%	10.2%	8.4%
Pennsylvania	38,715	9	41,215	6	42,411	7	6.5%	2.9%	9.5%
California	39,922	6	40,035	7	40,636	8	0.3%	1.5%	1.8%
Maryland	39,054	8	39,080	8	39,475	9	0.1%	1.0%	1.1%
Illinois	36,449	12	38,699	10	39,416	10	6.2%	1.9%	8.1%
Rhode Island	36,417	13	37,933	11	39,261	11	4.2%	3.5%	7.8%
Massachusetts	37,256	10	37,825	12	38,960	12	1.5%	3.0%	4.6%
Oregon	34,101	19	35,882	17	37,589	13	5.2%	4.8%	10.2%
Delaware	34,548	15	36,217	16	37,469	14	4.8%	3.5%	8.5%
Nevada	37,073	11	37,360	13	37,181	15	0.8%	-0.5%	0.3%
Wisconsin	35,227	14	36,477	14	36,644	16	3.5%	0.5%	4.0%
Hawaii	34,488	16	36,472	15	36,564	17	5.8%	0.3%	6.0%
Minnesota	34,451	17	35,093	19	36,146	18	1.9%	3.0%	4.9%
Ohio	32,932	24	34,805	22	35,912	19	5.7%	3.2%	9.0%
Washington	34,283	18	35,759	18	35,860	20	4.3%	0.3%	4.6%
Indiana	34,006	20	35,066	20	35,741	21	3.1%	1.9%	5.1%
Vermont	33,646	21	34,824	21	34,517	22	3.5%	-0.9%	2.6%
New Hampshire	33,170	22	33,931	23	34,121	23	2.3%	0.6%	2.9%
Colorado	33,072	23	33,541	24	33,826	24	1.4%	0.8%	2.3%
Virginia	31,875	25	32,306	25	33,472	25	1.4%	3.6%	5.0%
Florida	31,070	27	31,172	27	31,944	26	0.3%	2.5%	2.8%
Arizona	31,194	26	31,352	26	31,825	27	0.5%	1.5%	2.0%
Kansas	28,814	33	30,713	29	31,700	29	6.6%	3.2%	10.0%
Kentucky	30,869	28	31,115	28	31,639	28	0.8%	1.7%	2.5%
Maine	30,097	30	30,250	32	30,996	30	0.5%	2.5%	3.0%
Wyoming	30,425	29	30,317	30	30,954	31	-0.4%	2.1%	1.7%
Iowa	29,202	31	30,130	33	30,760	32	3.2%	2.1%	5.3%
West Virginia	27,366	41	30,301	31	30,549	33	10.7%	0.8%	11.6%
Texas	28,634	35	29,935	34	30,519	34	4.5%	2.0%	6.6%
Tennessee	28,621	36	28,960	38	30,514	35	1.2%	5.4%	6.6%
Missouri	28,882	32	29,382	35	30,324	36	1.7%	3.2%	5.0%
North Carolina	28,791	34	29,315	36	29,727	37	1.8%	1.4%	3.3%
Nebraska	27,231	42	28,754	40	29,564	38	5.6%	2.8%	8.6%
South Carolina	28,068	38	29,224	37	29,414	39	4.1%	0.7%	4.8%
Georgia	28,132	37	28,756	39	29,214	40	2.2%	1.6%	3.8%
Alabama	26,971	43	26,953	45	28,659	41	-0.1%	6.3%	6.3%
Arkansas	27,435	40	27,805	41	28,312	42	1.3%	1.8%	3.2%
Montana	27,590	39	27,617	42	28,200	43	0.1%	2.1%	2.2%
Utah	26,339	45	27,239	43	28,056	44	3.4%	3.0%	6.5%
New Mexico	26,242	46	26,532	46	27,922	45	1.1%	5.2%	6.4%
Idaho	26,345	44	27,011	44	27,756	46	2.5%	2.8%	5.4%
Oklahoma	25,291	48	26,361	47	27,612	47	4.2%	4.7%	9.2%
Louisiana	25,948	47	26,102	48	26,243	48	0.6%	0.5%	1.1%
North Dakota	24,495	49	25,211	49	25,506	49	2.9%	1.2%	4.1%
South Dakota	23,291	51	24,289	51	25,259	50	4.3%	4.0%	8.4%
Mississippi	24,367	50	24,367	50	25,153	51	0.0%	3.2%	3.2%
U.S. AVERAGE	33,927		35,004		\$35,813		3.2%	2.3%	5.6%
Virgin Islands	29,048		31,113		31,326		7.1%	0.7%	7.8%

TABLE I-13

**PERCENTAGE OF EDUCATIONAL EXPENDITURES DEVOTED TO
TEACHER SALARIES IN 1964-65 AND 1993-94**

State	Average		Total		Total		Percentage of		
	Teacher Salary		Teacher Salaries		Education Spanning		Educational Expenditures		
	1964-65	1993-94	(Millions)	(Millions)	1964-65	1993-94	1964-65	1993-94	Change
1 Connecticut	\$6,975	\$50,389	\$172	\$1,718	\$305	\$3,730	56.2%	46.1%	-10.2%
2 Illinois	6,809	39,416	586	4,414	1,032	9,999	56.8%	44.1%	-12.6%
3 Mississippi	4,103	25,153	81	703	146	1,626	55.8%	43.2%	-12.6%
4 Nevada	6,530	37,181	27	467	52	1,066	51.8%	43.0%	-8.9%
5 Oklahoma	5,160	27,612	115	1,077	200	2,512	57.5%	42.9%	-14.6%
6 Alabama	4,700	28,659	135	1,171	217	2,745	62.4%	42.7%	-19.7%
7 Rhode Island	6,251	39,261	40	398	70	934	56.8%	42.6%	-14.1%
8 Tennessee	4,850	30,514	145	1,434	246	3,366	58.9%	42.6%	-16.3%
9 Missouri	5,660	30,324	206	1,636	359	3,863	57.4%	42.3%	-15.0%
10 Arkansas	4,200	28,312	71	745	130	1,759	54.4%	42.3%	-12.1%
11 Kentucky	4,700	31,639	122	1,205	201	2,873	60.7%	42.0%	-18.8%
12 Wisconsin	6,125	36,644	219	2,035	394	4,865	55.6%	41.8%	-13.7%
13 Georgia	5,050	29,214	188	2,187	313	5,259	60.1%	41.5%	-18.6%
14 Kansas	5,587	31,700	134	958	223	2,333	60.1%	41.1%	-19.0%
15 Arizona	6,700	31,825	102	1,150	168	2,800	60.5%	41.1%	-19.4%
16 South Carolina	4,500	29,414	105	1,102	167	2,365	62.5%	41.0%	-21.5%
17 Maine	5,200	30,996	48	464	80	1,131	59.4%	41.0%	-18.4%
18 Minnesota	6,463	36,146	213	1,839	392	4,532	54.5%	40.6%	-13.9%
19 Massachusetts	6,950	38,960	304	2,267	478	5,590	63.5%	40.6%	-23.0%
20 Virginia	5,450	33,472	207	2,229	341	5,561	60.7%	40.1%	-20.6%
21 Texas	5,463	30,519	531	7,133	880	17,815	60.4%	40.0%	-20.3%
22 North Carolina	5,022	29,727	219	1,971	353	4,931	62.1%	40.0%	-22.1%
23 Indiana	6,530	35,741	284	1,948	496	4,900	57.3%	39.8%	-17.5%
24 Iowa	5,747	30,760	158	975	266	2,471	59.4%	39.5%	-20.0%
25 Colorado	6,025	33,826	123	1,147	212	2,909	57.8%	39.4%	-18.4%
26 Idaho	5,100	27,756	36	331	56	839	63.3%	39.4%	-23.9%
27 Delaware	7,450	37,469	40	239	64	610	63.0%	39.2%	-23.8%
28 New York	7,800	45,772	1,092	8,207	2,267	20,986	48.2%	39.1%	-9.1%
29 Maryland	6,727	39,475	195	1,804	342	4,617	57.1%	39.1%	-18.0%
30 Michigan	6,700	45,218	478	3,744	900	9,664	53.1%	38.7%	-14.3%
31 Utah	5,945	28,056	62	570	110	1,480	56.9%	38.5%	-18.4%
32 Hawaii	6,024	36,564	33	371	64	958	51.6%	38.4%	-13.3%
33 West Virginia	4,590	30,549	74	631	134	1,656	55.4%	38.1%	-17.3%
34 Nebraska	4,893	29,564	75	576	124	1,539	60.5%	37.4%	-23.0%
35 California	7,900	40,636	1,183	9,123	2,250	24,840	52.6%	36.7%	-15.8%
36 Ohio	6,025	35,912	531	3,695	978	10,098	54.3%	36.6%	-17.7%
37 New Hampshire	5,435	34,121	30	399	52	1,091	58.3%	36.6%	-21.7%
38 New Mexico	6,200	27,922	66	499	119	1,370	55.9%	36.4%	-19.4%
39 South Dakota	4,475	25,259	36	231	69	635	52.4%	36.3%	-16.1%
40 Alaska	7,016	47,902	18	362	38	999	46.4%	36.2%	-10.2%
41 Wyoming	5,975	30,954	25	204	46	569	54.8%	35.9%	-18.9%
42 Pennsylvania	6,150	42,411	515	4,256	975	11,875	52.8%	35.8%	-16.9%
43 Montana	5,600	28,200	43	289	87	806	48.9%	35.8%	-13.1%
44 Vermont	5,362	34,517	20	244	40	687	51.3%	35.6%	-15.7%
45 D.C.	6,800	43,014	31	241	53	681	59.7%	35.4%	-24.2%
46 Florida	6,140	31,944	284	3,587	465	10,150	61.0%	35.3%	-25.7%
47 New Jersey	6,598	\$45,582	380	3,787	706	10,864	53.8%	34.9%	-18.9%
48 Oregon	6,420	37,589	129	996	234	2,884	55.1%	34.5%	-20.6%
49 Louisiana	5,175	26,243	155	1,197	304	3,538	51.1%	33.8%	-17.3%
50 Washington	6,400	35,860	190	1,630	365	5,077	52.1%	32.1%	-20.0%
51 North Dakota	4,800	25,506	34	166	59	521	58.2%	31.9%	-26.3%
U.S. AVERAGE	\$6,196	\$35,813	\$10,200	\$90,200	\$19,100	\$230,800	53.4%	39.1%	-14.3%

Note: Expenditure data apply to current expenditures. Salary data exclude benefit costs.

TO: Eric Feaver
FROM: David Smith 
SUBJECT: CTAS and Base salaries
DATE: 12 October 1994

Reviewing Tom's recent report on salary data, I calculate as follows.

Ten years ago (in 1983-84), the CTAS was \$20,960 and the average base salary (for Class 1 schools) was \$14,340.

Last year, those had increased to a CTAS of \$28,210 and an average base salary of \$18,759.

However, adjusted for inflation, these increases disappear.

The current CTAS, when adjusted for inflation, is actually 5% less than the CTAS of ten years ago.

The current average base salary, when adjusted for inflation, is actually 10% less than the base salary of a decade ago.

I hope this information is what you were looking for. If not, let me know and I'll search further.

YEAR	US			MT			MT - ANNUAL MT CHGE -			-- INFLATION ADJUSTED "CONSTANT" 1980 PCI \$ --			MT		
	PCI	ANNUAL PCIS	US CHGE PCI%	PCI	RANK	PCIS	PCI%	%RANK	PCI	ANNUAL PCIS	US CHGE PCI%	PCI	ANNUAL PCIS	MT CHG PCI%	
1980	9,940	-- BASE --		8,924	34	-- BASE --		BASE	9,940	-- BASE --		8,924	-- BASE --		
1981	10,957	1,017	10.23%	9,881	35	957	10.72%	24	9,931	(9)	-0.09%	8,956	32	0.36%	
1982	11,497	540	4.93%	10,097	37	216	2.19%	46	9,816	(115)	-1.16%	8,621	(335)	-3.74%	
1983	12,223	726	6.31%	10,686	38	589	5.83%	40	10,029	213	2.17%	8,642	21	0.24%	
1984	13,333	1,110	9.08%	11,090	40	404	3.78%	48	10,427	398	3.97%	8,618	(24)	-0.28%	
1985	14,155	822	6.17%	11,316	43	226	2.04%	51	10,675	248	2.38%	8,466	(152)	-1.76%	
1986	14,907	752	5.31%	12,125	41	809	7.15%	12	11,017	342	3.20%	8,857	391	4.62%	
1987	15,638	731	4.90%	12,611	41	486	4.01%	36	11,238	221	2.01%	8,995	138	1.56%	
1988	16,615	977	6.25%	12,883	43	272	2.16%	48	11,562	324	2.88%	9,015	20	0.22%	
1989	17,690	1,075	6.47%	14,152	41	1,269	9.85%	3	11,787	225	1.95%	9,649	634	7.03%	
1990	18,667	977	5.52%	14,743	42	591	4.18%	30	11,786	(1)	-0.01%	9,648	(1)	-0.01%	
1991	19,163	496	2.66%	15,632	42	889	6.03%	3	11,613	(173)	-1.47%	9,473	(175)	-1.81%	
1992	20,105	942	4.92%	16,227	42	595	3.81%	24	11,822	209	1.80%	9,541	68	0.72%	
*1993	20,817	712	3.54%	17,322	40	1,095	6.75%	1	11,866	44	0.37%	9,874	332	3.48%	

SOURCE: US DEPT'S OF COMMERCE & LABOR-BLS, OPI, MEA & NEA.

* Recent years PCI data -- estimated.

5/2/94
 TO: MED PROOF STAFF
 & ERIC
 FR: TOM B
 RE: MAY 1 US Dept Commerce
 UPDATE ON PCI

Montana per capita income growth highest

WASHINGTON (AP) — Montana recorded the fastest growing per capita income in the nation last year, a 6.7 percent jump that compared with a national average of 3.5 percent.

The growth was credited to farm incomes and earnings in the nondurable manufacturing and services industries.

Even with the jump, however, Montana's per capita income of \$17,322 ranked only 40th in the nation. That compared to a aver-

age national per capita income of \$20,817.

The figures were released Thursday by the Commerce Department's Bureau of Economic Analysis.

The study found the Midwest floods had a major impact on income there. Five of the eight states with the slowest growth were hit by flooding last summer and suffered crop damage and uninsured losses to farm property.

By the Numbers

Educ Wk

12/14/94

Ranking the States

The National Education Association has released its annual report ranking the 50 states and the District of Columbia in a variety of education-related categories. Following are some excerpts for the 1993-94 school year: the number of pupils enrolled per teacher, average teacher salaries, and per-pupil spending. The statistics are for public elementary and secondary education, and the rankings are from highest (1) to lowest (51).

	Number of pupils enrolled per teacher	Average teacher salaries	Per-pupil spending
Alabama	20	41	48
Alaska	12	2	2
Arizona	5	28	46
Arkansas	22	45	49
California	1	9	36
Colorado	9	25	29
Connecticut	47	1	3
Delaware	27	14	11
District of Columbia	51	5	5
Florida	10	27	28
Georgia	30	34	42
Hawaii	18	15	17
Idaho	4	46	45
Illinois	20	11	27
Indiana	14	19	24
Iowa	33	32	26
Kansas	40	24	23
Kentucky	25	29	33
Louisiana	26	48	40
Maine	48	30	14
Maryland	14	10	12
Massachusetts	43	8	8
Michigan	6	6	13
Minnesota	17	16	20
Mississippi	13	50	50
Missouri	34	37	43
Montana	29	42	32
Nebraska	44	40	31
Nevada	7	23	35
New Hampshire	35	22	22
New Jersey	49	4	1
New Mexico	22	44	37
New York	46	3	4
North Carolina	30	38	34
North Dakota	37	49	41
Ohio	14	20	16
Oklahoma	35	47	47
Oregon	7	13	15
Pennsylvania	19	7	7
Rhode Island	45	12	10
South Carolina	22	39	39
South Dakota	38	51	38
Tennessee	10	36	44
Texas	32	35	30
Utah	2	43	51
Vermont	50	21	6
Virginia	38	26	25
Washington	3	18	19
West Virginia	42	33	20
Wisconsin	27	17	9
Wyoming	40	31	18

Sold type indicates level above the national average.

Information about purchasing copies of the report, "Rankings of the States, 1994," is available from the N.E.A. Professional Library, P.O. Box 509, West Haven, Conn. 06516; (800) 229-4200.

MONTANA INDIAN EDUCATION ASSOCIATION

P.O. Box 1018
Browning, MT 59417



March 3, 1995

Mr. Chairman and Members of the Committee:

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

My name is Deborah Wetsit and I am here to speak in favor of this bill. I am a faculty member in the School of Education at The University of Montana and I chair the Diversity Advisory Council which advises the President of this institution on cultural diversity issues. I also serve on the Board of Directors for the Montana Indian Education Association which is the largest American Indian organization in the State with a membership of over 400 educators of Indian and non-Indian people.

There are at least a couple of reasons for this particular requested interim study of the public schools' compliance with Article X, S 1, subsection (2) of the Montana Constitution, the role of American Indian studies in higher education, and the level of knowledge of the general public regarding American Indian issues. From the perspective of the Montana Indian Education Association, we have a strong history of being very concerned about the education of our children. Many of our tribal treaties with the United States government reflect the concerns of our grandfathers and include statements about educational services. I believe that we have reached a point that we continue to be concerned about American Indian children and their education and we are concerned about the education of all Montana citizens about American Indian history, culture and contemporary issues. This is one reason for this study -- a basic concern about the education of all students about American Indian history, culture and contemporary issues.

Secondly, there are 50,000 American Indian citizens in Montana with about half living on the seven Indian reservation located in this State. Nearly every school district in the State has American Indian students. Issues impacting American Indians arise daily. Policies that are made in this Legislature and implemented throughout the State impact American Indians continually. Decisions made by Congress and the U.S. Government about American Indians treaty rights impact the citizens of this State.

Last Spring there was a law & policy conference at The University of Montana. A number of prominent leaders from the legal profession and policy makers at various levels participated in this conference. Discussion at this conference raised some very important questions such as:

will be means a of determining what the Montana knowledge base is and provide the opportunity to look at possible options as to how we can convey the requisite knowledge. The Office of Public Instruction has begun exploring some curricular changes in its social studies curriculum and there are other curriculum efforts that exist at the national level which may provide some options for exploration. This study could provide a status report of how educated our citizenry is concerning this issue and it could provide options that would allow the State of Montana to address any shortfalls if they exist.

If I may conclude my remarks with a quote from Delegate Richard Champoux to the 1973 Constitutional Convention who said, "If there is ever to be a solution to the Indian problem in this country ...[i]t will only come about when our educational system provides the knowledge which is needed to understand and respect the cultural difference between us and the state helps to preserve and protect their cultural integrity."

I urge the Committee to vote "do pass" on this bill. Thank you.

EXHIBIT 3
DATE 3/3/95
SBR 11

March 3, 1995

Hankie Morgan
406 Bannack Court
Missoula, MT 59801
(406) 542-5257

Education and Cultural Resource Committee
C/O House of Representatives
State Legislature
Helena MT 59620

Article X, section 1 of the Montana Constitution guarantees equality of educational opportunity to each person in the state. The Constitution also recognizes the distinct and unique cultural heritage of American Indians and expresses the state's commitment to preserving that cultural integrity.

I am currently a third year law student at the University of Montana School of Law, and I am writing to support Joint Resolution No. 11 requesting an interim study on Public Schools' compliance with this section of the Montana Constitution. I feel this is a very important Bill.

The requested interim study in Joint Senate Resolution No. 11 will assess how well the state has lived up to this commitment. Many people in the state know little about American Indians, even at the law school level. Education about American Indians is important to dispel myths and misconceptions and to curtail ignorance.

Thank you for your time and consideration. I strongly urge a "do pass" for this interim study bill.

Respectfully,

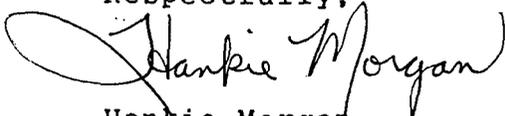

Hankie Morgan

EXHIBIT 4
DATE 3/3/95
SBR 11

March 3, 1995

Gabriel Morgan
406 Bannack CT
Missoula MT 59801

Education and Cultural Resource Committee
C/O House of Representatives
State Legislature
Helena MT 59620

I am a senior in the School of Forestry at the University of Montana. I am writing in support of the Joint Resolution No. 11. Article X, section 1, Subsection (2), of the Montana Constitution, requesting the committee on Indian Affairs to conduct a study of Public Schools' compliance with said article.

American Indians are the largest minority group in Montana. It is important to recognize the rich cultural diversity that American Indians offer to the state of Montana. It is imperative that we recognize and appreciate American Indian history, culture, and contemporary issues facing American Indians today.

A greater understanding and appreciation of cultural differences would foster unity and respect among the people in the state of Montana. Thank you for your time and consideration. I strongly urge a "do pass" for this interim bill.

Respectfully,


Gabriel Morgan

EXHIBIT 5
DATE 3/3/95
SBA 11

Montana Committee for AMERICAN INDIAN

HIGHER EDUCATION

Secretary/Treasurer
Patrick Weasel Head

Membership
Montana Tribal College
Presidents
Native American Studies
Program
Tribal Education Directors
Representatives of:
MIEA
MACIE
Montana Indian Students
Trio Programs
Office of the
Commissioner of
Higher Education
BIA Education Specialist

February 27th, 1995

Dear Educational and Cultural Resources Committee:

I am writing in testament for the need for the successful passage of Senate Joint Resolution No. 11.

Perhaps the best way I can express the need is to relate my personal experience at The University of Montana. I have been privileged to teach several classes for Native American Studies. One of the first things I do with a new class is get a feel for the students; where they come from, what their level of knowledge is and what it is they want from the class. I have rarely found anything but almost complete ignorance of the history or basis for contemporary issues facing Indian tribes or people and their non-Indian neighbors. Students interests range from the blind romantic to the openly hostile. The most hostile, and equally uninformed, student typically was raised on or near an Indian reservation.

One of the greatest joys in teaching these classes is to observe the change in attitude as students learn some factual information behind certain issues; hunting rights, water rights, the educational status, etc. Students rarely comprehend the concept and importance of treaties and how they relate to the legal basis within the U.S. Constitution.

I am not aware of a single student whose attitude has not grown more positive as their knowledge increased. As humans our hatred, our prejudices, are based more on our fears and misunderstandings than anything else. If we learn about other peoples, other beliefs, we quickly develop a level of understanding that results in first tolerance and ultimately respect. If we are to survive as a people in the next century, if we are to devote our energies to constructive social

advancement instead of the destructive hatred so often permeating our society today we must learn about our neighbors.

It is essential for the future good will of the state of Montana that we know, and insist upon, the education system is responsibly teaching about the cultural and linguistic diversity of our population so that we can work together for a positive future. It is crucial that our limited resources, our energies, be expended in a manner that is constructive for the advancement of all our citizenry to avoid the destruction too often present when ignorance is the guiding principle.

The Montana Committee for American Indian Higher Education urges the passage of SJR 11 as a step in assuring the intent of the law is being met in this most important issue.

Sincerely,



Larry LaCounte



MONTANA STATE SENATE

SENATOR DELWYN GAGE
SENATE DISTRICT 5
HOME ADDRESS:
BOX 787
CUT BANK, MONTANA 59427

COMMITTEES:
TAXATION
BUSINESS & INDUSTRY
RULES

EXHIBIT 6 CAPITOL STATION
DATE 3/3/95 HELENA, MONTANA 59620
SJR 11 PHONE (406) 444-4800
HOME PHONE (406) 873-4662

March 6, 1995

House Education Committee Members,

Senator Brooke presented SJR 11 before your committee a few days ago. This was a directive to the Indian Affairs Committee for a study during the next interim on looking at the way that the culture and education of Indian people in Montana is being accomplished and disseminated. Every interim the Indian Affairs Committee looks at topics to address. I have been on the Indian Affairs Committee for 12 years now and this topic has not been addressed in any kind of an organized effort. Certainly the lack of understanding of the Indian people is one of the causes of the problems they face in Montana. I am sure that the Indian Affairs Committee could at least give the Legislature by way of a report some understanding of the degree of effort in Montana to educate the non-Indian as well as the Indian people about the cultural background of the Native American people.

I do not think there should be any doubt in anyones mind that part of the problems faced by the Indian people is limited education. That is not to say that the fault in many cases is not their own but we do need some reprot to the legislature as to the severity of the educational problems of the Indian people in Montana. The resolution will have no fiscal impact as the Indian Affairs Committee will be meeting during the interim regardless of whether this passess or not. It is a worth while project for the Indian Affairs Committee and I ask that you do concue in this resolution.

Del Gage
Del Gage, Senator Dist 43

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education

COMMITTEE

DATE 3-3-95

BILL NO. S.B. 291

SPONSOR(S) Sen. Cragg

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	Support	Oppose
Wanda J. Kelly	MSBA	X	
HANK Adams	Arlee School Dist	X	
Terry Morrow	MET		X
Bob Anderson	MSBA	X	
Eric Weaver	MEA		X
Mike Barrett	Multiple VARIOUS written in comm PROJECTS 2-94 MEMBER		
Alan Olson	Roxbury School Board	X	
John Maher	M.F.T.		X

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

HR:1993

wp:vissbcom.man

CS-14

HOUSE OF REPRESENTATIVES
VISITORS REGISTER

Education

COMMITTEE

DATE 3-3-95

BILL NO. SJ 11

SPONSOR(S) Sen. Brode

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

NAME AND ADDRESS	REPRESENTING	Support	Oppose
Deborah Wetsit	MT INDIAN EDUCATION Assoc	✓	
Scott Carlson	STUDENT AT UNIVERSITY OF MONTANA	✓	
Ellen Swaney	OCHE/ACMA MCAHE	✓	
Jack Capps	OPI	✓	
Wayne Buchanan	BPE	✓	
RICHARD CROFTS	OCHE	✓	
Christine Kaufmann	Montanattorney Rights Network	✓	
Kathleen Fleury	INDIAN AFFAIRS SOU'S OFFICE	✓	

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HR:1993

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CS-14