

SUGGESTED PLANS FOR CONSOLIDATION OF MANHATTAN,
THREE FORKS, AND WILLOW CREEK SCHOOLS

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CHAPTER I

INTRODUCTION

The establishment of schools in Montana was authorized by the state constitution which states: "It shall be the duty of the Legislative Assembly of Montana to establish and maintain a general, uniform, and thorough system of public, free, common schools." (16:6) The Montana Committee on Public Elementary and Secondary School Organization and Finance disclosed there was a wide variance of educational opportunity in high schools in Montana. The basic structure of providing for educational needs through a system of high school districts which were not equal in their abilities to provide for a uniform education was the cause of this variance. (7:8) Many improvements had been made, but it is possible to make many more. (21:61) Knowledge of the preceding facts and of the trend toward school district consolidation as a method for providing better schools (4:17) led to the desire to undertake this study.

Statement of Problem

The problem concerned the study of the various factors involved in consolidation of Manhattan, Three Forks, and Willow Creek high schools. An attempt was made to determine which of the three plans proposed would offer a quality education in the most efficient and economical manner. The first plan proposed a four year high school at Logan. The second plan proposed a junior-senior high school at Logan and the third plan proposed a four year high school at Three Forks with only Three Forks and Willow Creek consolidating.

Needs

Excerpts from an article in the National Education Association Journal by James R. Killian, Jr. stated that "today more than ever before we need in the United States a wide variety of human talents. We need not only farmers and artisans and clergymen and lawyers; we also need painters, sculptors, nuclear scientists, business leaders, engineers, architects, economists, bankers, and politicians." (2:194)

The Committee on Curriculum Planning and Development of the National Association of Secondary School Principals devoted a whole chapter to each of ten needs in their report of a national survey of curriculum provisions and needs. They determined the needs of youth to be:

1. To develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.
2. To develop and maintain good health and physical fitness.
3. To understand the rights and duties of a citizen of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state, nation, and world.
4. To understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. To know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. To understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. To develop their capacities to appreciate beauty in literature, art, music, and nature.

8. To be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. To develop respect for other persons; to grow in their insight into ethical values and principles; and to be able to live and work co-operatively with others.

10. To grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding. (18:7-143)

It is felt that these needs would be best met by increased educational opportunities that could be offered by school district consolidation. In recent years, the national trend had been, according to Fitzwater (4:17), in the direction of consolidation.

The Peabody Report on the public schools of Montana asserts:

One of the more significant developments in American education following World War II has been the nationwide attention being given to school district organization. In state after state the numbers of school districts being maintained have been reduced so sharply that by 1958 fewer than 50,000 districts remained of the 103,000 districts operated in 1945-46. Montana has not kept pace with this movement. (20:15)

The National Education Association Research Bulletin of March, 1968 estimated the total school districts in 1968 at 21,704. Of these, 20,195 were operating school districts and 1509 were nonoperating school districts. (19:14)

Montana has been operating under a permissible plan of consolidation. (12:156) This plan was a type of enabling legislation which made it possible to consolidate but set no time limit and did not force districts to comply.

Montana's school laws seemed to provide a very workable system in the "horse and buggy" days. Homesteaders were coming in and pushing back to all parts of the county. Roads were poor or nonexistent and

travel very limited. Finally, most of the farm land was settled, and according to the records of the County Superintendent, there were seventy-seven elementary and high school districts in operation in Gallatin County in 1916. As of July 1, 1968, this number had been reduced to twenty-eight. With the continued improvement of roads and transportation facilities, it was felt that this number could be further reduced. (21:61) Children, the one indispensable item in all schools, were getting scarce in the far reaches of the county and still the people tenaciously hung onto their small school districts.

Many reasons for opposition to school district consolidation have been given by Grieder, Pierce, and Rosenstengel. (6:18-24) Three will be named here:

1. The grip of tradition respecting local districts is exceedingly strong. The idea of, "What was good enough for my father is good enough for me," persists in the attitudes of many persons.
2. Lacking experience with really good schools, many persons do not appreciate the educational advantages which large districts can furnish.
3. Other reasons which seem to account for resistance are refusal to face facts, sheer inertia, and an unwillingness to surrender one iota of local jurisdiction. When it comes to school district changes, even neighbors distrust each other.

Realizing that school district consolidation was very desirable, the Montana Legislature attempted in 1947 (7:5) and again, as a result of the Peabody Report of 1958, to pass comprehensive laws on consolidation. The legislation failed to pass, making it possible for districts with a small number of students to continue to exist.

Procedure

The first procedure was to examine literature to discover what was being accomplished in the direction of high school consolidation. Secondly, an attempt was made to find the answers to the following questions:

1. What would the probable number of students be in Three Forks, Manhattan, and Willow Creek Schools in 1973?
2. What were the transportation problems involved?
3. What was the financial structure and how would consolidation improve it?
4. What was the status of school plants and facilities?
5. What was the current curriculum and how would it be improved?

The research process was a fact finding survey conducted in the County Superintendent's office, the State Department of Public Instruction, and through personal interviews with school superintendents of the various districts involved. This information was presented to give a clear picture of the school districts as they existed and the effect consolidation would have on them.

Limitations

There was one private high school, Manhattan Christian, located in Churchill which was not considered. Grade schools were not researched except as they became pertinent to the study. Schools with large Indian enrollments were not considered because of involvement of Federal Funds. General fund budgets of school systems that had junior-high

organization were not used because of difficulty in establishing exact budget figures.

Definitions of Terms

The following terms were used in the development of this study. All definitions were taken from the Dictionary of Education, Carter V. Good, editor, (5) and from the School Laws of Montana. (10)

A. N. B.; the average number of regularly enrolled, full-time pupils attending a public school, or attending public schools in a school district as a whole; the average number belonging.

Assessed Valuation; the value placed on a building or other piece of real property for purposes of taxation.

Consolidated District; a school district formed by the abolition of two or more districts and the combining of their territory into a single district.

Consolidated School; an enlarged school formed by uniting small schools for the purpose of providing better school facilities and increased educational opportunities.

Debt, Bonded; that portion of indebtedness represented by outstanding bonds.

Debt, Capacity; the difference between the net outstanding debt of a school district and the maximum debt permitted by law.

District School; the territory that is under the supervision of a given school board regardless of the number of school buildings.

High-School District; a district organized and administered to provide education on the secondary level only.

Junior-Senior High School; a reorganized secondary school usually comprising grades seven to twelve and separated into an upper (or senior) and a lower (or junior) division.

Reorganization; the departure from the traditional eight-four, seven-four, or seven-five plan of school organization involving the shortening of the period of elementary education and the recognition of an upper and lower division of the period of secondary education.

Reorganized High School; an administrative term designating any secondary school in a system using the six-three-three or a similar variant, rather than the traditional eight-four.

A look at the future enrollments in the schools under study was attempted through the use of an enrollment projection. These projection figures provided a basis upon which consolidation plans were formulated.

CHAPTER II

SCHOOL POPULATION PROJECTIONS

In determining the school population of the three high schools concerned for the years up to 1973, a survival rate technique that was devised by Mr. Earl Fellbaum, associate Professor of Education at Montana State University, was used. This technique takes into account the factors of out-of-district enrollment, drop-outs at the high school level, retardation, and acceleration. This procedure assumed the population pattern for the future would be the same as that of the past.

The school populations of Manhattan, Three Forks, and Willow Creek for the years 1952 through 1962 were obtained from the County Superintendent of Schools. The pre-school census records of the three schools were also obtained from the County Superintendent's records for the years 1963 to 1968. It was assumed that all six-year-olds would enter the first grade in the year following their sixth birth date. Thus, the survival rate for first-graders was figured at 100 per cent. The method used to figure the survival rate for each year after the first grade was to add all of the first grades from 1952 through 1961 and divide this figure into the total number of second-graders from 1953 through 1962. The reason for leaving off the second-graders in 1952 was that there was no 1951 figure to determine how many of the first-graders of that year became second-graders in 1952. The reason for leaving off the first-graders in 1962 was that they would become second-graders in 1963 and there was no way of knowing how many of them survived to the second grade in 1963. The per cent of survival was, thus, obtained for each grade in all three

schools under study and was listed in Appendix A, B, and C, pages 66-68.

The census figures of all the pre-school children from 1963 to 1968 were obtained and the survival rate in per cent multiplied by the census figure of each year. This process determined the projected number of children for the following year in each grade. Where no census figures were available, an average of pre-school five-year-olds was taken and used for the census figure. These figures were also shown in Appendix A, B, and C, pages 66-68, for each school studied.

Research for this chapter was started in the school year, 1962-63, therefore, there were five years of actual enrollments that could be checked against the predictions made in this research. The figures showed the predictions five per cent high in 1963-64, six per cent high in 1964-65, one per cent high in 1965-66, one per cent low in 1966-67, and five per cent low in 1967-68. One reason for variance in 1966-67 was the fact that seventeen students from the private school located at Churchill transferred to Manhattan High School. This situation could have colored future enrollments at Manhattan.

The average high school enrollments for the years 1963 to 1973 was predicted at 321 students. This figure was used in planning enrollments, finances, building, and curriculum in this study. The breakdown of students by school would have been approximately 67 from Willow Creek, 123 from Manhattan, and 131 from Three Forks.

Projection figures, from Appendix A, B, and C, pages 66-68, were combined in Table 1 and showed 215 senior high students and 186 junior high students in the school year 1972-73 in the three schools being

studied. The breakdown by schools showed 48 senior high and 24 junior high students from Willow Creek, 80 senior high and 73 junior high students from Manhattan, and 87 senior high and 89 junior high students from Three Forks. These combined projected enrollments considered in consolidation plans to be proposed are shown in Table 1.

TABLE 1. COMBINED PROJECTED ENROLLMENTS IN 1972-73 TO BE CONSIDERED IN CONSOLIDATION PLANS FOR WILLOW CREEK, THREE FORKS, AND MANHATTAN

School	Grades				
	7 & 8	9	Jr. High	Sr. High	4-yr. High
Willow Creek	15	9	24	48	57
Manhattan	40	33	73	80	113
Three Forks	55	34	89	87	121
Totals	110	76	186	215	291

CHAPTER III

TRANSPORTATION

In studying the transportation problems involved in consolidating Manhattan, Three Forks, and Willow Creek schools, arrangements were made to travel each existing bus route with its respective driver. Mileage between stops, number of students picked up at each stop, total number of miles for each route, total travel time for each route, the passenger rating of each bus, and the longest time any student would have to be on a bus were ascertained. This information was shown in Figures 1-10, pages 14-23.

The longest route in Manhattan's district was found to be 40.5 miles for the Amsterdam route, Figure 1, page 14. Total time on this route was 50 minutes. The longest time any student rode on this bus was approximately 45 minutes, as the first student was picked up 2.7 miles after the bus left Manhattan. The shortest route in Manhattan's district was 22.8 miles for the Logan route, Figure 7, page 20. Total time on this route was 30 minutes with the longest riding time about 15 minutes, because the bus went straight to the end of the route and then picked up the children on the way back to Manhattan. This route would be changed in consolidation and these children picked up by buses coming from Three Forks, Willow Creek, and Manhattan to the proposed high school at Logan. Grade children could have been taken to Manhattan as the buses returned to Manhattan for the day. Total passenger capacity for Manhattan's buses was 192.

The longest route in the Three Forks district was 40.3 miles for the Madison route, Figure 2, page 15, total travel time being one hour

and fifteen minutes. The longest time any student spent riding on this bus was approximately 55 minutes, because the first child was picked up twenty minutes after the bus left Three Forks. The shortest route in the Three Forks district totaled 26.7 miles for the Lane route, Figure 10, page 23, with a total travel time of 40 minutes. The longest time any pupil rode was 30 minutes, more or less, as the first students were loaded on the bus 10 minutes after the bus left town. This route will change if reorganization plans are realized and the children from this route picked up by Willow Creek buses as they travel from Willow Creek through Three Forks to Logan. Total passenger capacity for Three Forks buses was 114.

The Willow Creek district's two buses traveled nearly the same distance, 17 and 25 miles respectively, and travel time was 35 and 40 minutes with the longest time a child spent on the bus, 30 minutes. Passenger capacity totaled 72 children for the Willow Creek buses.

If a four-year high school were to be built at Logan, Manhattan will need to bus 113 students, Three Forks 121, and Willow Creek 57 students. If a junior and senior high school were to be built at Logan, Manhattan will need to transport 153 pupils, Three Forks 176, and Willow Creek 72 pupils. Total passenger capacity needed if Three Forks and Willow Creek high schools consolidate will be none for Three Forks and 72 for Willow Creek.

CHAPTER IV

PLAN A

Plan A proposed consolidating Manhattan, Three Forks, and Willow Creek high school districts into one high school district, suggesting a centrally located high school at Logan. Grade schools for the three grade school districts would remain in their present locations.

Enrollments. The average high school enrollments for the years 1963 to 1973 was predicted at 321 students. (See page 9.) This figure was used in planning finances, buildings, and curriculum needs in the suggested high school.

Transportation. Manhattan's longest bus route was found to be the Amsterdam route, Figure 1, page 14, which was 46.4 miles. Three Forks' longest bus route was the Madison route, Figure 2, page 15, which was 46.5 miles. Willow Creek's longest bus route was the Sappington route, Figure 3, page 16, which was 43.6 miles. This included the extra distances each bus would have to travel to the central location. These distances posed no problem to consolidation with roads in their existing condition.

Total passenger capacity of the buses on hand and operating in the three districts was 378. It would be necessary to transport 57 students from Willow Creek, 113 from Manhattan, and 121 students from Three Forks, Table 1, page 10. Using the figures of the bus capacities of each school district, it was found that Willow Creek could bus 72 students, Manhattan 192 students, and Three Forks 114 students. Thus, one additional bus for Three Forks would be necessary if consolidation plans were realized. With the short distance of 6.2 miles, it

Figure 1

14

MANHATTAN DISTRICT

AMSTERDAM ROUTE

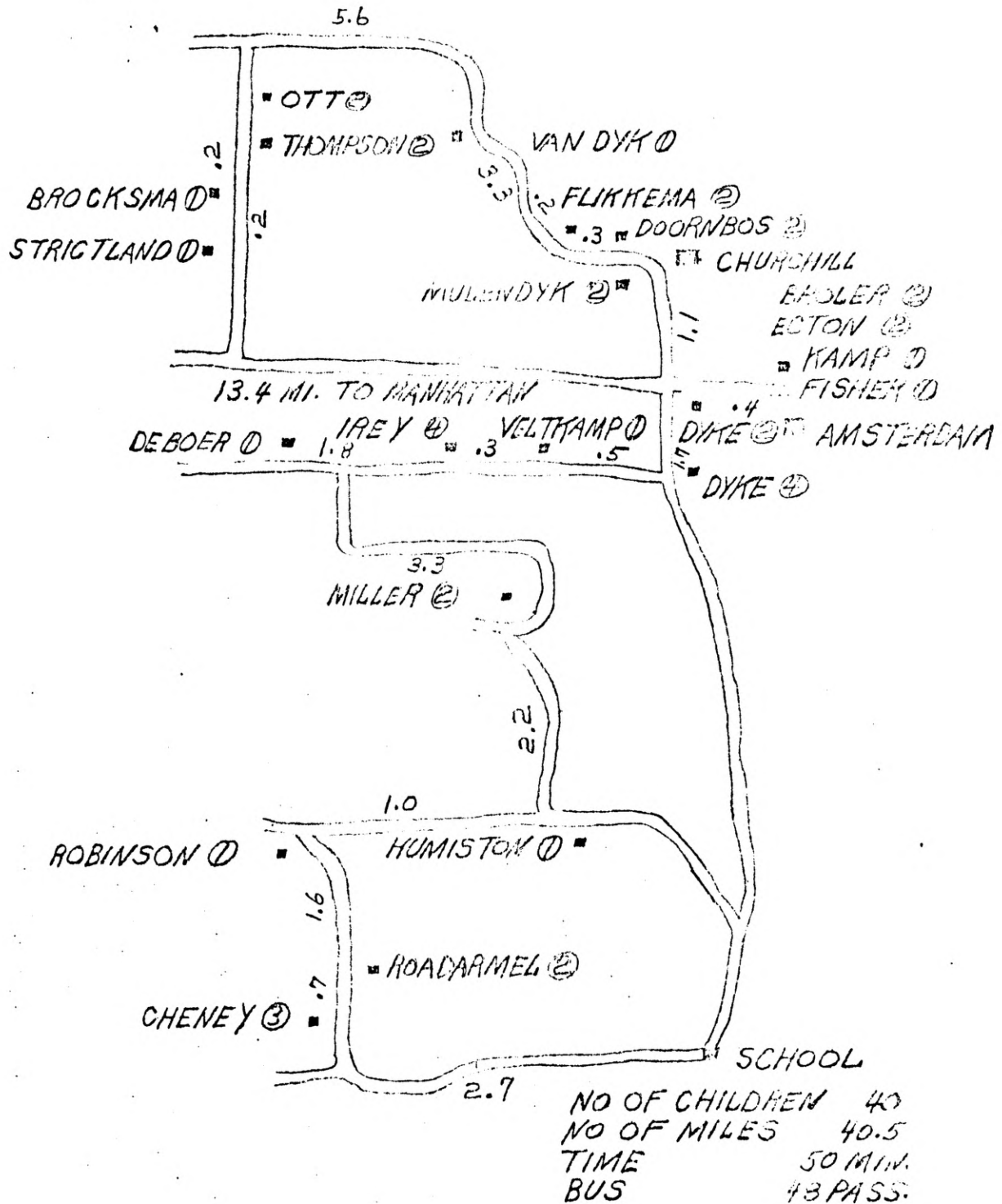
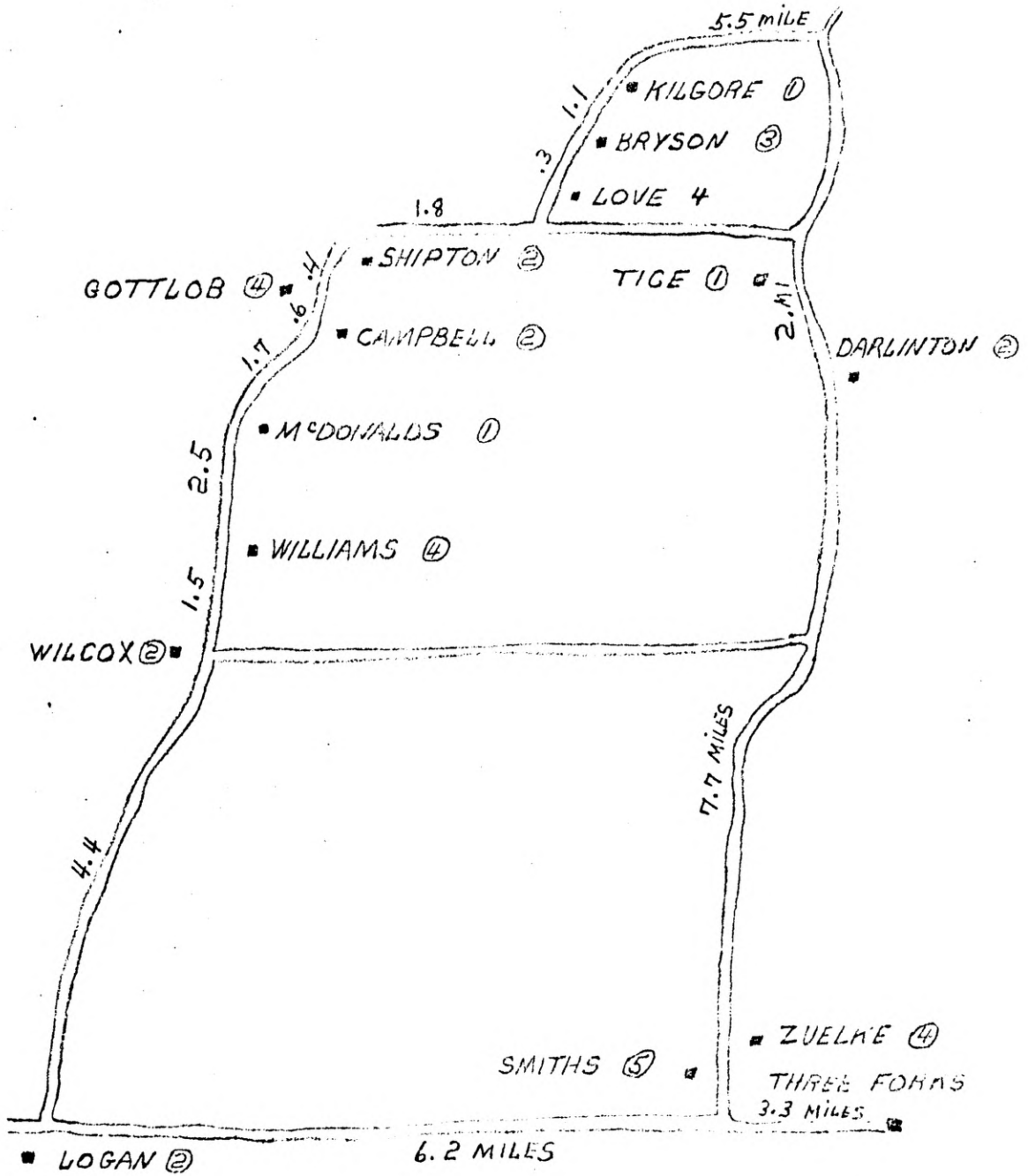


Figure 2

THREE FORKS DISTRICT

MADISON ROUTE

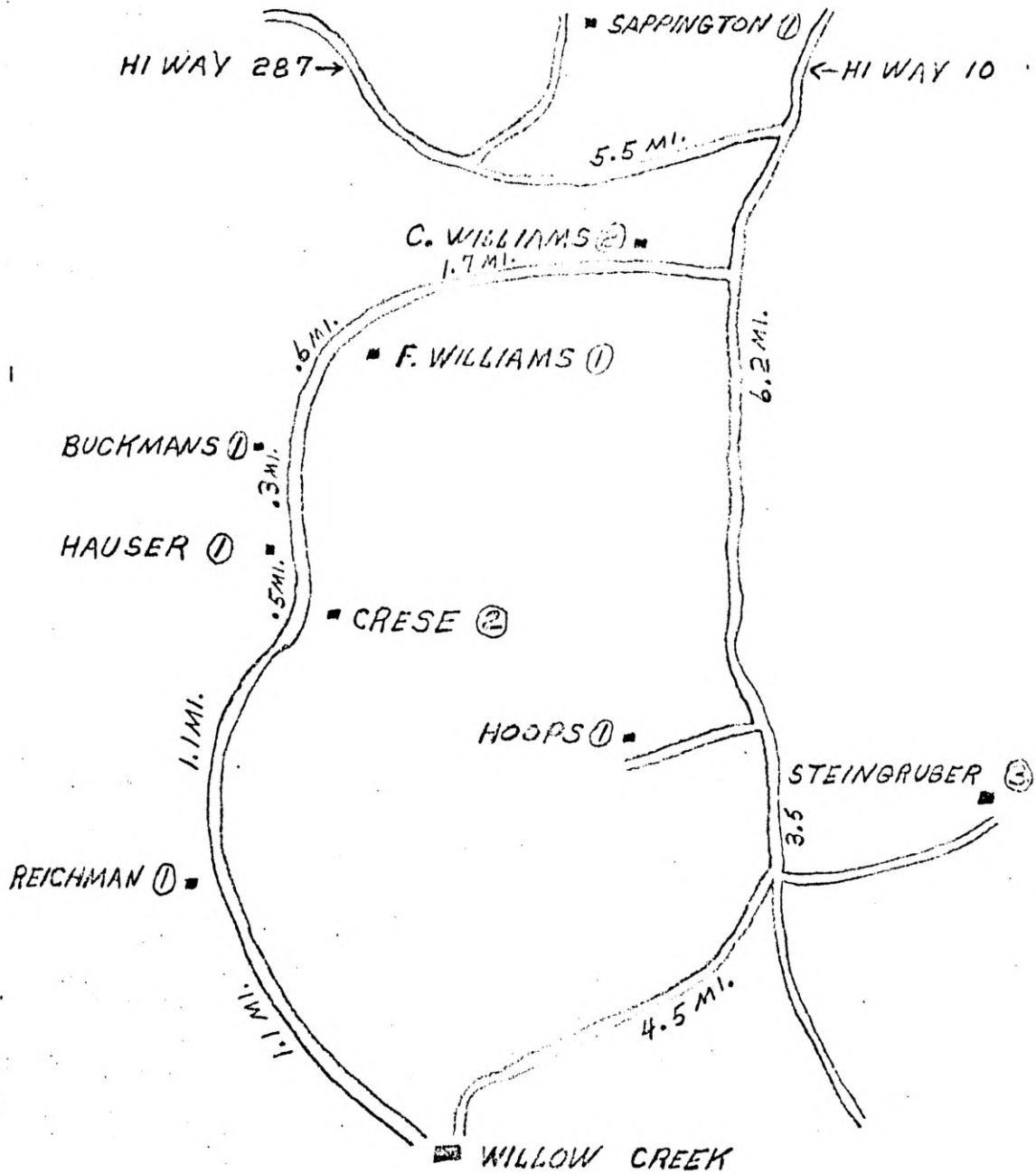


NO OF CHILDREN	37
NO OF MILES	40.3
TIME	1 HR 30 MIN.
BUS	36 PASS.

Figure 3

WILLOW CREEK DISTRICT

SAPPINGTON ROUTE

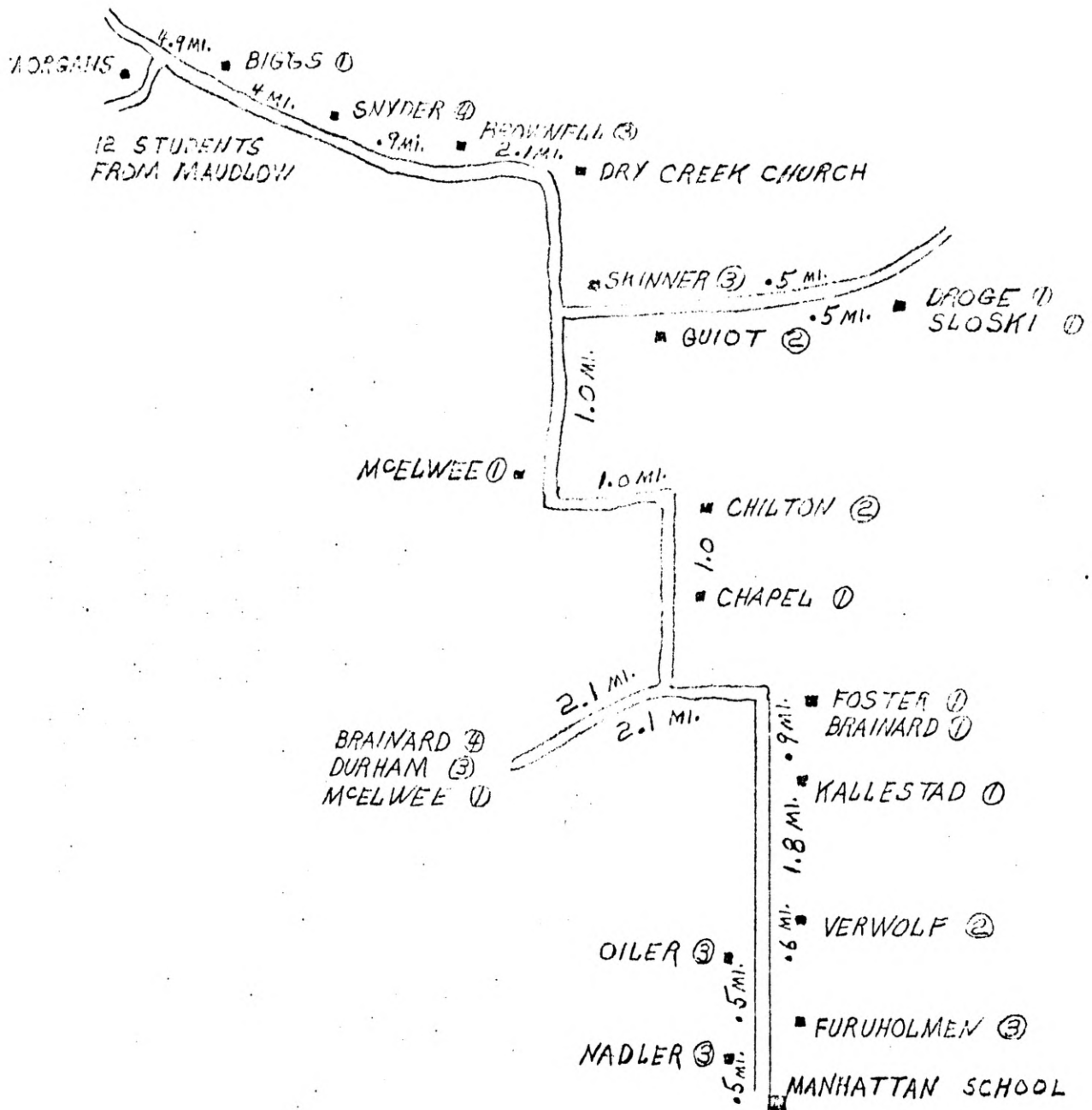


NO OF CHILDREN	13
NO OF MILES	25
TIME	40 MIN.
BUS	36 PASS

Figure 4

MANHATTAN DISTRICT

MAUDLOW ROUTE

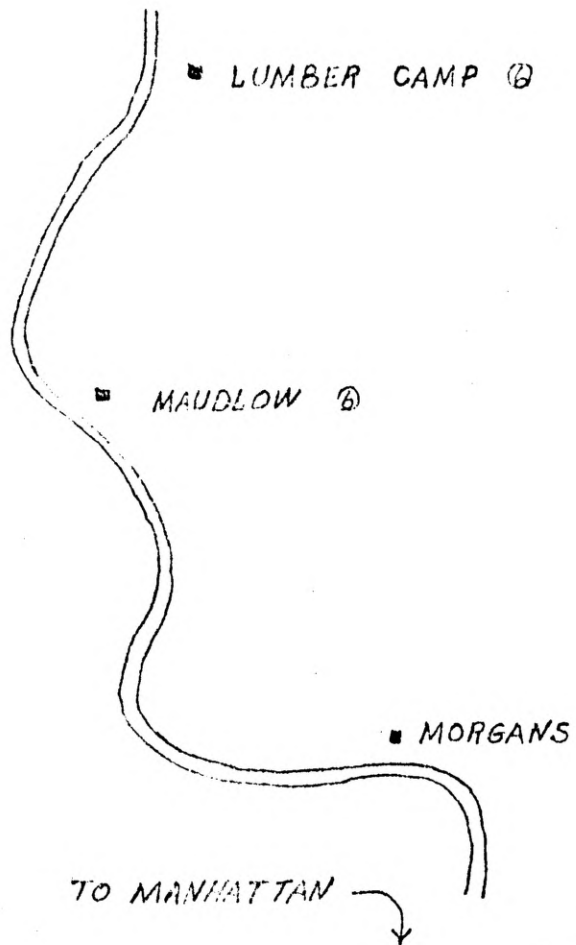


NO OF CHILDREN	53
MILES ONE WAY	20
TIME	50 MIN.
BUS	54 PASS

Figure 5

MANHATTAN DISTRICT

MAUDLOW LUMBER ROUTE

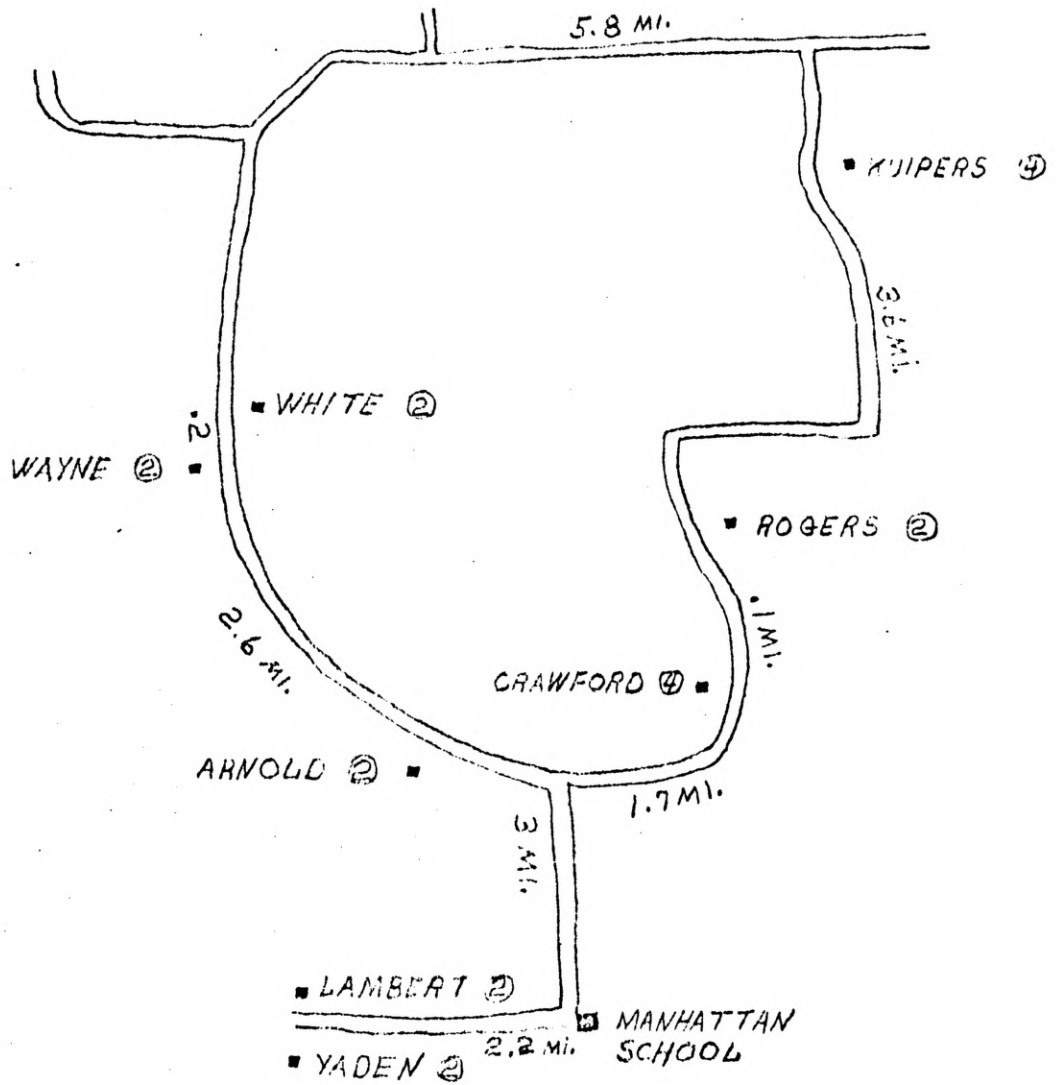


NO OF CHILDREN	12
MILES ONE WAY	10
TIME	20 MIN.
BUS	20 PASS.

Figure 6

MANHATTAN DISTRICT

BROKEN SHOE ROUTE

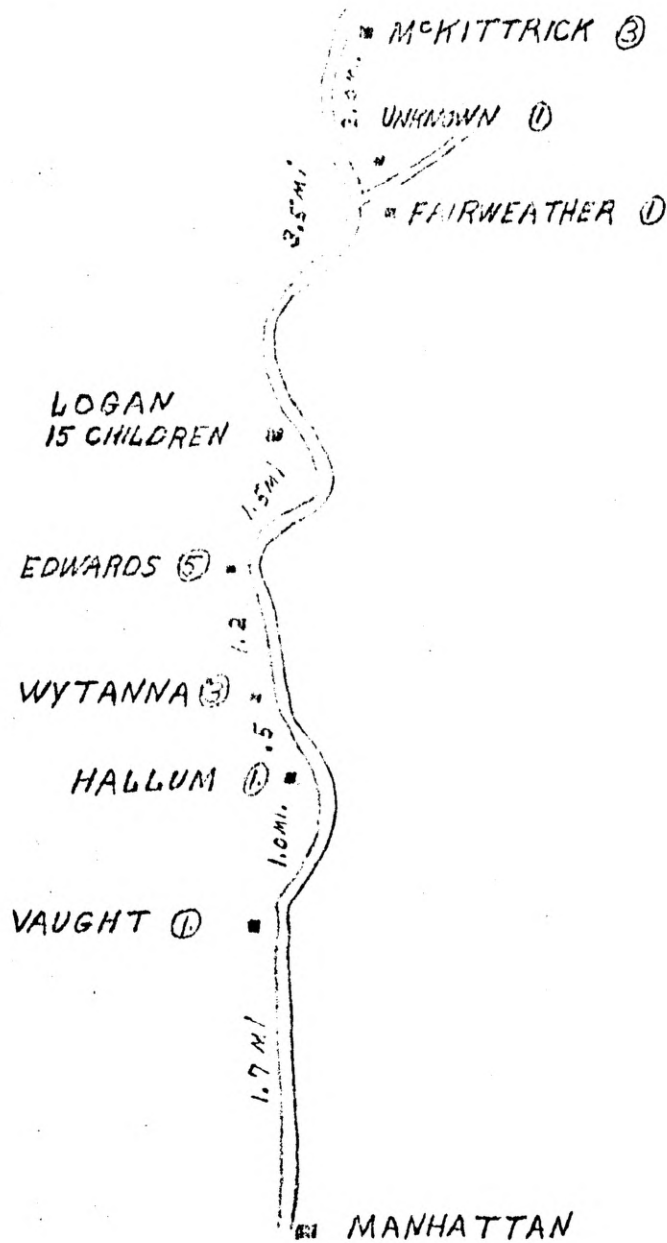


NO OF CHILDREN	20
NO OF MILES	19.2
TIME	40 MIN.
BUS	42 PASS.

Figure 7

MANHATTAN DISTRICT

LOGAN ROUTE

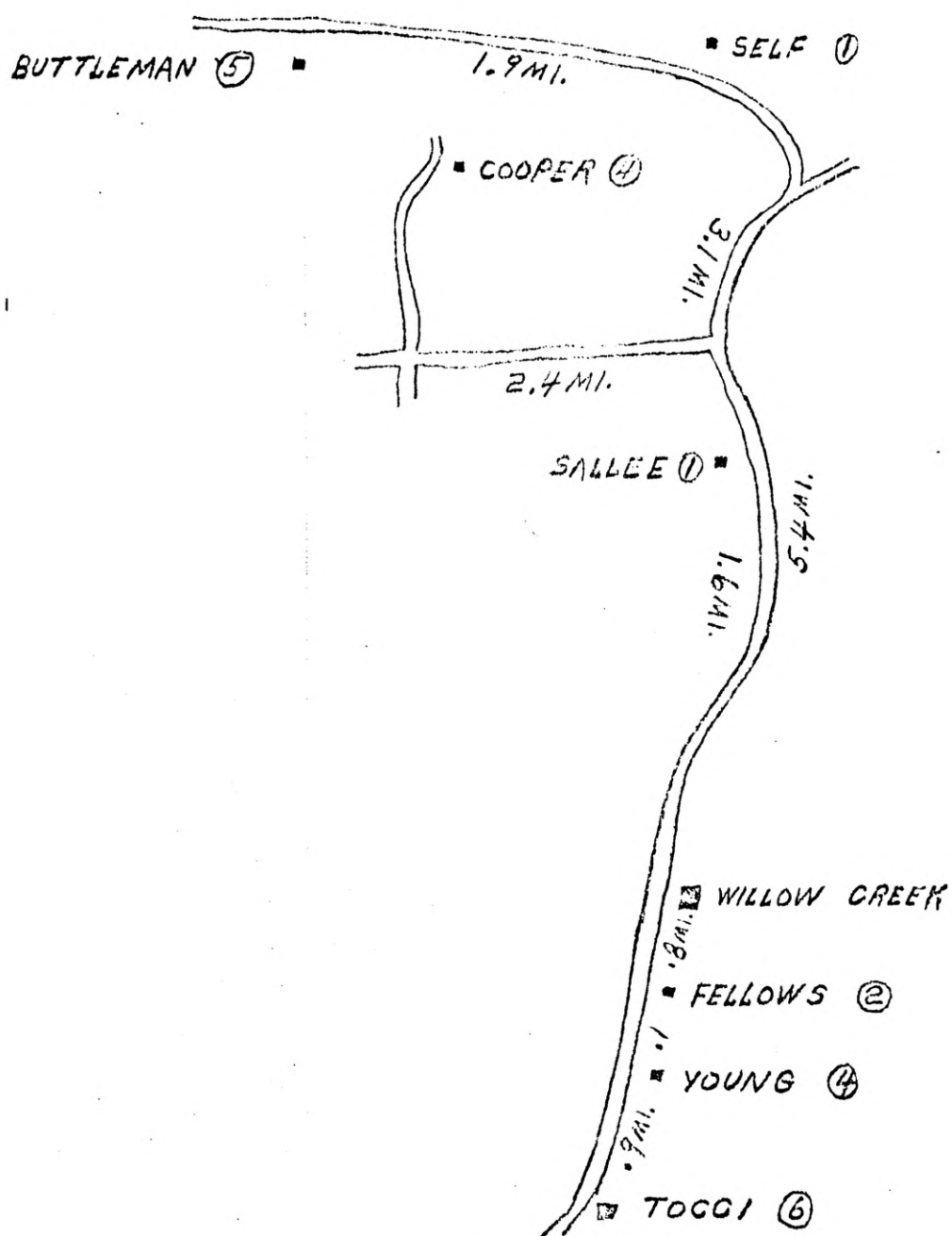


NO OF CHILDREN	30
MILES ONE WAY	11.4
TIME	30 MIN.
BUS	48 PASS.

Figure 8

WILLOW CREEK DISTRICT

BUTTLEMAN ROUTE

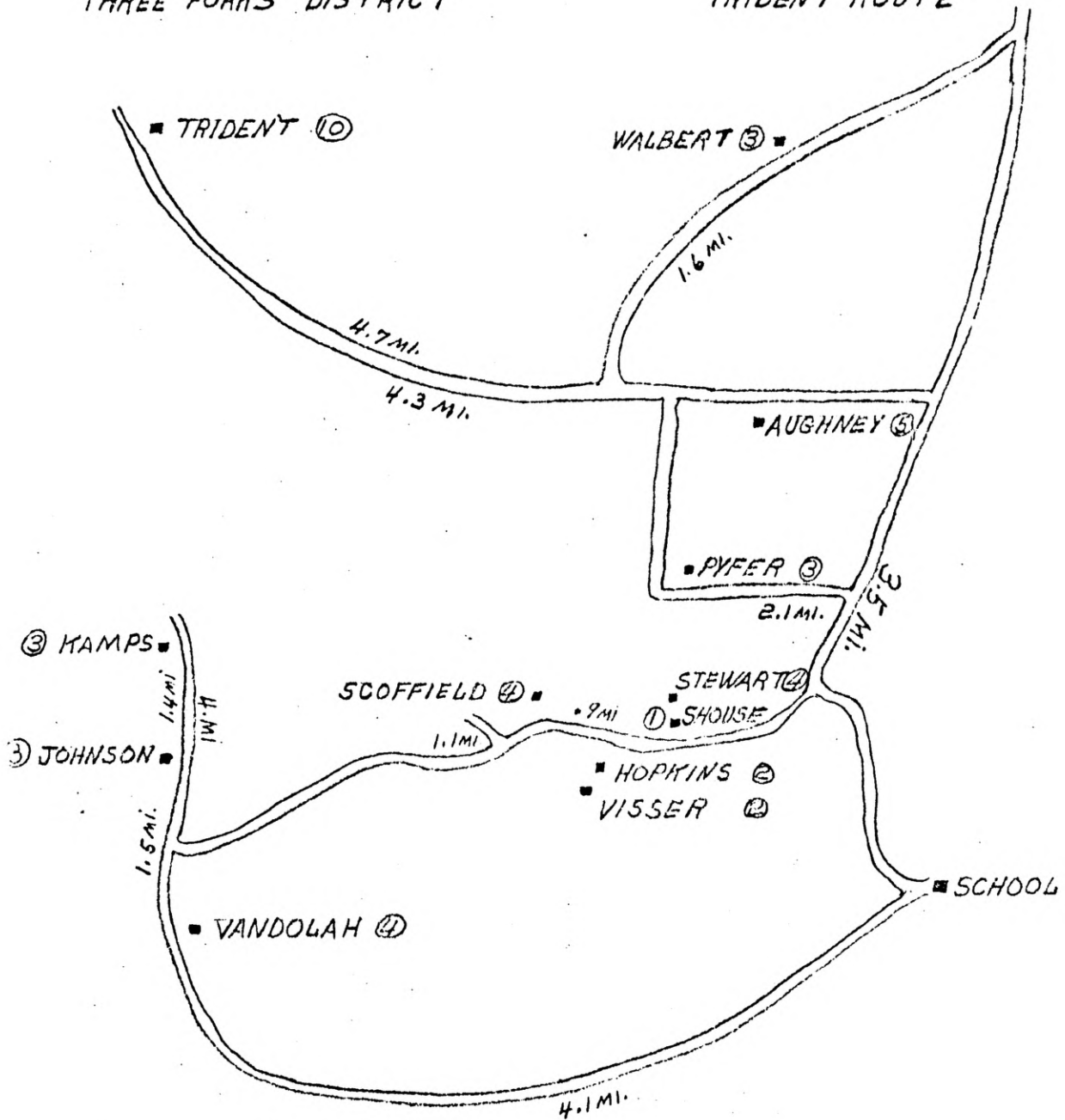


NO OF CHILDREN	23
NO OF MILES	17
TIME	35 MIN
BUS	36 PASS.

Figure 9

THREE FORKS DISTRICT

TRIDENT ROUTE



NO OF CHILDREN	44
NO OF MILES	29.2
TIME	50 MIN.
BUS	48 PASS.

would be possible to make two trips with one of the Three Forks buses and then no additional buses would be needed.

Finances. The Foundation Program Schedule, enacted in 1967, had to be used to figure the maximum general fund budgets. Under this schedule a four-year high with 321 students could have budgeted \$185,152. (8:Topic 14, P. 17) A special levy could be voted if this amount proved insufficient. County records showed the combined general fund budgets of the three high schools were \$272,136 in the school year 1967-68 and the enrollment was 329 students. Only Three Forks voted a special levy and that was for 2.5 mills.

To obtain a comparison figure of the average amount being spent from general fund budgets in Montana high schools that had enrollments near the figure of 321 students, a search was made in State Department records. Only three high schools had enrollments between 300-325, they were Hardin, Malta, and Baker. Hardin was excluded from this study because that school had a large Indian enrollment, which involved Federal Funds. The results were shown in Table 2.

TABLE 2. AMOUNTS BEING SPENT FROM GENERAL FUND BUDGETS IN THE SCHOOL YEAR 1967-68 IN SCHOOLS WITH ENROLLMENTS OF 300-325

<u>School</u>	<u>Enrollment</u>	<u>Gen. Fund Budget</u>	<u>Special Levy</u>	<u>Mills</u>
Malta	304	\$202,116	\$10,482	2
Baker	322	\$278,938	\$83,000	8
Average		\$240,527		

The average general fund budget was found to be \$240,527. The

difference between this figure and the amount that was being spent by the three schools that were studied was \$31,609. The difference between the Foundation Program Schedule for high schools of 321 students and the average general fund budgets of schools of like size was \$55,375. This would have had to be raised by a special levy of 9.1 mills in the proposed district, which would have had a taxable valuation of \$6,008,510, as was shown in Appendix D, page 69. The difference between the combined budgets and the maximum Foundation Program Schedule was \$86,984. These figures were shown in Table 3.

TABLE 3. COMPARISON OF AMOUNTS BEING SPENT WITH FOUNDATION PROGRAM SCHEDULE

Amount of combined budgets	\$272,136
Average general fund budgets in high schools of comparable size	\$240,527
Maximum general fund budgets possible by 1967 Foundation Program Schedule	\$185,152
Difference between combined budgets and average general fund budgets in high schools of comparable size	\$ 31,609
Difference between maximum general fund budgets possible by 1967 Foundation Program Schedule and average general fund budgets	\$ 55,375
Difference between combined budgets and maximum general fund budgets possible by 1967 Foundation Program Schedule	\$ 86,984

The per pupil costs of the three schools that were studied and the two that were used for comparison were shown in Table 4, page 26.

TABLE 4. 1967-68 PER-PUPIL COSTS OF SCHOOLS COMPARED AND DISTRICT TAXABLE VALUATION PER-A. N. B.

School	Enrollment	Gen. Fund Budget	Per-pupil Cost	District Taxable Valuation per-A. N. B.
Willow Creek	44	\$ 53,638	\$1,219.05	\$10,429
Three Forks	122	\$104,700	\$ 858.19	\$20,546
Manhattan	156	\$113,798	\$ 729.47	\$17,056
Malta	304	\$202,116	\$ 664.86	\$28,276
Baker	322	\$278,938	\$ 866.27	\$30,433

Buildings. In considering buildings and their effect on consolidation, personal interviews were held with the superintendents of Willow Creek, Three Forks, and Manhattan schools. In the Willow Creek High School District Mr. Korich stated that there were no plans for building, Appendix H, page 73. In Three Forks High School District Mr. Heftie stated that plans were being discussed to build a gymnasium, food center, and science room, Appendix G, page 72. In the Manhattan District Mr. Keickbusch stated that the Manhattan High School was adequate, providing normal maintenance were continued, Appendix F, page 71.

To figure the capability of the three high school districts to finance a new high school at Logan, it was necessary to find the bonding capacity of each of the three high school districts concerned. The bonding capacity of school districts was spelled out in Law no. 75-3902. (15:281) This law permitted a school district to bond for five per cent of its assessed valuation if there were no debt. If there was a debt,

the per cent of indebtedness had to be figured and this per cent subtracted from the five per cent maximum debt allowed. The remaining per cent could then be multiplied by the assessed valuation to determine how much money could be bonded. This was done and the results were shown in Table 5.

TABLE 5. BONDING CAPACITY OF THREE FORKS, MANHATTAN, AND WILLOW CREEK HIGH SCHOOL DISTRICTS AS OF JULY 1, 1968

School	Assessed Valuation	Indebtedness	Bonding Capacity
Three Forks	\$8,098,768	\$47,998	\$357,155
Manhattan	\$9,589,325	\$56,000	\$422,889
Willow Creek	\$1,553,282	none	\$ 77,664
Combined Bonding Capacity			\$857,708

The combined bonding capacity of the three high school districts was \$857,708. This amount would have been adequate, according to Mr. Berg, a local architect, to construct the necessary buildings for a consolidated high school designed to accommodate 321 students as Logan, Appendix I, page 74.

Curriculum. The 1967-68 curriculum of the three schools that were studied and the two schools used for comparison were shown on Tables 6 through 11, pages 28-33. Willow Creek offered 20 subjects, Three Forks offered 30 subjects, and Manhattan offered 35. The pupil-teacher ratio at Willow Creek was 11.8 to 1, at Three Forks the ratio was 19.9 to 1, and at Manhattan 24 to 1.

TABLE 6 . ENROLLMENTS IN LANGUAGE ARTS, FOREIGN LANGUAGE, MATH, AND SCIENCE CLASSES IN WILLOW CREEK, THREE FORKS, AND MANHATTAN DURING 1967-68

Subject	High School			Subject	High School		
	Willow Creek	Three Forks	Manhattan		Willow Creek	Three Forks	Manhattan
English I	12 (1)*	30 (1)	37 (2)	Algebra I	12 (1)	22 (1)	37 (2)
English II	11 (1)	30 (1)	35 (2)	Algebra II	9 (1)	10 (1)	30 (1)
English III	8 (1)	37 (2)	47 (2)	Gen. Math I	--	20 (1)	--
English IV	8 (1)	28 (1)	36 (2)	Geometry	11 (1)	29 (1)	40 (2)
Journalism	12 (1)	--	5 (1)	Trigonometry	--	10 (1)	--
German I	5 (1)	18 (1)	--	Senior Math	--	--	10 (1)
				Gen. Science	--	--	36 (2)
				Biology	24 (1)	29 (1)	33 (2)
				Chemistry	--	13 (1)	20 (1)
				Physics	3 (1)	6 (1)	9 (1)

*The figures in parentheses indicate the number of sections taught.

TABLE 7 . ENROLLMENTS IN AGRICULTURE, INDUSTRIAL ARTS, HOME ECONOMICS, DRIVER EDUCATION AND COMMERCIAL SCIENCE CLASSES IN WILLOW CREEK, THREE FORKS, AND MANHATTAN DURING 1967-68

Subject	High School			Subject	High School		
	Willow Creek	Three Forks	Manhattan		Willow Creek	Three Forks	Manhattan
Agriculture I	--	19 (1)*	4 (1)	Typing I	8 (1)	35 (2)	15 (1)
Agriculture II	--	9 (1)	--	Typing II	--	10 (1)	23 (1)
Agriculture III	--	--	5 (1)	Shorthand I	2 (1)	13 (1)	10 (1)
Shop I	--	14 (1)	34 (2)	Shorthand II	--	4 (1)	--
Shop II	--	--	16 (1)	Bookkeeping	12 (1)	11 (1)	20 (1)
Home Economics I	5 (1)	36 (2)	15 (1)	Commercial Math	--	--	13 (1)
Home Economics II	--	8 (1)	14 (1)	Office Practices	--	--	7 (1)
Home Economics III	--	--	12 (1)				

*The figures in parentheses indicate the number of sections taught.

TABLE 8. ENROLLMENTS IN MUSIC, ART, PHYSICAL EDUCATION, AND SOCIAL SCIENCE CLASSES IN WILLOW CREEK, THREE FORKS, AND MANHATTAN DURING 1967-68

Subject	High School			Subject	High School		
	Willow Creek	Three Forks	Manhattan		Willow Creek	Three Forks	Manhattan
Band	28 (1)*	35 (1)	24 (1)	U. S. History	16 (1)	36 (2)	46 (2)
Chorus	--	42 (1)	34 (1)	World History	11 (1)	32 (1)	39 (2)
Instrumental	--	--	22 (2)	Prob. of Amer. Democracy	--	30 (1)	37 (2)
Art	--	--	--	Sociology	--	--	17 (1)
Boys P. E.	25 (1)	32 (1)	42 (1)				
Girls P. E.	7 (1)	28 (1)	55 (2)				
Driver Training	15 (1)	15 (1)	--				

*The figures in the parentheses indicate the number of sections taught.

TABLE 9. ENROLLMENTS IN LANGUAGE ARTS, FOREIGN LANGUAGE, MATH AND SCIENCE IN MONTANA HIGH SCHOOLS WITH 300-325 STUDENTS DURING 1967-68

Subject	High School		Subject	High School	
	Malta	Baker		Malta	Baker
English I	83 (3)*	74 (3)	Algebra I	56 (2)	67 (3)
English II	90 (3)	108 (4)	Algebra II	21 (1)	29 (1)
English III	66 (3)	70 (3)	Gen. Math I	42 (2)	28 (1)
English IV	69 (3)	79 (3)	Gen. Math II	--	15 (1)
French I	--	16 (1)	Geometry	43 (2)	73 (3)
French II	--	10 (1)	Senior Math	14 (1)	--
German I	21 (1)	--	Adv. Math	--	5 (1)
German II	17 (1)	--	Gen. Science	46 (2)	60 (3)
German III	3 (1)	--	Biology	56 (2)	41 (2)
Latin I	--	5 (1)	Adv. Biology	--	12 (1)
Latin II	--	5 (1)	Chemistry	23 (1)	33 (2)
Journalism	--	--	Physics	19 (1)	--
Speech	--	12 (1)	Physical Science	--	23 (2)

*The figures in parentheses indicate the number of sections taught.

TABLE 10. ENROLLMENTS IN AGRICULTURE, INDUSTRIAL ARTS, HOME ECONOMICS, DRIVER EDUCATION, AND COMMERCIAL SCIENCE IN MONTANA HIGH SCHOOLS WITH 300-325 STUDENTS DURING 1967-68

Subject	High School		Subject	High School	
	Malta	Baker		Malta	Baker
Agriculture I	31 (3)*	13 (1)	Typing I	78 (2)	60 (4)
Agriculture II	21 (1)	24 (2)	Typing II	--	33 (2)
Agriculture III	12 (1)	12 (1)	Shorthand I	14 (1)	13 (1)
Agriculture IV	8 (1)	9 (1)	Shorthand II	--	6 (1)
Shop I	--	10 (1)	Bookkeeping	30 (1)	32 (2)
Shop II	21 (2)	--	Secretarial Practice	19 (1)	--
Mech. Drawing	32 (2)	11 (1)	Commercial Math	36 (1)	--
Auto Mechanics	--	--			
Industrial Arts	--	16 (2)			
Welding	17 (1)	12 (1)			
Home Economics I	38 (2)	32 (3)			
Home Economics II	38 (2)	31 (2)			
Home Economics III	19 (1)	15 (1)			
Home Economics IV	20 (1)	--			
Driver Education	--	48 (2)			

*The figures in the parentheses indicate the number of sections taught.

TABLE 11. ENROLLMENTS IN SOCIAL SCIENCE, ART, MUSIC AND PHYSICAL EDUCATION, IN MONTANA HIGH SCHOOLS WITH 300-325 STUDENTS DURING 1967-68

Subject	High School		Subject	High School	
	Malta	Baker		Malta	Baker
U.S. History	68 (3)*	71 (3)	Art I	--	23 (3)
World History	55 (2)	60 (2)	Art II	--	11 (1)
Problems of Amer. Democracy	--	--	Band	58 (1)	76 (1)
Civics	17 (1)	--	Chorus	32 (1)	107 (1)
Economics	69 (3)	6 (1)	Music Theory	4 (1)	--
Geography	--	61 (2)	Boys P.E.	84 (2)	92 (2)
			Girls P.E.	82 (2)	72 (2)

*The figures in parentheses indicate the number of sections taught.

Malta offered 41 subjects and Baker 47. Malta's pupil-teacher ratio was 23.1 to 1, and Baker's 20.7 to 1.

Nationally the size of school districts seemed to be very important in consolidation. Criteria most frequently stated on this subject were presented by Faber accompanied by further ideas about small districts:

1. Scope of program. The district should offer a comprehensive program of elementary and secondary education. Some authorities include nursery schools, kindergarten, junior colleges, and adult education as well.

2. Range of educational services. The district should provide a complete range of educational services, including: special classes for physically and mentally handicapped, remedial programs for underachievers, special programs for academically gifted pupils, and health, guidance and counseling services for all pupils.

3. The community. The district should include one well defined community, or a group of interrelated communities which form a natural sociological area.

4. Administrative and instructional staff. The district should be large enough to employ specialized administrative and supervisory personnel and teachers with preparation in all areas taught.

5. Economic base. The district must be able to support financially the kind of educational program implied by the above criteria. Statements of economic criteria may refer to the total income available to the district or to its financial efficiency as measured by cost per pupil. (3:33)

The literature is virtually unanimous in condemning the small district. A yearbook of the National Society for the Study of Education said, "The significance of the inadequate local school unit as a retarding factor in limiting educational progress has probably never been fully appreciated." (3:34)

The evidence is quite clear that children who happen to live in a poorly organized district are being denied an opportunity for an education equal to that available to children living in a more fortunate community. (3:35)

The Peabody Report added further information on this point:

A high school of satisfactory minimum size should provide at least three sections of each grade taught. This provides

about twelve teachers in Grades 10-12 senior high school: three in Grade 12 (75 students), three in Grade 11 (85-90 pupils), and about four in Grade 10 (100 students), for a total of ten academic teachers plus two vocational teachers for an enrollment of about 250-275. A four-year high school would have about sixteen teachers. A desirable maximum size for a secondary school should be between 750 and 1,500 students, possibly from 1,000 to 1,200.

Educators generally agree that the best they know of teaching can be practiced efficiently and economically in adequately equipped schools within these size ranges. Both above and below these limits unit costs rise--in larger schools because of the highly specialized subjects, small numbers electing them, and costly facilities; in smaller schools because of the low utilization of facilities and excessively small class sizes. Also, good high schools of minimum size probably should offer two to three times as many subjects as there are units required for graduation, and the curricula in good schools in the average size range probably should offer four to five times as many units. Small high schools must struggle to offer even the bare essentials of college entrance requirements, with nothing else for the youth of unusual handicaps or talents or for noncollege bound youth. (20:13)

The Faber criteria and Peabody Report indicated the three schools being studied, because of their size, had not provided the quality of education desired. If they were to be consolidated, they would have more nearly satisfied these conditions.

CHAPTER V

PLAN B

Plan B proposed consolidation of Manhattan, Three Forks, and Willow Creek school districts and suggested a centrally located senior high school and junior high school at Logan. Grade schools, grades one through six, would remain at their existing locations.

Enrollments. The senior high school enrollments for the school year 1972-73 were predicted at 215 students. The junior high school enrollments were predicted at 186 students. (See page 10.) These figures were used in planning transportation, finances, buildings, and curriculum needs in the suggested junior and senior high schools at Logan.

Transportation. The bus routes were the same for this plan as for Plan A. (See page 13.) The number of students that would have been transported to the central location would be changed to 153 students for Manhattan, 176 students for Three Forks, and 72 for Willow Creek. Total capacity of buses then on hand were: Manhattan 192, Three Forks 114, and Willow Creek 72. Thus, only Three Forks would have had to obtain more transportation. It would have been possible for Three Forks buses to make an extra trip with the buses they were using as the distance of 6.2 miles, one way, over a four-lane highway was negligible.

Finances. In determining finances for the general fund budget of junior-senior high arrangements, there were no clear laws in Montana. Mrs. Nelson, Clerk of the Bozeman schools, stated that the method of figuring junior-senior high budgets was as follows: The number of high school students was determined, then this number divided into \$169,653, which was the maximum general fund budget shown on the Foundation Program

Schedule for 291 students. (8:Topic 14, page 16) This process yielded \$583 for each student, which amount then could have been budgeted for each seventh- and eighth-grader. (14:255) With 110 pupils in the seventh and eighth grades, the amount that could have been used in the elementary budget was \$64,130. To determine the proportion of high school money to be added to the seventh and eighth grade money, the administrator had to take 25% of his high school budget and add it to the \$64,130. This amounted to \$42,413.25. The total money to be used in the junior high school would have been \$106,543.25. The total left for senior high expenditures was \$127,240. Theoretically, these were the amounts that could have been apportioned to operate the junior and senior high schools. The superintendent then figured grades one through six from the Foundation Program Schedule for grade schools.

It seems appropriate to mention at this time that the Foundation Program Schedule permitted more dollars per A. N. B. in small schools than in large. (14:255) The term "A. N. B." means the average number of regularly enrolled, full-time pupils attending a public school, or attending public schools in a school district as a whole. (13:253) The reduced number of students in grades one through six, because the seventh and eighth grades were to be in a junior high school, would have permitted obtaining more money per A. N. B. for the elementary schools at their existing locations. (14:255) Thus the financial advantage of a junior high school arrangement would have carried on through all grades.

To find a comparative budget figure of schools with enrollments from 201-230, a survey of all Montana high schools with such enrollments was made and the results were shown in Table 12.

TABLE 12. MONTANA HIGH SCHOOLS WITH ENROLLMENTS OF 201-230 USED TO FIND A COMPARATIVE BUDGET FIGURE FOR A SENIOR HIGH SCHOOL OF 215 STUDENTS

School	Enrollment	Gen. Fund budget	Per-pupil cost	Amount of special levy	Mills of special levy
Scobey	201	\$151,404	\$753.25	\$27,195	10
Stevensville	201	\$128,157	\$637.59	--	--
Big Timber	203	\$137,045	\$675.10	--	--
Harlowton	216	\$147,574	\$683.21	\$5,924	1.5
Circle	219	\$156,495	\$714.59	\$21,000	3
Red Lodge	221	\$143,849	\$650.90	\$28,182	8.9
Choteau	227	\$141,141	\$621.77	--	--
Broadus	229	\$125,000	\$545.85	--	--
Average enrollment		214.6			
Average budget		\$136,564.00			
Average per-pupil cost		\$660.28			

The average budget was found to be \$136,564. This amount could be compared to \$127,240 that was figured as the maximum general fund budget for a senior high school if the three schools being studied were consolidated. The difference of \$9,324 needed to be raised by a special levy of 1 mill on the taxable valuation of \$6,008,510, Appendix D, page 69. The average per-pupil cost was found to be \$660.28. When this figure was compared with \$935.57, the average per-pupil cost of the three schools concerned, the difference of \$275.29 presented a strong case in favor of consolidation.

Buildings. Through letters from the superintendents of the three districts concerned, Appendix F, G, and H, pages 71-73, it was disclosed that Manhattan was in the process of constructing a new building for grades four through eight and a new food center. This building adjoined their comparatively new gymnasium and primary facilities. Manhattan would then have had a nearly new grade school with gymnasium and food center attached. Their high school building was said to be adequate for years to come.

Three Forks had a grade school that was 53 years old and in much need of repair and modernizing. They also had a gymnasium which was, with some alterations in the locker rooms, adequate for an elementary school. Their high school was only 17 years old and not adequate for their science program. That building would have been sufficient for a grade school, one through six. Some plumbing needed to be done to provide water in each class room, one additional lavatory for boys and one for girls would have had to have been provided. Three Forks was planning to build a new gymnasium, food center, and five class rooms adjoining their high school. Four of the extra class rooms were to be used by the grade school.

Willow Creek had no plans for building in either grade or high school and considered their building adequate with some major repair of the windows, which was being done. They were also converting from a coal to a fuel oil heating system.

To figure the capability of the three districts to construct facilities at Logan to house a junior and senior high with a gymnasium included, it was necessary to figure the bonding capacity of the grade

school districts concerned. The bonding capacity of the high school districts was figured in Plan A, page 37.

It was found that the Three Forks Elementary District could bond for \$256,143, Manhattan Elementary District could bond for \$215,985, and Willow Creek could bond for \$79,995. The combined bonding capacity of the three districts was \$552,123. This amount was sufficient according to Mr. Berg, a local architect, to construct needed facilities for a junior high school of 186 students.

The Trident Elementary District was not operating a school and planned to consolidate with Three Forks in 1969. Three Forks would have then gained \$1,776,476 assessed valuation, making this plan more feasible, financially.

Curriculum. The 1967-68 curriculums of the three high schools studied are shown in Tables 6-8, pages 28-30, and the 1967-68 curriculums of the schools used for comparison are shown in Tables 13-18, pages 41-46. Willow Creek offered 20 subjects, Three Forks offered 30 subjects, and Manhattan 35. The average number of subjects offered in the comparison schools was 35.5. The per-pupil ratio at Willow Creek was 11.8 to 1, at Three Forks 19.9 to 1, and at Manhattan 24 to 1. The average per-pupil ratio in the schools used for comparison was 18 to 1.

In this plan a junior high school was also considered. The curriculums of the seventh and eighth grades of Willow Creek, Manhattan, and Three Forks were obtained and are shown in Table 19, page 47. They showed that Willow Creek offered 9 subjects, Manhattan offered 10, and Three Forks offered 10. A comparison was made with the only two junior high schools in Montana of comparable size, and it was determined that

TABLE 13. ENROLLMENTS IN LANGUAGE ARTS AND FOREIGN LANGUAGE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 201-230 STUDENTS

Subject	High School							
	Scooby	Stevensville	Pig Timber	Harlowton	Circle	Red Lodge	Choteau	Broadus
English I	49 (2) *	56 (2)	44 (3)	52 (2)	52 (3)	54 (2)	67 (3)	62 (3)
English II	53 (2)	59 (2)	51 (3)	51 (2)	60 (3)	44 (2)	59 (2)	66 (3)
English III	53 (2)	44 (2)	50 (3)	96 (4)	60 (3)	54 (2)	56 (2)	57 (3)
English IV	28 (2)	42 (2)	51 (3)	48 (2)	48 (3)	41 (2)	50 (3)	46 (2)
Remedial Reading	--	15 (1)	--	12 (1)	--	--	--	--
French I	--	--	--	--	--	25 (2)	--	--
French II	--	--	--	--	--	33 (2)	--	--
German I	24 (1)	5 (1)	--	50 (2)	32 (2)	41 (1)	22 (1)	--
German II	18 (1)	--	--	8 (1)	8 (1)	--	24 (1)	--
German III	6 (1)	--	--	--	1 (1)	--	9 (1)	--
German IV	6 (1)	--	--	--	--	--	--	--
Latin I	--	13 (1)	18 (1)	--	--	--	28 (1)	--
Latin II	--	--	13 (1)	--	--	--	--	--
Journalism	--	19 (1)	--	--	10 (1)	--	--	--
Speech	16 (1)	21 (1)	--	14 (1)	--	29 (2)	--	16 (1)
Communications	--	--	23 (2)	--	--	--	--	--

*The figures in parentheses indicate the number of sections taught.

TABLE 14. ENROLLMENTS IN MATH AND SCIENCE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 201-230 STUDENTS

Subject	High School							
	Scobey	Stevensville	Big Timber	Harlowton	Circle	Red Lodge	Choteau	Broadus
Algebra I	47 (2)*	29 (1)	40 (2)	30 (1)	59 (2)	56 (2)	47 (2)	42 (2)
Algebra II	--	8 (1)	--	--	26 (1)	20 (1)	30 (1)	--
Math I	22 (2)	59 (2)	--	21 (1)	30 (1)	--	19 (1)	33 (3)
Math II	7 (1)	--	--	29 (1)	--	--	--	--
Math III	--	--	27 (1)	24 (1)	--	--	--	--
Math IV	--	15 (1)	22 (1)	15 (1)	12 (1)	12 (1)	8 (1)	20 (2)
Geometry	42 (2)	31 (1)	41 (2)	23 (1)	46 (2)	53 (2)	44 (2)	53 (2)
Trigonometry	--	--	--	--	--	--	--	4 (1)
Gen Science	--	--	--	26 (1)	59 (3)	49 (2)	51 (2)	62 (3)
Biology	53 (2)	60 (3)	29 (1)	57 (2)	62 (3)	66 (2)	46 (2)	56 (3)
Chemistry	15 (1)	14 (1)	17 (1)	32 (2)	18 (1)	37 (2)	24 (2)	--
Physics	18 (1)	13 (1)	16 (1)	12 (1)	16 (1)	17 (1)	7 (1)	13 (1)
Earth Science	50 (2)	31 (1)	21 (1)	--	--	--	20 (1)	--

*The figures in parentheses indicate the number of sections taught.

TABLE 15. ENROLLMENTS IN COMMERCIAL SCIENCE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 201-230 STUDENTS

Subject	High School							
	Scobey	Stevensville	Big Timber	Harlowton	Circle	Red Lodge	Choteau	Broadus
Typing I	38 (3)*	35 (2)	53 (2)	61 (3)	47 (2)	49 (3)	--	74 (3)
Typing II	33 (2)	--	--	21 (1)	17 (1)	11 (1)	47 (2)	46 (2)
Shorthand I	16 (1)	13 (1)	--	11 (1)	18 (1)	12 (1)	--	21 (1)
Shorthand II	24 (1)	--	--	10 (1)	8 (1)	--	11 (1)	--
Bookkeeping	--	27 (1)	11 (1)	26 (1)	40 (2)	12 (1)	19 (1)	40 (2)
Commercial Math	14 (1)	--	20 (1)	--	--	--	--	--
Office Training	--	--	13 (1)	--	--	--	5 (1)	--
Business Economics	4 (1)	--	--	--	--	--	--	--
Business Machines	7 (1)	--	--	--	4 (1)	--	--	--
Record Keeping	--	--	10 (1)	--	--	--	--	--

*The figures in parentheses indicate the number of sections taught.

TABLE 16. ENROLLMENTS IN AGRICULTURE, INDUSTRIAL ARTS, JOB TRAINING, HOME ECONOMICS AND DRIVER EDUCATION IN MONTANA HIGH SCHOOL CLASSES DURING 1967-68 WITH 201-230 STUDENTS

Subject	High School							
	Scobey	Stevensville	Big Timber	Harlowton	Circle	Red Lodge	Choteau	Broadus
Agriculture I	--	27 (1)*	13 (1)	9 (1)	--	17 (1)	34 (2)	12 (1)
Agriculture II	--	10 (1)	15 (1)	15 (1)	--	14 (1)	15 (1)	10 (1)
Agriculture III	--	19 (1)	11 (1)	--	--	17 (1)	6 (1)	14 (1)
Agriculture IV	--	--	8 (1)	--	--	--	--	--
Shop I	11 (1)	--	--	11 (1)	32 (2)	--	--	13 (1)
Shop II	10 (1)	--	--	15 (1)	20 (2)	--	--	--
Shop III	12 (1)	--	--	8 (1)	11 (1)	--	--	--
Shop IV	--	--	--	--	12 (1)	--	--	--
Mechanical Drawing	9 (1)	--	--	--	--	7 (1)	12 (1)	--
Industrial Arts	--	--	--	--	--	--	16 (1)	--
Industrial Arts II	--	--	--	--	--	--	24 (2)	--
Job Training	--	9 (1)	--	24 (1)	--	--	--	--
Driver Education	--	--	--	37 (4)	--	--	--	--
Crafts	10 (1)	--	--	--	--	--	--	--
Home Economics I	19 (2)	30 (2)	12 (1)	--	15 (2)	17 (1)	16 (1)	28 (2)
Home Economics II	5 (1)	5 (1)	16 (1)	13 (1)	8 (1)	11 (1)	6 (1)	18 (1)
Home Economics III	--	3 (1)	11 (1)	6 (1)	5 (1)	8 (1)	5 (1)	9 (1)
Home Economics IV	--	--	--	--	9 (1)	--	--	--
Family Living	--	--	16 (1)	--	--	--	--	35 (2)

*The figures in parentheses indicate the number of sections taught.

TABLE 17. ENROLLMENTS IN SOCIAL SCIENCE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 201-230 STUDENTS

Subject	High School							
	Scobey	Stevensville	Big Timber	Harlowton	Circle	Red Lodge	Choteau	Broadus
U. S. History	53 (2)*	46 (2)	48 (2)	67 (3)	51 (2)	54 (2)	55 (2)	63 (2)
World History	11 (1)	57 (2)	13 (1)	44 (2)	23 (1)	--	17 (1)	--
Prob of Amer Democracy	--	40 (2)	51 (2)	48 (2)	--	42 (2)	--	47 (2)
Civics	50 (2)	--	--	--	52 (2)	--	--	--
Sociology	--	--	--	--	--	--	25 (1)	--
Social Studies	25 (1)	--	--	--	--	--	--	--
Geography	3 (1)	--	23 (1)	--	--	--	--	--

*The figures in parentheses indicate the number of sections taught.

TABLE 18. ENROLLMENTS IN MUSIC AND PHYSICAL EDUCATION CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68
WITH 201-230 STUDENTS

Subject	High School							
	Scobey	Stevensville	Big Timber	Harlowton	Circle	Red Lodge	Choteau	Broadus
Band	--	35 (1)*	33 (1)	19 (1)	40 (1)	73 (1)	40 (1)	34 (1)
Chorus	--	75 (1)	47 (2)	55 (1)	25 (1)	43 (1)	68 (1)	22 (1)
Boys P. E.	26 (1)	56 (2)	27 (1)	28 (1)	70 (2)	67 (2)	67 (2)	64 (1)
Girls P. E.	29 (1)	54 (2)	28 (1)	24 (1)	48 (2)	35 (1)	54 (2)	68 (1)

*The figures in parentheses indicate the number of sections taught.

TABLE 19. SUBJECTS TAUGHT AND ENROLLMENTS IN WILLOW CREEK, MANHATTAN, AND THREE FORKS SEVENTH AND EIGHTH GRADES DURING 1967-68

Subject	School					
	Willow Creek		Manhattan		Three Forks	
	<u>Seventh</u>	<u>Eighth</u>	<u>Seventh</u>	<u>Eighth</u>	<u>Seventh</u>	<u>Eighth</u>
Arithmetic	6 (1)*	9 (1)	34 (1)	36 (1)	41 (2)	32 (1)
Science	6 (1)	9 (1)	34 (1)	36 (1)	41 (2)	32 (1)
Social Studies	6 (1)	9 (1)	34 (1)	36 (1)	41 (2)	32 (1)
English	6 (1)	9 (1)	34 (1)	36 (1)	41 (2)	32 (1)
Reading	6 (1)	9 (1)	34 (1)	36 (1)	41 (2)	32 (1)
Spelling	6 (1)	9 (1)	34 (1)	36 (1)	41 (2)	32 (1)
Gen. Music	--	--	34 (1)	36 (1)	20 (1) #	
Band I	11 (1) #		35 (1) #		23 (1) #	
Boys P. E.	11 (1) #		47 (1) #		36 (1) #	
Girls P. E.	5 (1) #		23 (1) #		37 (1) #	

*The figures in parentheses indicate the number of sections taught.

#Seventh and eighth grade classes were combined.

TABLE 20. SUBJECTS TAUGHT AND ENROLLMENTS IN ROUNDUP AND FORT BENTON JUNIOR HIGH SCHOOLS DURING 1967-68

Subject	School					
	Roundup			Fort Benton		
	Seventh	Eighth	Ninth	Seventh	Eighth	Ninth
English	64 (2)*	80 (3)	70 (3)	68 (4)	76 (3)	67 (3)
Arithmetic	59 (2)	80 (3)	--	68 (3)	76 (3)	--
Science	64 (2)	80 (3)	--	68 (3)	76 (3)	--
Social Studies	64 (2)	80 (3)	--	68 (2)	--	--
Reading	64 (2)	80 (3)	--	--	--	--
Gen. Music	32 (1)	53 (2)	--	94 (2) #	--	94 (1)
Band I	--	--	--	60 (1) #	--	--
Instrumental	+ (1) #	--	--	--	--	--
Chorus and Band	25 (1) #	--	--	--	--	--
Boys P. E.	34 (1)	25 (1)	32 (1)	25 (1)	+ (1)	--
Girls P. E.	30 (1)	38 (1)	32 (1)	25 (1)	+ (1)	37 (1)
Home Economics	--	15 (1)	16 (1)	33 (2)	31 (2)	22 (1)
Shop I	--	--	--	39 (2)	40 (2)	8 (1)
Industrial Arts	--	17 (1)	21 (1)	--	--	--
World Geography	--	--	17 (1)	--	76 (3)	--
Art	64 (2)	53 (2)	--	--	--	--
Math I	--	--	55 (2)	--	--	20 (1)
Algebra	--	--	66 (3)	--	--	59 (3)
Typing	--	--	--	--	--	52 (2)
Spanish I	--	--	25 (1)	--	--	--
World History	--	--	--	--	--	81 (3)
Voc. Agriculture	--	--	--	--	--	29 (1)
Earth Science	--	--	17 (1)	--	--	20 (1)
Gen. Science	--	--	26 (1)	--	--	--
Speech	--	--	--	--	--	40 (2)

*The figures in parentheses indicate the number of sections taught.

#Seventh and eighth classes were combined.

+The number of students was not recorded.

Roundup offered 11 subjects and Fort Benton offered 10, Table 20, page 48. The subjects presented to seventh- and eighth-graders under a junior high organization that were not offered under a grade school organization were: art, Shop I, and home economics. Pupil-teacher ratios at Willow Creek were 7 to 1 in the seventh grade, 9 to 1 in the eighth. In Manhattan they were 34.3 to 1 in the seventh and 32.1 to 1 in the eighth. In Three Forks they were 36.2 to 1 in the seventh and 30.8 to 1 in the eighth.

In the schools that had a junior high organization, Roundup's pupil-teacher ratio was 31.3 to 1 in the seventh and 26.1 to 1 in the eighth. Fort Benton had a 26 to 1 ratio in the seventh and a 23.4 to 1 ratio in the eighth.

From facts presented in Plan B and from knowledge gathered in Plan A, it appeared that if the three schools being studied had been reorganized and consolidated, there would have been a decided improvement in the educational opportunities offered the students from these schools.

CHAPTER VI

PLAN C

Plan C proposed the consolidation of Three Forks and Willow Creek High School Districts, suggesting the establishment of one high school at Three Forks with grades, one through eight, remaining in the locations then in use.

Enrollments. The combined high school enrollments of these two schools were predicted at 178 by the school year 1972-73, Table 1., page 10. This figure was used in planning transportation, finances, buildings, and curriculum in the suggested high school.

Transportation. The Lane District bus could have been eliminated entirely, as the Willow Creek buses could have picked up the Lane District children on their way to Three Forks, Figure 10, page 23. The total passenger capacity of Willow Creek's buses was 72 and they would have had only 57 children to transport to Three Forks. There were just 18 children being transported by the Lane District bus. Since this would have created an overload of three children on the Willow Creek buses, one of the buses would have had to have been of larger capacity than was noted in the survey. The rest of the bus routes could have been the same as were shown in Figures 2, 3, 8, 9, pages 15, 16, 21, 22.

Finances. The amount of the maximum general fund budget for high schools with the enrollment of 178 students was found to be \$118,060 as provided in the 1967 Foundation Program Schedule. (8:Topic 14, page 13) The two high schools studied were spending, collectively, \$158,338. The average general fund budget in 1967-68 of schools with enrollments of 165-190 students was \$133,169, Table 21, page 51.

TABLE 21. ENROLLMENTS, GENERAL FUND BUDGETS, PER-PUPIL COSTS, AMOUNT OF VOTED LEVIES, AND MILLS OF VOTED LEVIES FOR MONTANA SCHOOLS WITH ENROLLMENTS OF 165-190 IN 1967-68

School	Enrollment	Gen. Fund Budget	Per Pupil Cost	Amount of Voted Levy	Mills of Voted Levy
Belgrade	165	\$117,830	\$714.12	\$ 5,182	2
Sunburst	167	\$157,542	\$943.36	\$40,496	5.5
Harlem	170	\$151,370	\$890.41	\$12,782	6.5
Fairfield	171	\$116,590	\$681.81	\$ 0	0
Forsyth	172	\$135,114	\$785.55	\$12,218	3.5
Big Sandy	174	\$130,239	\$748.50	\$ 8,460	2
Whitehall	180	\$132,960	\$738.67	\$13,600	4
Big Fork	183	\$126,833	\$693.08	\$ 8,440	3
Troy	185	\$130,046	\$702.95	\$ 0	0
Total per-pupil cost			\$ 6,898.44		
Average per-pupil cost			\$ 766.49		
Average general fund budget			\$133,169.00		

The difference between \$118,060 and the average amount spent by like-sized high schools was \$15,109. The difference between the maximum general fund budget allowed by the Foundation Program Schedule and the amount that was spent by the two schools was \$40,278. Only Three Forks voted a special levy of 2.5 mills which brought \$5500.

The per-pupil cost at Willow Creek was \$1219.05 and that of Three Forks, \$859.19. The average per-pupil cost of both schools was \$1039.12. In order to obtain an average per-pupil cost comparison figure, all the high schools in Montana with enrollments of 165-190 were studied. It was found that the average per-pupil cost of these schools was \$766.49, Table 21, page 51.

The district taxable valuation per A. N. B. for Willow Creek was \$10,429 and that of Three Forks was \$20,546. (17:29) The bonding capacity of Willow Creek High School District was \$77,664 and for Three Forks High School District, \$357,155. The combined bonding capacity was \$434,819, Table 5, page 27. No problem was presented as to sufficient finances for building extra class rooms if the two schools consolidated.

Buildings. Mr. Korich, Superintendent of Schools at Willow Creek, was interviewed and stated that no new buildings were planned as it was felt the present buildings were adequate for the program they were conducting, Appendix H, page 73.

Mr. Heftie, Superintendent of Schools at Three Forks, when interviewed, affirmed there were plans under consideration to build a gymnasium, food center, and science room at Three Forks High School. With these additions, he felt that Three Forks and Willow Creek could consolidate with very little enlargement of facilities, possibly only

three more classrooms. Mr. Heftie also stated the grade school building at Three Forks was 53 years old and as bonding capacity in the grade school district for a completely new building was insufficient, plans were considered to build four or five grade school rooms in conjunction with the new high school construction, Appendix G, page 72.

Curriculum. The curriculums of Willow Creek and Three Forks for 1967-68 were shown in Tables 6-8, pages 28-30. Willow Creek offered 20 subjects, while Three Forks offered 30. The pupil-teacher ratio was 11.8 to 1 at Willow Creek, and at Three Forks 19.9 to 1. No vocational courses for boys were shown for Willow Creek, while three were shown for Three Forks.

The curriculums of all schools in Montana with enrollments from 165-190 were investigated and are shown on Tables 22-28, pages 54-60. Their average pupil-teacher ratio was 18.3 to 1 and the average number of subjects offered was 35.9.

Since Willow Creek was a small school, the possibility of rotating courses was investigated and Mr. Korich, Superintendent of Schools at Willow Creek, revealed that chemistry was rotated with physics; that is, these subjects were taught in alternate years. Earth science was rotated with biology, geography with world history, American government and sociology rotated with U. S. history. Advanced math and Algebra II were taught in alternate years, as were shorthand I and shorthand II, typing I and typing II, home economics I and home economics II, German I and German II. With the rotation it was possible to offer each student a wider choice of subjects during their four years at Willow Creek High School. Appendix H. page 73.

TABLE 22. ENROLLMENTS IN LANGUAGE ARTS AND FOREIGN LANGUAGE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 165-190 STUDENTS

Subject	High School									
	Sunburst	Belgrade	Harlem	Fairfield	Forsyth	Big Sandy	Whitehall	Big Fork	Troy	
English I	38 (2)*	49 (2)	37 (2)	41 (2)	44 (3)	38 (2)	53 (2)	53 (2)	48 (2)	
English II	43 (2)	56 (2)	37 (2)	40 (2)	45 (2)	49 (2)	41 (2)	46 (2)	47 (2)	
English III	40 (2)	35 (2)	40 (2)	59 (2)	50 (2)	51 (2)	53 (3)	38 (2)	57 (2)	
English IV	35 (2)	26 (2)	44 (3)	32 (1)	38 (2)	42 (2)	23 (1)	43 (2)	34 (2)	
Composition	17 (1)	--	--	--	--	--	--	--	--	
Advanced Composition	--	--	--	--	--	6 (1)	--	--	--	
Reading Improvement	--	--	--	--	--	--	10 (1)	--	--	
French I	--	--	--	--	--	14 (1)	9 (1)	--	26 (1)	
French II	--	--	--	--	--	20 (1)	--	--	--	
Foreign Language	--	--	--	17 (1)	--	--	--	--	--	
German I	--	9 (1)	--	--	--	--	--	--	--	
German II	--	5 (1)	--	--	--	--	--	44 (1)	--	
Spanish I	--	--	--	--	42 (2)	--	--	7 (1)	--	
Spanish II	--	--	--	--	--	--	--	4 (1)	--	
Latin II	9 (1)	--	--	--	--	--	--	--	--	
Journalism	--	--	--	7 (1)	20 (1)	--	--	8 (1)	14 (1)	
Speech	--	8 (1)	22 (1)	--	16 (1)	11 (1)	--	--	17 (1)	

*The figures in parentheses indicate the number of sections taught.

TABLE 23. ENROLLMENTS IN MATH CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 165-190 STUDENTS

Subject	High School									
	Sunburst	Belgrade	Harlem	Fairfield	Forsyth	Big Sandy	Whitehall	Big Fork	Troy	
Algebra I	45 (2)*	42 (2)	21 (1)	38 (2)	45 (2)	39 (2)	55 (2)	28 (1)	23 (2)	
Algebra II	11 (1)	18 (1)	--	23 (1)	24 (1)	16 (1)	22 (1)	20 (1)	9 (1)	
Gen. Math I	12 (1)	25 (1)	--	13 (1)	22 (1)	--	17 (1)	18 (1)	28 (1)	
Gen. Math II	--	--	--	--	--	--	--	18 (1)	--	
Math IV	4 (1)	--	12 (1)	--	10 (1)	--	--	4 (1)	2 (1)	
Geometry	24 (1)	30 (1)	35 (2)	37 (2)	11 (1)	43 (2)	44 (2)	16 (1)	21 (1)	
Trigonometry	--	6 (1)	--	5 (1)	--	8 (1)	9 (1)	--	--	

*The figures in parentheses indicate the number of sections taught.

TABLE 24. ENROLLMENTS IN SCIENCE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 165-190 STUDENTS

Subject	High School							
	Sunburst	Belgrade	Harlem	Fairfield	Forsyth	Big Sandy	Whitehall	Big Fork Troy
Gen. Science	--	--	18 (1)*	--	--	--	--	--
Biology	44 (2)	+ (2)	38 (2)	43 (2)	51 (2)	43 (2)	46 (2)	28 (1) 52 (3)
Advanced Biology	--	--	8 (1)	--	--	--	--	19 (1) --
Chemistry	35 (2)	15 (1)	15 (1)	14 (1)	24 (1)	22 (1)	--	15 (1) --
Physics	--	--	9 (1)	17 (1)	5 (1)	--	12 (2)	4 (1) 9 (1)
Health and Physiology	12 (1)	--	--	--	--	--	--	--
Earth Science	--	--	--	32 (2)	57 (2)	23 (1)	--	33 (1) 51 (2)
Advanced Earth Science	--	--	--	--	--	--	13 (1)	--
Senior Science	--	10 (1)	--	--	--	--	--	--
Physical Science	10 (1)	--	--	--	--	--	52 (2)	29 (1) --
Geology	--	--	--	--	27 (1)	--	--	--

*The figures in parentheses indicate the number of sections taught.

+The number of students was not recorded.

TABLE 25. ENROLLMENTS IN SOCIAL SCIENCE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 165-190 STUDENTS

Subject	High School								
	Sunburst	Belgrade	Harlem	Fairfield	Forsyth	Big Sandy	Whitehall	Big Fork	Troy
U. S. History	51 (2)*	34 (2)	20 (1)	59 (3)	47 (2)	50 (2)	45 (2)	37 (2)	36 (3)
World History	15 (1)	--	45 (2)	22 (1)	19 (1)	17 (1)	7 (1)	8 (1)	14 (1)
Prob. of Amer. Democracy	36 (2)	24 (2)	23 (1)	--	39 (2)	47 (2)	36 (2)	42 (2)	34 (2)
Sociology	--	--	--	--	--	--	20 (1)	--	--
World Geography	--	--	--	12 (1)	11 (1)	--	--	17 (1)	--
Economics	--	--	--	11 (1)	23 (1)	--	--	14 (1)	--
Social Studies	--	56 (2)	--	--	--	--	--	--	47 (2)
Psychology	--	--	--	--	--	24 (1)	--	--	--
Government	--	--	40 (2)	20 (1)	--	--	--	--	--

*The figures in parentheses indicate the number of sections taught.

TABLE 26. ENROLLMENTS IN COMMERCIAL SCIENCE CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH
165-190 STUDENTS

Subject	High School									
	Sunburst	Belgrade	Harlem	Fairfield	Forsyth	Big Sandy	Whitehall	Big Fork	Troy	
Typing I	41 (2)*	48 (2)	--	43 (2)	74 (3)	38 (2)	62 (3)	16 (1)	46 (2)	
Typing II	19 (1)	--	--	12 (1)	--	16 (1)	11 (1)	11 (1)	10 (1)	
Shorthand I	--	7 (1)	--	18 (1)	--	--	7 (1)	16 (1)	14 (1)	
Shorthand II	--	--	--	5 (1)	--	--	--	--	--	
Bookkeeping	16 (1)	7 (1)	18 (1)	21 (1)	12 (1)	22 (1)	24 (1)	--	26 (1)	
Business Math	--	17 (1)	24 (1)	--	29 (1)	--	--	--	--	
Office Training	--	--	12 (1)	--	16 (1)	--	--	8 (1)	--	
Personal Typing	--	--	47 (2)	--	--	--	--	--	--	
Vocational Typing	--	--	7 (1)	--	--	--	--	--	--	
School Paper	9 (1)	--	--	--	--	--	--	--	--	

*The figures in parentheses indicate the number of sections taught.

TABLE 27. ENROLLMENTS IN AGRICULTURE, INDUSTRIAL ARTS, HOME ECONOMICS AND DRIVER EDUCATION IN MONTANA
HIGH SCHOOL CLASSES DURING 1967-68 WITH 165-190 STUDENTS

Subject	High School							
	Sunburst	Belgrade	Harlem	Fairfield	Forsyth	Big Sandy	Whitehall	Big Fork Troy
Agriculture I	--	21 (1)*	11 (1)	14 (1)	15 (1)	18 (1)	--	11 (1)
Agriculture II	--	23 (2)	7 (1)	--	13 (1)	13 (1)	--	19 (1)
Agriculture III	--	9 (1)	6 (1)	--	--	15 (1)	--	7 (1)
Agriculture IV	--	13 (1)	--	--	10 (1)	--	--	10 (1)
Soil Science	--	--	--	8 (1)	--	--	--	--
Animal Science	--	--	--	7 (1)	--	--	--	--
Shop I	13 (1)	--	10 (1)	--	12 (1)	--	--	34 (2)
Shop II	--	--	10 (1)	--	--	--	--	9 (1)
Industrial Arts I	--	--	--	10 (1)	--	--	18 (3)	12 (1)
Industrial Arts II	--	--	--	--	--	--	13 (1)	15 (1)
Mechanical Drawing	23 (1)	--	--	8 (1)	--	13 (1)	8 (1)	--
Trades and Industry	20 (1)	--	--	--	--	--	--	--
Arts and Crafts	--	--	--	--	--	--	--	26 (1)
Home Economics I	13 (1)	28 (2)	12 (1)	16 (1)	12 (1)	15 (1)	6 (1)	11 (1)
Home Economics II	14 (1)	22 (2)	14 (1)	7 (1)	10 (1)	12 (1)	10 (1)	11 (1)
Home Economics III	7 (1)	11 (1)	7 (1)	--	--	--	--	13 (1)
Home Economics IV	10 (1)	--	--	--	--	--	--	10 (1)
Driver Education	18 (1)	--	--	18 (1)	20 (1)	--	--	--

*The figures in parentheses indicate the number of sections taught.

TABLE 28. ENROLLMENTS IN ART, MUSIC, AND PHYSICAL EDUCATION CLASSES IN MONTANA HIGH SCHOOLS DURING 1967-68 WITH 165-190 STUDENTS

Subject	High School							
	Sunburst	Belgrade	Harlem	Fairfield	Forsyth	Big Sandy	Whitehall	Big Fork Troy
Art	--	6 (1)*	--	--	15 (1)	--	--	15 (1)
Band	45 (1)	+ (1)	40 (1)	58 (1)	42 (1)	+ (1)	40 (1)	34 (1) 34 (1)
Instrumental	+ (2)	--	--	+ (2)	+ (2)	--	16 (1)	--
Chorus	50 (1)	+ (1)	--	59 (2)	40 (1)	+ (1)	16 (1)	31 (2) 24 (1)
Boys P. E.	46 (1)	45 (1)	20 (1)	51 (2)	30 (1)	+ (2)	59 (3)	49 (2) 44 (2)
Girls P. E.	35 (1)	59 (2)	16 (1)	27 (2)	40 (1)	+ (2)	46 (2)	48 (2) + (2)

*The figures in parentheses indicate the number of sections taught.

+The number of students was unrecorded.

James B. Conant, a leading American educator, made these comments concerning small high schools:

The enrollment of many American public high schools is too small to allow a diversified curriculum except at exorbitant expense. The prevalence of such high schools--those with graduating classes of less than one hundred students--constitutes one of the serious obstacles to good secondary education throughout most of the United States. I believe such schools are not in a position to provide a satisfactory education for any group of their students--the academically talented, the vocationally oriented, or the slow reader. The instructional program is neither sufficiently broad nor sufficiently challenging. A small high school cannot by its very nature offer a comprehensive curriculum. Furthermore, such a school uses uneconomically the time and efforts of administrators, teachers, and specialists, the shortage of whom is a serious national problem.

Financial considerations restrict the course offerings of the small high schools. As the curriculum is narrowed, so is the opportunity for a meaningful program. Unless a graduating class contains at least one hundred students, classes in advanced subjects and separate sections within all classes become impossible except with extravagantly high costs.

A common practice in small high schools is to require all students, regardless of ability or interest, to take an academic program. The nonacademically talented student is seldom able to follow vocational goals and to develop general interest. Although he constitutes a majority of the student body, he is obliged to study courses which at best only the top quarter of his class can pursue with profit. With a small enrollment, grouping by ability is difficult, and this student often becomes bored and frustrated. Furthermore, his presence in these courses tends to affect adversely the tone of instruction and to encourage a lowering of grading standards.

In many of the really small high schools there are only a few teachers. The scope even of the academic program is correspondingly limited. Courses are often not offered in advanced mathematics, physics or chemistry, and foreign languages, or are offered only every other year. Where there are such courses, they are often taught by teachers whose training in the subject-matter area is inadequate and insufficient. (1:38)

After reviewing the facts presented in Plan C, the quotation from Mr. Conant definitely pointed toward consolidation as a method to improve educational standards in the two schools studied.

CHAPTER VII

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The problem concerned the study of the various factors involved in consolidation of Manhattan, Three Forks, and Willow Creek high schools. An attempt was made to determine which of the three plans proposed would offer a quality education in the most efficient and economical manner. The first plan proposed a four year high school at Logan. The second plan proposed a junior-senior high school at Logan, and the third plan proposed a four year high school at Three Forks with only Three Forks and Willow Creek consolidated.

A ten year enrollment projection was made. Bus routes as they were operating and changes in them were considered. Finances, buildings, and curriculum were investigated. Enrollments in Manhattan appeared to be declining. Three Forks' school population seemed fairly static, and Willow Creek's appeared to increase.

There were no problems found in transportation that would have prevented consolidation. The per-pupil costs would have been greatly reduced and at the same time a more quality education could have been offered. There appeared to be sufficient bonding capacity to construct necessary buildings and the use of the existing good buildings seemed economical.

Conclusions

Plan A appeared to provide a more quality education than was

being given. It would not have improved the quality of education for the seventh- and eighth-graders in the three grade schools.

Plan B seemed to offer the best educational opportunities for the most children. It also seemed the most efficient and economical plan in regard to use of existing buildings.

Plan C would have benefited the least number of children, although it appeared to be an improvement over the existing programs of the two schools concerned.

Recommendations

From the facts gathered and presented, the inadequate status of educational opportunities that were offered at the three schools seemed self-evident. If any improvement were to be made, it appeared that consolidation in some manner would be a step forward. It seemed also appropriate to recommend a county-wide road committee to plan future road construction in line with school consolidation efforts.

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APPENDIX

APPENDIX A

WILLOW CREEK HIGH SCHOOL POPULATION PROJECTION

Grade		1	2	3	4	5	6	7	8	9	10	11	12	Total high school
Year	1952-53	6	6	7	6	10	8	12	2	10	5	7	7	29
	1953-54	6	8	8	6	4	10	8	11	4	11	4	9	28
	1954-55	4	7	7	7	5	4	8	8	11	4	8	3	26
	1955-56	8	4	7	7	8	4	7	10	9	9	4	9	31
	1956-57	10	7	3	7	9	8	2	8	10	9	8	4	31
	1957-58	9	9	9	6	7	10	9	2	9	10	10	7	36
	1958-59	7	10	9	11	4	6	9	8	2	7	10	10	29
	1959-60	11	8	10	11	14	4	7	8	8	4	8	10	30
	1960-61	9	10	8	10	9	10	6	11	10	7	2	5	24
	1961-62	10	11	11	5	11	9	15	6	11	9	8	2	30
	1962-63	12	10	10	12	8	9	8	21	8	12	9	7	36
Survival rate in per cent		100	105	102	104	104	99	100	112	111	98	95	96	
Year Census														
5-yr. olds														
1963-64	12	12	13	10	10	12	8	9	9	23	8	11	9	51
1964-65	7	7	13	13	10	10	12	8	10	10	23	8	11	52
1965-66	8	8	7	13	14	10	10	12	9	11	10	22	8	51
1966-67	6	6	8	7	14	15	10	10	13	10	11	10	21	52
1967-68	5	5	6	8	7	15	15	10	11	14	10	11	10	45
1968-69	6	6	5	6	8	7	15	15	11	12	14	10	11	47
1969-70	8	8	6	5	6	8	7	15	17	12	12	13	10	47
1970-71	8	8	8	6	5	6	8	7	17	19	12	11	12	54
1971-72	8	8	8	8	6	5	6	8	8	19	19	11	11	60
1972-73	8	8	8	8	8	6	5	6	9	9	19	18	11	57

APPENDIX B

MANHATTAN HIGH SCHOOL POPULATION PROJECTION

Grade		1	2	3	4	5	6	7	8	9	10	11	12	Total high school
Year	1952-53	30	24	29	24	20	26	22	16	24	25	32	32	113
	1953-54	42	31	20	25	26	17	27	23	15	27	23	32	97
	1954-55	32	41	31	24	25	29	17	25	31	12	25	26	94
	1955-56	30	29	43	32	22	21	22	19	27	27	12	22	88
	1956-57	33	33	28	29	29	21	19	26	26	25	22	9	82
	1957-58	42	33	31	26	34	25	21	18	23	23	24	18	88
	1958-59	37	43	32	21	30	38	23	20	26	24	23	15	88
	1959-60	30	37	48	36	36	32	38	30	25	24	22	21	92
	1960-61	38	43	33	33	31	41	27	21	27	24	23	15	89
	1961-62	37	24	29	35	45	33	31	39	48	40	25	25	138
	1962-63	21	32	31	20	33	38	34	30	43	48	37	20	148
Survival rate in per cent		100	99	96	96	102	98	92	102	123	101	94	88	
Year Census														
	5-yr. olds													
1963-64	28	28	21	31	30	31	32	35	35	37	43	45	33	158
1964-65	30	30	28	20	30	31	30	29	36	43	37	40	40	160
1965-66	19	19	30	27	19	31	30	28	30	44	43	35	35	157
1966-67	28	28	19	29	26	19	30	28	29	37	44	40	31	152
1967-68	29	29	28	18	28	27	19	28	29	36	37	41	35	149
1968-69	20	20	29	27	17	29	26	17	29	36	36	35	36	143
1969-70	24	24	20	28	26	17	28	24	17	36	36	34	31	137
1970-71	28	28	24	19	27	27	17	26	24	21	36	34	30	121
1971-72	26	26	28	23	18	28	26	16	27	30	21	34	30	115
1972-73	26	26	26	27	22	18	27	24	16	33	30	20	30	113

APPENDIX C

THREE FORKS HIGH SCHOOL POPULATION PROJECTION

Grade		1	2	3	4	5	6	7	8	9	10	11	12	Total high school
Year	1952-53	41	36	31	38	28	34	23	22	26	27	20	24	97
	1953-54	38	38	38	30	34	38	32	24	30	24	22	24	100
	1954-55	38	41	33	33	31	32	30	29	30	28	20	18	96
	1955-56	42	29	39	24	31	25	32	26	27	29	25	20	101
	1956-57	33	36	25	40	29	31	25	35	39	26	28	19	112
	1957-58	20	24	22	25	37	28	32	23	32	37	24	26	119
	1958-59	30	50	34	36	28	39	29	27	26	28	29	26	109
	1959-60	43	31	44	27	32	29	36	30	28	27	30	25	110
	1960-61	33	39	26	45	27	30	27	32	25	28	27	25	115
	1961-62	43	37	35	27	34	27	36	30	35	29	27	25	116
	1962-63	33	42	32	32	28	45	32	32	33	31	34	28	126
Survival rate in per cent		100	101	91	98	99	98	103	95	113	93	94	94	
Year Census														
5-yr. olds														
1963-64	30	30	33	38	31	32	27	46	30	36	31	29	32	128
1964-65	36	36	30	30	37	31	31	28	44	34	33	29	27	123
1965-66	33	33	36	27	29	37	30	32	27	50	32	31	27	140
1966-67	31	31	33	33	26	29	36	21	30	31	47	30	29	137
1967-68	31	31	31	30	32	26	28	37	29	34	29	44	28	135
1968-69	30	30	31	28	29	32	25	29	35	33	32	27	41	133
1969-70	28	28	30	28	27	29	31	26	28	40	31	30	25	126
1970-71	23	23	28	27	27	27	28	32	25	32	37	29	28	126
1972-73	30	30	24	21	25	26	26	27	28	34	26	28	33	121

APPENDIX D

1967 VALUATIONS

THREE FORKS HIGH SCHOOL BONDING DISTRICT

<u>School District</u>	<u>Assessed Value</u>	<u>Taxable Value</u>
1	\$1,829,018	\$ 659,965
15 new	141,993	45,738
24	4,351,281	1,271,716
64	1,776,476	796,234
Totals	\$8,098,768	\$2,773,653

MANHATTAN HIGH SCHOOL BONDING DISTRICT

<u>School District</u>	<u>Assessed Value</u>	<u>Taxable Value</u>
3	\$4,134,255	\$1,245,774
3 out new	741,258	217,047
21	1,155,761	356,128
25 new	237,865	66,883
75	3,320,186	928,441
Totals	\$9,589,325	\$2,814,273

WILLOW CREEK HIGH SCHOOL BONDING DISTRICT

<u>School District</u>	<u>Assessed Value</u>	<u>Taxable Value</u>
15	\$1,553,282	\$ 500,584

Combined total assessed valuation \$19,241,375

Combined total taxable valuation \$ 6,008,510

APPENDIX E

1967 VALUATIONS

THREE FORKS GRADE SCHOOL DISTRICT

<u>School District</u>	<u>Assessed Value</u>	<u>Taxable Value</u>
24	\$2,391,007	\$ 646,889
24 out	1,960,274	624,827
24-J	771,581	235,928
Totals	\$5,122,862	Totals \$1,507,644

MANHATTAN GRADE SCHOOL DISTRICT

<u>School District</u>	<u>Assessed Value</u>	<u>Taxable Value</u>
3 in	\$1,687,480	\$ 443,486
3 out	2,446,775	790,560
3 out new	741,258	217,047
Totals	\$4,875,513	Totals \$1,462,821

WILLOW CREEK GRADE SCHOOL DISTRICT

<u>School District</u>	<u>Assesed Value</u>	<u>Taxable Value</u>
15	\$1,553,282	\$ 500,584
15 new	141,993	45,738
17-J	355,904	117,963
Totals	\$2,051,179	Totals \$ 664,285

Combined total assessed valuation \$12,049,554

Combined total taxable valuation \$ 3,634,750

APPENDIX F

Manhattan, Montana
July 11, 1968

Mr. Chester Schendel
Three Forks, Montana

Dear Sir:

In reply to your letter regarding school facilities at Manhattan, I am pleased to inform you that the high school is adequate with normal repairs and maintenance. We are presently building an addition to the five-year-old gymnasium and primary department. When this is finished, we will have a complete, new grade school with gymnasium and food center attached, which should be adequate for fifty years.

Yours truly,

A handwritten signature in cursive script, reading "Donald Keickbusch". The signature is written in dark ink and is positioned above the printed name.

Donald Keickbusch

APPENDIX G

Three Forks, Montana
July 12, 1968

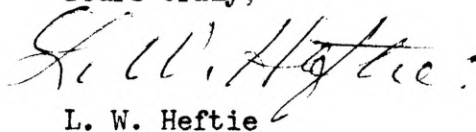
Mr. Chester Schendel
Box 715
Three Forks, Montana 59752

Dear Mr. Schendel:

In reply to your letter regarding school facilities at Three Forks, the following information is given. The present grade building is 53 years old and will need replacing soon. The gymnasium, while in good structural condition, is no longer large enough to handle the crowds at basketball games. The locker rooms are very inadequate for a good physical education program. The high school building is 13 years old and in good repair, but a larger science room is needed for biology. We also need a well-planned food center for our hot lunch program. The school board is presently planning to build a new gymnasium, food center, and five classrooms. One of the classrooms will be a science room and the other four will be used to house part of the grade school. Bonding capacity is so low in the grade school district that it will be impossible to build a complete new grade school at one time. The school board is planning to replace the grade school in several stages.

In answer to your question concerning consolidation with Willow Creek, the only answer I can give is that if they would wish to consolidate their high school with Three Forks high school, I am sure it could be handled easily and with little extra expense.

Yours truly,


L. W. Heftie

APPENDIX H

Willow Creek, Montana
July 12, 1968

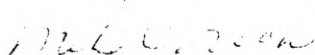
Mr. Chester Schendel
Box 715
Three Forks, Montana 59752

Dear Mr. Schendel:

In reply to your question concerning school facilities at Willow Creek, I am pleased to inform you that no new construction is planned in either grade or high school. We are presently changing our heating system from coal to fuel oil and are doing a major repair job on the windows throughout the school. The buildings will be sufficient for many years for both grade and high schools for the program the community can support.

Regarding your question on curriculum, we do rotate classes. Chemistry is rotated with physics, earth science with biology, geography with world history, American government and sociology are rotated with U. S. history, advanced math with algebra II, shorthand I and shorthand II are rotated, typing I and typing II are rotated, home economics I and home economics II are rotated, as are German I and German II. With this rotation it is possible to offer each student a wider choice of subjects during their four years at Willow Creek high school.

Yours truly,



Mike Korich

APPENDIX I

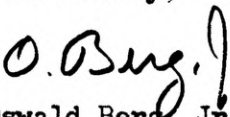
Bozeman, Montana
July 16, 1968

Mr. Chester Schendel
Box 715
Three Forks, Montana 59752

Dear Mr. Schendel:

In reply to your question concerning the amount of money necessary to construct a high school building for 321 students, the figure \$857,708 would be very adequate. The \$552,123 for a junior high building to house 186 students is also adequate.

Yours truly,


Oswald Berg, Jr.