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THE PRACTICABILITY OF THE REORGANIZATION OF
SIX ELEMENTARY SCHOOL DISTRICTS WITH
BOZEMAN SCHOOL DISTRICT #7

by

ROBERT PAUL OTHEIM

A professional paper submitted in partial fulfillment
of the requirements for the degree

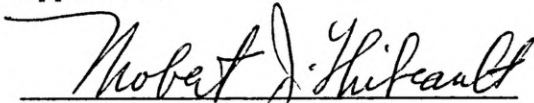
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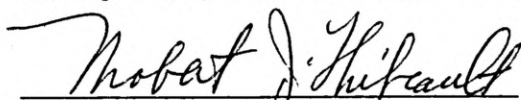
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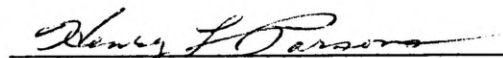
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ABSTRACT

The purpose of the study was to determine the practicability of the reorganization of six elementary school districts with Bozeman School District #7. The six elementary districts are Cottonwood, Monforton, Gallatin Gateway, Anderson, LaMotte, and Malmborg. Four criteria were used to determine the practicability of reorganization: cost of operation, curriculum, supplementary materials, and student transportation. Information was gathered from the Office of the Superintendent of Schools of Gallatin County and from a personal interview with the head teacher of each outlying school. Literature on school district reorganization in general was reviewed.

It was concluded that the reorganization of the six elementary districts with Bozeman District #7 is feasible. There are areas of further study which should be examined.

The exact expense of reorganizations of these districts should be examined in detail so that a better evaluation can be made. Other areas of future investigation include finding the attitudes of the residents in the districts concerning reorganization, what would happen to the County Superintendents position if reorganization occurred, and the possibility of consolidating Gallatin Gateway and Monforton School Districts.

Once this information has been collected a more definite plan can be formulated.

Chapter 1

INTRODUCTION

Early day transportation in Montana was limited to walking or riding horseback. Students were not to travel more than five miles to school. School districts in Montana were created as the needs for schools arose, any ten parents could petition for a school district and in those days most of the school districts supported only one-room schools (Montana School Laws, 1872).

Because of the vast improvements in roads, transportation became more dependable. Also improvements in size, quality, safety and reliability of school buses has made transportation of students today much more reliable than before.

Montana has been taking part in school district reorganization for years; so has Gallatin County. There is a need to continue considering district reorganization in Gallatin County as long as there are school districts that are operating close to a larger district which offers an expanded curricula and more activities and opportunities for participation (Peabody Report, 1958).

STATEMENT OF PROBLEM

The problem of this study was to determine the feasibility of reorganizing the elementary school districts #35-Gateway, #22-Cottonwood, #41-Anderson, #27-Monforton, #43-LaMotte, #47-Malmborg, with the

Elementary School District #7-Bozeman, using the following criteria for evaluative purposes: (1) Costs of operating the school; (2) The curriculum being offered to the students; (3) Supplementary materials, and; (4) Student transportation.

STATEMENT OF NEED

In recent years inflation and rising costs have created financial difficulties for school districts. With more and more bond levies being defeated, there has been a concern about the need for improved educational programs and how they should be financed throughout the United States. This study was undertaken to determine whether reorganization with Bozeman School District would enable the elementary students of Gateway, Cottonwood, Anderson, Monforton, LaMotte and Malm-borg school districts to receive more educational opportunities and a more adequate education for their students.

LIMITATIONS

This study investigated the feasibility of reorganization with Bozeman School District #7 for the six elementary school districts now in Bozeman High School District #7. Cost of operation, curriculum, supplementary materials and student transportation were the only factors considered in determining this feasibility.

Sources of information for this study were the records of the

Gallatin County Superintendent of Schools, selected personnel employed in the districts concerned and Montana Accreditation Standards. Literature was limited to books and periodicals obtained from the Montana State University Library.

No attempt was made to determine the attitudes of residents, the county superintendent, or school district personnel regarding school district reorganization.

GENERAL QUESTIONS

The following questions were answered for each district that was involved in this study:

1. What is the taxable valuation of the districts?
2. What is the present enrollment?
3. What is the taxable valuation per ANB?
4. What is the cost of operating the school?
5. What is the cost per student in relation to the total general fund budget?
6. How many professional staff members are now employed?
7. What is the present curriculum?
8. How many supplementary materials are available to each school?
9. How far do students travel to school?
10. How far will students have to travel to school if

reorganization occurs?

11. What schools will be likely to close if school district reorganization occurs?

GENERAL PROCEDURES

Information for this study was obtained from the following sources: (1) textbooks, periodical literature, and professional papers; (2) Division of Survey and Field Services, George Peabody College; (3) Montana School Laws; (4) Local school districts; (5) Gallatin County Superintendent's Office; and, (6) State Department of Education Accreditation Standards.

The last three sources provided data for the last five years to be used to compare the educational programs of the individual schools in relation to curriculum, student transportation and cost of operating the schools.

DEFINITION OF TERMS

1. ANB: The aggregate days present plus the aggregate days absent divided by the actual number of days school was in session; the average number belonging.

2. Assessed Valuation: The value placed on a building or other piece of real property for purposes of taxation.

3. Curriculum: Courses, activities, and other planned

experiences which a student is exposed to while under the guidance of the school.

4. Elementary School: A school with curricular offerings to those students in grades one to eight.

5. Reorganized Districts: Any school district that now serves an area that was once made up of two or more school districts.

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

7. Accreditation Standards: Basic requirements for a minimal educational program.

8. Supplementary Materials: The materials needed to reinforce primary sources, examples; library book, audio-visual aids, teaching aids, special teachers.

SUMMARY

This study was conducted to determine the feasibility of reorganization in the elementary districts of Gateway, Cottonwood, Anderson, Monforton, LaMotte and Malmborg. The factors considered were: (1) cost of operation; (2) curriculum; (3) supplementary materials, and; (4) student transportation.

Sources of information included the Montana School Laws, Montana Standards for Accreditation, Gallatin County Superintendent of Schools, literature on the subject, and personnel of the districts involved in

There was no attempt to measure or determine the attitudes of the residents or personnel of the elementary school districts involved in this study.

Chapter 2

REVIEW OF LITERATURE

Introduction

Schools were first organized into local districts in Massachusetts, when a law was enacted requiring towns to establish and support schools. Eventually the one-room school district system became the established pattern in the northern and central parts of the United States, and the system was then carried westward with the settlers.

When Montana became a state one of the first legislative acts was to authorize the county superintendent of schools to divide the whole county into school districts, so that every resident was in some district, and also to divide such portions of the county as were inhabited into districts convenient to them (Session Laws, 1865). School districts were established for satisfying the needs of the rural areas. The districts were numerous due to poor roads and lack of speedy transportation. With new roads being built, transportation improving, and rural people moving into larger towns, smaller districts were absorbed into larger districts.

A search of the literature has produced several topics which have some relevance to this study. The items chosen for review are: (1) reorganization trends; (2) school size; (3) advantages of reorganization; (4) responsibilities of the district; and, (5) use of multi-media materials.

Reorganization Trends

For a number of years there has been a national trend toward larger school districts, and each year sees more students educated in fewer districts. A survey performed to determine how many school districts there were in the United States found that in 1932, there were 128,000 school districts; in 1950, there were 85,000; in 1960, there were 42,000; in 1967, there were 32,000 (Grieder, 1967); and in 1975 there were about 13,000 (Education Directory, 1975-76). From 1932 to 1975, there was a total drop of 115,000 school districts.

A survey performed by the United States government in 1954-55 found:

1. Less than one-eighth of all districts employed as many as 40 teachers; almost two-thirds employed nine or fewer.
2. More than half of all districts operated elementary schools only, and only a fourth operated both elementary and secondary schools.
3. One district in seven did not operate a school of any kind.
4. In 23 states, more than half of the districts operated elementary schools only.
5. In 23 states, more than half the districts employed nine or fewer teachers.
6. Only four states had no districts employing fewer than 40 teachers (Statistical Survey, 1955).

If the non-operating districts were reorganized into larger districts, this alone would reduce the number of school districts by one-seventh.

The trend of reducing the number of school districts has also been present in Montana. In 1939, there were 2,131 common school districts; by 1950 there were 1,321; by 1971 there were 743; and in 1976 there were 627 (Anderson, 1972, Colburg, 1976). These 627 school districts in Montana represented 4.8 per cent of the nation's total districts. The nation's population census for 1975 was 215,000,000, while Montana's population was 738,000 (Current Population Reports, 1975 & 1976). Montana has 4.8 per cent of the total districts in the United States, while having only .34 per cent of the nation's population. Although Montana has been reducing the number of school districts it is not keeping pace with the rest of the nation.

School Size

The Peabody Report (1958) and Kreitlow (1957) agree that no one knows with certainty how large a school district should be, but school districts can be too small, although large districts do not guarantee better education for children. The question then must be, what is the proper size? "Costs per student tend to be lowest in districts having more than 10,000 students and fewer than 40,000" (Morphat, 1974). The proper school size should contain 1,500 to 2,000 pupils and have at least 100 students in the graduating class (National Society for the

Study of Education, 1945; (Conant, 1959).

The Peabody Report gives an example of what minimum standards should be followed:

1. A one-teacher school for five or six children, located on a major highway a few miles from a large metropolitan center cannot be justified;

2. A school fifty or sixty miles from a community of any size and twenty or more miles from another small school on roads frequently made impassible by winter snows can be justified;

3. An elementary school of satisfactory minimum size should provide at least one teacher per grade (about seven teachers in a six grade school). Maximum size should be in the neighborhood of 16 to 20 teachers or 500 to 600 pupils (Peabody Report, 1958).

Farber's study on the size of a school district produced not numbers of students, but criteria to look for in a school district.

The district should:

1. Offer a comprehensive program of elementary and secondary education;

2. Provide a complete range of educational services including mentally and physically handicapped remedial programs, health, guidance and counseling;

3. Include one well-defined community or a group of inter-related communities which form a natural sociological area;

4. Be large enough to employ specialized administrative and supervisory personnel and teachers with preparation in all areas taught;

5. Be able to financially support the kind of educational program implied by the above criteria (Farbers, 1958).

The Montana Governor's School District Reorganization Committee, in its report of October 5, 1960, called for counties to reorganize their own districts through local committees. The plan called for reorganization of districts (administrative units only) leaving the location and establishment of local elementary and secondary schools (attendance centers) to local school boards elected by the people. The committee also proposed the following minimum requirements:

1. Each district shall maintain within its boundaries classes for grades 1 through 12.

2. Each district must operate one or more accredited high schools with a combined average number belonging of 150 pupils.

3. Regardless of the above, each county will be entitled to at least one school district.

4. Limitations may be waived where advisable (Montana Governor's School District Reorganization Committee, 1960). This reorganization plan did not pass the legislative assembly, primarily due to the objections from rural people who thought they would lose their schools (Anderson, 1972). This defeat left school district reorganization a voluntary procedure.

Advantages of Reorganization

Cocking stated that there are many advantages to reorganization.

These include:

1. A larger district can attract a higher quality of professional leadership.
2. The speed of transportation and communication has made it easier to administer a large district.
3. A central unit can step up provisions to care for individual differences.
4. A larger district can attract a more competent staff, better counseling services, more library and audio-visual facilities and a wider range of educational tools.
5. Consolidation of districts increase the size of the tax base (Cocking, 1961).

In a study performed by the University of Wisconsin, which compared students' achievements and educational opportunities, it was found that reorganized districts offered more educational opportunities and that their students showed greater achievement and mental maturity than those in non-reorganized districts (Kreitlow, 1967).

Opportunities for improved educational development of the students were enhanced by providing more library books, teaching aids, and special teachers in art and music. The study reported that the association of the students with these opportunities indeed increased the

students' learning above that of the rural student (Kreitlow, 1967).

The Massachusetts Governor's Commission on School Districts Organization completed a study in 1974 of all Massachusetts school districts. This study attempted to determine how Massachusetts could provide more effective and more educational services through improved organization. Listed below are six findings of the study:

1. The number of courses available to students in larger districts exceeded the number of course offerings available in the small districts.
2. The amount and quality of articulation of curriculum which takes place depends upon the strength of the superintendent. When there is no superintendent hired in the district, articulation becomes a low priority of that system.
3. Small districts find it difficult to support adequate staff training and renewal programs.
4. Smaller districts usually find it difficult to achieve operating economies in purchasing, transportation, and central administration.
5. Administrative districts should be supervised by one superintendent working for one K-through-12 school board.
6. Size does not guarantee quality, but it can be used to make quality more possible and more economical.

The Commission also stated that "there should be in all schools

program coordination on a K-through-12 basis designed to eliminate gaps and unnecessary repetitions in learning experiences" (Massachusetts Commission, 1974).

Responsibilities

The first responsibility of the school district is the provision of an elementary school which will meet the educational needs of children from the kindergarten level through grade six (Peabody Report, 1958).

The National Commission on School District Reorganization stated that a district should include these items:

1. Good teachers who understand children.
2. A building well adapted to the children's needs.
3. Ample playground space.
4. Services of a school nurse and school physician.
5. A school lunch program.
6. Textbooks and other instructional materials furnished to all children without cost.
7. A library of well selected books, under the direction of a librarian-teacher.
8. Auditory and visual aids to be used in connection with the instructional program.
9. Supervisory assistance and the help of such special teachers as are needed to provide good programs of art and of vocal and

instrumental music.

Use of Multi-Media Materials

The responsibility of the school district to provide supplemental materials was stressed by the National Commission on School District Reorganization. The access and availability of the materials by teachers and students is important to obtain the goals and objectives of the district (Peabody Report, 1958).

An assessment of student and teacher attitudes concerning the use of multi-media in the classroom was completed in 1974 by Lawrence B. Schlack and John W. Kofel. The purpose was to determine the attitudes of students and teachers toward the use of multi-media in classrooms.

The population for the study was all fifth grade students in Region twelve in the State of Michigan. The total sample drawn consisted of eighteen fifth-grade classes (461 students) and eighteen teachers. The questionnaire was tested for validity in school districts adjacent to Region twelve.

The questionnaire was administered to 461 students and 18 teachers with a return of one-hundred per cent. Student responses indicated that media makes a lesson more interesting, and this was attributed to:

1. The ability to see what is being discussed.
2. The ability to have "hands on" experiences.

3. Greater understanding through the use of media.
4. More enjoyment, fun and entertainment as a result of media.
5. The ability to actually use media equipment in the course of study.

Not only did the students express strong interest in lesson content when media was used, but the classroom teachers expressed similar attitudes:

1. Student interest increases.
2. Student understanding increases.
3. Student enjoyment increases.
4. When available, students more frequently use media in their independent studies.

The second part of the questionnaire was designed to determine if there was an increase learning when multi-media is used. Responses of the students indicated learning increases when:

1. Actually using media themselves.
2. Seeing what is being discussed in its real-life setting.
3. Clarity and understanding are increased.
4. Varied media are used in the lesson.

Teachers' responses were unanimous concerning the positive impact of media on student learning. The reported:

1. Students learn faster when varied media are used.
2. Students learn better when media related activities are used.

3. Student understanding increases when directions are given utilizing media.

4. Student overall understanding increases when varied media are used (Schlack and Kofel, 1975).

SUMMARY

There has been a strong movement toward school district reorganization in the last 40 years. Montana has failed to keep pace with this movement.

The advantages of reorganization are numerous, ranging from increased size of the tax base to more competent staff. Nonetheless, there are people who resist school district reorganization.

The manner in which a school district discharges its responsibilities has an overall effect upon the instruction which takes place within a school. According to The Peabody Report, the first responsibility of the school district is provide the opportunity for the school to meet the educational needs of the children. Montana faces the question of whether its school districts can provide modern educational programs to the children of the state.

The advantages of the use of multi-media materials are numerous, including: 1) making lessons more interesting, 2) increasing greater understanding of the material, 3) excelerating learning. The materials must be available and at hand for the teachers to use.

This chapter has presented a review of some of the literature concerning school district reorganization. The procedure for determining the practicability of school district reorganization for the districts in this study will be explained in the next chapter.

Chapter 3

PROCEDURES

Introduction

The procedures described in this chapter focus on the investigation of cost of operations, curricula being offered, supplementary materials available, and student transportation. This is an investigative study designed to arrive at comparisons of the different costs, curricula, materials and transportation of the six elementary districts with what is available in the Bozeman Schools. In particular, this chapter will describe the population, and will explain the categories to be investigated and the methods of collecting the data.

A search of the literature produced several items which are of major concern to this study. The items chosen for review were: 1) cost of operation; 2) curriculum; 3) supplementary materials; 4) student transportation.

Population Description

The population was confined to the elementary school districts of #22-Cottonwood, #27-Monforton, #35-Gateway, #41-Anderson, #43-LaMotte, #47-Malmborg and #7-Bozeman.

Methods of Collecting Data

The review of literature produced background material for the

study. It was, therefore, necessary to collect data with which to compare the school districts. The categories referred to in Chapter 1 were investigated through an analysis of the budgets for the districts of Gateway, Cottonwood, Anderson, Monforton, LaMotte, and Malmborg. The County Superintendent supplied the budgets for a five year period, and the costs for the four categories of study were obtained from these records.

Each outlying school was visited, and the head teacher was interviewed in regard to supplementary materials available, courses taught and distance students live from their present school.

CURRICULUM

The present curriculum being offered by each district was compared to the curriculum being offered by Bozeman Elementary School District #7. Course offerings for each school district were obtained from each school. Course offerings for Bozeman Schools K-through-4 were obtained from the curriculum director. Course offerings for grades 5 and 6 were obtained from the Willson School, and course offerings for grades 7 and 8 were obtained from the Bozeman Junior High.

Current course offerings in the several schools were compared to see if the outlying schools would benefit by reorganization. Comparison of the curricular offerings of the elementary districts with the offerings of Bozeman School District were used in determining the

desirability of reorganization of the elementary districts with Bozeman School District #7.

SUPPLEMENTARY MATERIALS

The inventory of supplementary materials presently available to each elementary district were obtained by interviewing the head teacher in each school. The inventory of supplementary materials available to each K-through-6 school in Bozeman was obtained by interviewing Mr. Al Blockey, who is in charge of all audio-visual aids for K-through-6. The present materials available for 7 and 8 grades were obtained by interviewing Glen Brookhart, who is in charge of audio-visual aids for the Junior High School.

STUDENT TRANSPORTATION

Bozeman High School District bus routes were compared to see if students from each elementary district could be transported into the Bozeman Schools without the creation of new bus routes. The time and distance any new student would have to travel was estimated by the distance he lives from his present school.

SUMMARY

The information obtained from each elementary school district is presented in charts that will show total cost, taxable valuation,

ANB and number of teachers.

While obtaining the information, all records were checked and rechecked and all calculations were determined by two different people, to avoid errors.

The four criteria chosen to determine the feasibility of the reorganization of the elementary school districts with Bozeman School District #7 are very important considerations in school district reorganization. Most of the information was obtained from the Gallatin County Superintendent's Office; the rest was obtained from visitation of the school districts involved.

Chapter 4

ANALYSIS OF DATA

Data obtained from the study of the practicability of school district reorganization in the elementary districts of Monforton, Cottonwood, Gateway, Anderson, LaMotte and Malmborg with Bozeman Elementary District were limited to four categories. They were: (1) costs of operating the school; (2) the curriculum being offered to the students; (3) supplementary materials; and, (4) student transportation.

COST OF OPERATION

Table 1, page 24, contains a one-year comparison of the taxable valuation per ANB for the six elementary districts and Bozeman Elementary District #7. The taxable valuation is an indicator of a district's ability to support an educational program. It can be seen that there is a variance between the districts in the study. Monforton Elementary District has the least amount of taxable valuation per ANB with \$5,906 and the Malmborg Elementary District has the highest amount of taxable valuation per ANB with \$31,534. The other districts are scattered between these two as follows: LaMotte Elementary District, \$7,910; Gallatin Gateway Elementary District, \$11,806; Cottonwood Elementary District, \$12,011; and Anderson Elementary District, \$12,276. These figures compare to Bozeman Elementary District's taxable valuation of \$8,484.

TABLE 1

Comparison of Taxable Valuation per ANB

District	Taxable Valuation	ANB	Tax Base per ANB
Cottonwood	156,131	13	12,011
Monforton	856,342	140	6,116
Gateway	1,038,864	88	11,806
Anderson	184,127	15	12,276
LaMotte	435,012	55	7,910
Malmborg	409,936	13	31,534
Bozeman	24,288,713	2,863	8,484

Selected costs were examined for each of the six elementary school districts being considered for reorganization as compared with Bozeman Elementary District (Tables 2 - 7, pages 26 - 31). The selected costs included faculty salaries, administrative salaries, instruction supplies, textbooks, library and total expenditures for the school district. Each cost is given for a five-year period, 1972-73 through 1971-72. The listed costs are the major ones for these school districts. Over a five-year period the costs show trends in budgeting and services offered to the students.

Each of the school districts investigated, except Cottonwood District, has increased budgeted faculty salaries over the five-year period. The largest per cent of increase was 85 per cent above the budgeted salaries in 1972-73. This increase was due to the hiring of additional teachers in the Monforton District. The smallest amount of increase in budgeted salaries was minus 46 percent. This was due to the cutback of one teacher.

The administrative salary paid over the five-year period was small. The salaries of the Monforton District and Gallatin Gateway District represented larger expenditures than the other districts, since these schools had the largest enrollments. None of the schools had full-time principals.

Expenditures by the school districts for instructional supplies, textbooks and library tended to increase over the five-year period.

TABLE 2

School District #22 Cottonwood
Five Year Selected Cost Items

	72-73	73-74	74-75	75-76	76-77	% of increase
Faculty Salaries	12,000	12,700	5,875	6,250	6,500	-45.9%
Administrative Salaries	250	250	0	0	0	-100%
Instructional Supplies	400	600	200	200	250	-37%
Textbooks	800	1,000	400	650	450	-43%
Library	115	175	175	175	175	52%
Total Districts Expenditures	19,310	21,939	13,615	14,361	14,443	-.25%

Student ANB and Number of Teachers

	72-73	73-74	74-75	75-76	76-77
ANB	19	21	17	17	13
Number of Teachers	2	2	2	1	1

TABLE 3

School District #27 Monforton
Five Year Selected Cost Items

	72-73	73-74	74-75	75-76	76-77	% of increase
Faculty Salaries	46,305	48,200	60,000	77,000	86,000	85.7%
Administrative Salaries	1,000	1,200	1,700	2,500	3,063	206%
Instructional Supplies	800	1,400	1,800	1,929	2,500	212%
Textbooks	1,200	800	675	675	4,400	266%
Library	800	800	800	800	800	0
Total Districts Expenditures	73,219	81,972	97,602	116,380	148,898	103%

Student ANB and Number of Teachers

	72-73	73-74	74-75	75-76	76-77
ANB	105	109	117	128	140
Number of Teachers	7	7	10	8.5	11

TABLE 4

School District #35 Gallatin Gateway
Five Year Selected Cost Items

	72-73	73-74	74-75	75-76	76-77	% of increase
Faculty Salaries	38,325	45,075	44,765	52,100	57,256	49%
Administrative Salaries	1,200	1,200	1,200	2,000	2,160	80%
Instructional Supplies	600	1,000	1,600	2,000	2,400	300%
Textbooks	500	1,200	1,200	1,200	1,200	140%
Library	350	350	475	600	600	71%
Total Districts Expenditures	69,636	78,377	84,273	109,229	113,110	62%

Student ANB and Number of Teachers

	72-73	73-74	74-75	75-76	76-77
ANB	95	96	89	92	88
Number of Teachers	7	7	6	7	6

TABLE 5

School District #41 Anderson
Five Year Selected Cost Items

	72-73	73-74	74-75	75-76	76-77	% of increase
Faculty Salaries	5,736	5,996	6,296	6,650	8,500	48%
Administrative Salaries	0	200	0	300	300	300%
Instructional Supplies	150	150	150	400	400	166%
Textbooks	150	250	150	200	200	33%
Library	100	150	150	175	200	100%
Total Districts Expenditures	7,881	9,176	8,849	11,043	13,699	73.8%

Student ANB and Number of Teachers

	72-73	73-74	74-75	75-76	76-77
ANB	9	12	8	13	15
Number of Teachers	1	1	1	1	1

TABLE 6

School District #43 LaMotte
Five Year Selected Cost Items

	72-73	73-74	74-75	75-76	76-77	% of increase
Faculty Salaries	25,472	28,044	30,753	31,800	36,159	41.9%
Administrative Salaries	225	250	275	400	500	122%
Instructional Supplies	500	600	700	700	950	90%
Textbooks	600	700	800	700	995	65.8%
Library	500	600	600	600	1,400	180%
Total Districts Expenditures	40,355	50,523	56,778	56,416	51,129	26.6%

Student ANB and Number of Teachers

	72-73	73-74	74-75	75-76	76-77
ANB	58	61	63	53	55
Number of Teachers	4	4	4	4	4.5

TABLE 7

School District #47 Malmborg
Five Year Selected Cost Items

	72-73	73-74	74-75	75-76	76-77	% of increase
Faculty Salaries	5,825	6,242	6,547	6,600	6,984	19.8%
Administrative Salaries	110	150	110	110	200	81.2%
Instructional Supplies	100	150	80	80	80	-20%
Textbooks	400	450	428	428	697	74.25%
Library	150	200	200	200	200	33.3%
Total Districts Expenditures	8,871	10,887	13,349	14,396	13,008	46.6%

Student ANB and Number of Teachers

	72-73	73-74	74-75	75-76	76-77
ANB	7	14	16	15	13
Number of Teachers	1	1	1	1	1

The Cottonwood District and Malmborg District were the only districts spending less now than they were in 1972-73.

Library expenditures for each district were fairly stable, most district showing no steady increase from year to year. LaMotte District had the largest expenditure of \$1,400 for school year 1976-77.

The overall cost per pupil is found by dividing the ANB into the total general fund budget. Data for each of the districts can be found in Table 8, page 33. From this it can be determined that the Anderson and LaMotte school districts are the lowest in terms of per pupil cost, spending \$914 and \$929 per pupil respectively. Monforton school district spends the most: \$1,486 per pupil. Bozeman school district spends \$1,287 per pupil, which would be reduced to \$1,102 per pupil if the special education money were subtracted from the general fund.

Another indicator of cost of operation for the school district may be found in the per cent of the general fund budget spent for the administration salaries (Table 9, page 34). Bozeman is the highest with 7 percent of the general fund budget being spent for administration. Cottonwood is low with none of the general fund being spent for administration.

The amount of expenditure for administration per pupil is calculated by dividing the ANB into the amount expended for administration in that school district (see Table 10, page 35).

TABLE 8

Total Expenditures per Pupil

School	General Fund 76-77	Number of Students	Cost per Pupil
Monforton	167,895	113	1,486
Cottonwood	14,443	13	1,111
Gateway	113,110	88	1,286
Anderson	13,699	15	914
LaMotte	51,129	55	929
Malmborg	13,008	13	1,001
Bozeman	3,683,150*	2,863	1,287

* includes Special Education Budget

TABLE 9

% of General Budget that goes for Administration

School	Budget General	Admin. Salaries	% of Budget
Monforton	167,895	3,063	1.8
Cottonwood	14,443	0	0
Gateway	113,110	2,160	1.9
Anderson	13,699	300	2.2
LaMotte	51,129	500	.97
Malmborg	13,008	200	1.53
Bozeman	3,683,150	258,546	7.0

TABLE 10

Administration Expenditures per Pupil

School	ANB	Admin.	Per Pupil
Monforton	140	3,063	\$21.00
Cottonwood	13	0	0
Gateway	88	2,160	24.54
Anderson	15	300	20.00
LaMotte	55	500	9.09
Malmborg	13	200	15.38
Bozeman	2,863	258,546	90.30

Bozeman spent the most money per pupil for administration, \$90.00. None of the other school districts spent one-third as much as Bozeman.

Again, Cottonwood spent \$0 dollars on administration.

The percentage of the total general budget spent for instructional salary is shown in Table 11, page 37. This amount is obtained by dividing the ANB into the total amount of the general fund budget devoted to instructional salaries. This table shows the variation between the districts involved in this study. The maximum percentage of the budget spent for instruction was by LaMotte District (70.72 per cent). The minimum expenditure was by Cottonwood and Bozeman (45.00 and 50.39 per cent, respectively). The other four districts were located between Bozeman and LaMotte.

The amount spent for instructional supplies per ANB is shown in Table 12, page 38. The amount spent ranges from a high of \$29 per ANB by Bozeman Elementary District to a low of \$6 per ANB by Malmborg Elementary District. It should be noted that reference to these figures will appear in the supplementary section as the expenditures here will be noted in the amount of materials available to the teachers.

Investigation of the present curricula of the elementary school districts is shown in Tables 13 and 14, pages 39 and 40. The subjects offered in grades 1 - 4 by the outlying elementary districts differ very little from the Bozeman Elementary District.

The curriculum offered by the Bozeman Elementary District has

TABLE 11

% of Total General Budget Spent for
Instructional Salary

School	Total General Budget	Instruction Salary	% of Budget
Monforton	167,895	86,000	51.22
Cottonwood	14,443	6,500	45.00
Gateway	113,110	57,256	50.60
Anderson	13,699	8,500	62.00
LaMotte	51,129	36,159	70.72
Malmborg	13,008	6,984	53.69
Bozeman	3,683,150	1,856,091	50.39

TABLE 12
Instructional Supply Expenditures
Per Pupil

School	ANB	Instructional Supplies	Per Pupil
Monforton	140	2,500	17.85
Cottonwood	13	250	19.23
Gateway	88	2,400	27.27
Anderson	15	400	26.66
LaMotte	55	950	17.27
Malmborg	13	80	6.15
Bozeman	2,863	83,165	29.04

TABLE 13

Subjects Offered Grades 1 - 4

Subjects	Outlaying Districts	Bozeman Schools
Language Arts	X	X
Arithmetic	X	X
Science	X	X
Social Studies	X	X
Art	X	X
Music	X	X
Physical Education	X*	X
Health	X	X
Story Time		X
Library		X

* Common practice for Elementary Schools to claim recess as P.E.

TABLE 14

Subjects Offered Grades 5 - 8

Subjects	Outlaying Districts	Bozeman Schools
English	X	X
Social Studies	X	X
Math	X	X
Science	X	X
Art	X	X
Physical Education	X	X
Music	X	X
Library		X
Band		X
Orchestra		X
Cadet Band		X
Chorus		X
Exploratory Band		X
Home Economics		X*
Industrial Arts		X*
Algebra		X
Advanced Band		X
French		X*
German		X*
Latin		X*
Spanish		X*
Physical Science		X

* Mini Courses

more course offerings than do the curricula offered by the outlying elementary districts. The outlying districts offer only seven different courses while the Bozeman District offers 22 different courses. Although some of the courses are mini-courses, those offered by Bozeman Elementary District offer more chance for participation and broadening of one's education than do the outlying districts.

Investigation of the supplementary materials available in each building is related to the amount of money spent for instructional supplies. These aids are related to the act of teaching. In most instances, there has to be more than one method of reaching the children. The Bozeman Elementary District has more supplementary material available to them. Tables 15 and 16, pages 42 and 43, relate to the materials that are available to the teachers in order to perform their tasks. The outlying districts have to teach grades 1 - 8 with the use of one machine, while the Bozeman Elementary Districts have numerous sources to tap.

Table 17 shows that the farthest distance any student travels from his present school is 15 miles. This route is located on a paved highway at Beckmans Flat in the Gallatin Canyon. Most students live within walking distance of their present school. This Table also shows there is an existing high school bus route that runs by each school.

The length of the existing high school bus route was calculated for each district. The Gallatin Gateway route was found to take 80

TABLE 15

Supplementary Material Per Building

	22 Cottonwood	27 Monforton	35 Gateway	41 Anderson	43 LaMotte	47 Malmberg
Overhead Projector	1	4	1	1	3	0
Phonographs	1	2	3	1	2	1
16 mm Projector	0	2	1	1	1	1
Filmstrip Projector	0	2	0	1	1	0
Opaque Projector	0	0	0	0	0	0
Slide Projector	0	0	1	0	0	0
Filmstrip Viewer	0	2	0	0	0	0
Reel to Reel Tape Recorder	0	2	1	0	0	1
Cassette Recorder	0	2	6	1	3	1
Video Tape Player	0	0	0	0	0	0
Duplicating Machines	0	0	1	0	1	0
Copiers	0	1	0	0	1	0
Mimograph	1	0	0	0	0	1
Headsets	0	6	10	6	1	0

TABLE 16
Supplementary Material Per Building

	Emerson	Hawthorne	Irving	Whittier	Long Fellow	Willson	Junior High
Overhead Projector	14	10	12	13	14	29	24
Phonographs	14	10	12	13	14	27	22
16 mm Projector	5	3	4	4	5	14	12
Filmstrip Projector	4	3	4	4	5	28	13
Opaque Projector	1	1	1	1	1	2	5
Slide Projector	1	1	1	1	1	4	4
Filmstrip Viewer	0	0	0	0	0	13	7
Reel to Reel Tape Recorder	7	5	6	7	7	24	25
Cassette Recorder	14	10	12	13	14	37	35
Headsets	70	60	84	52	79	178	150
Video Tape Players	0	1	0	1	0	3	5
Video Cassettes	0	0	0	0	0	3	3
Duplicating Machines	1	1	4	4	4	3	5
Copiers	1	1	1	1	1	4	2
Mimograph	1	1	1	1	1	3	1
Stereo Radio 8 Track	14	10	12	13	14	4	

Each School, K - 4, has a media library which includes: records, filmstrips, tapes, reel to reel, cassette, flat pictures.

TABLE 17

Transportation Table
Distance from School to Bozeman

	Cottonwood	Monforton	Gallatin Gateway	Anderson	LaMotte	Malmberg	
Remotest Student from School	2	2	13	2	2	3	Miles
Distance of High School from Existing Bus Route	0	0	0	0	0	0	Miles
Length of Existing Bus Route	60	60	80	65	65	70	Min.
Distance from School to Bozeman	8	7	12	5	6	11	Miles

minutes from pick-up to delivery of the students to their proper schools. This was the maximum amount of time spent riding the bus.

The table also shows the distance in miles that each school is away from Bozeman. The maximum distance is 12 miles (Gallatin Gateway District) while the minimum is 5 miles (Anderson District).

SUMMARY

Four areas were dealt with in this chapter with the main focus being on the practicability of school district reorganization in the elementary districts of Monforton, Cottonwood, Gateway, Anderson, LaMotte and Malmborg with Bozeman Elementary District. Cost of operation was studied, including overall cost per pupil, taxable valuation per ANB, per cent of the general fund spent for instructional salaries, per cent of the general fund spent for administrative salaries, the number of ANB, and the number of teachers employed.

The curriculum being offered now to the outlying districts was compared to what is offered in Bozeman District #7. The supplementary materials available to the teachers in both outlying districts and the Bozeman District were compared.

Transportation was the final item taken into account in the study. The existing bus routes were found to be adequate for busing students to Bozeman.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The four areas of study chosen to determine the practicability of school district reorganization were: (1) cost of operation; (2) curriculum being offered to the students; (3) supplementary materials; and (4) student transportation. The study did not concern itself with the attitudes of the residents toward reorganization. The questions posed to be answered by this study were answered. Sources of information for the study came from the Office of the County Superintendent of Schools, Montana School Law, personnel of the districts concerned, and literature previously written on the subject.

Various writers have examined school district reorganization in terms of: the correct size for a school district, the responsibilities of the school district and the importance of a school district to supply the materials needed for proper classroom instruction. Before the outlying school districts can state that they are operating at maximum efficiency they must re-evaluate their programs and reasons for existing if they are located close to a large district with more to offer.

CONCLUSIONS

The Cottonwood School District should be closed at the end of the current school year and its students bused either to Bozeman or to Gallatin Gateway. The Bozeman High School District bus comes within 40 feet of the Cottonwood School. The Gateway District would have to employ another bus and bus driver. The problem of busing the students would be minimal in light of the gains made for the students.

The curriculum offered at Cottonwood is barely sufficient to meet accreditation requirements. There is no coordination of curriculum between Cottonwood and Bozeman High School District. The supplemental materials consist of one broken overhead projector and one phonograph. Physical education has been limited to recess when the weather was agreeable.

The Cottonwood District is one of the lowest for total school expenditures, for the items selected. The expenditures in the areas of faculty salaries, administrative salaries, instructional supplies, textbooks and total school expenditures all showed a decrease in the last five years. The enrollment and number of teachers have decreased to the point where the school should close.

The Monforton School District, having passed a levy calling for new buildings and construction of houses in the Four Corners area, is here to stay. The Four Corners area is rapidly growing in population

and increasing its taxable valuation.

The areas of concern in the Monforton School District are: coordination of the curriculum with Bozeman's curriculum, expanding the curriculum, and constructing physical education facilities. The supplementary materials are adequate for the school as long as the teachers plan in advance for their use. There is an existing high school bus route that runs by the school and Four Corners area. If the taxpayers in this district wanted they could send the students to Bozeman.

The Gallatin Gateway School District should remain as it is with the exception of making preparations for transporting the Cottonwood students. Gateway will be a growing area in the near future, according to the County Superintendent of Schools. The closing of this school now would create more problems in the future if increased population did occur. Again there should be coordination of their curriculum with Bozeman's. Gateway is lacking sufficient supplementary materials for proper instructional methods. The proper expenditure of funds could help correct this deficiency.

LaMotte School District, Malmborg School District and Anderson School District should be reorganized with the Bozeman School District immediately. Having school districts within eleven miles of Bozeman School District with only 15, 55, and 13 students, respectively, is a total waste of money, space and facilities. These schools if reorganized with Bozeman would receive more course offerings, a coordinated

curriculum, and proper facilities to carry on the instructional process.

All students could be transported to Bozeman Schools at a minimal cost. The bus routes that exists for the Bozeman High School already travel the routes needed to transport these children.

RECOMMENDATIONS

1. A study should be made on the same school districts involving the attitudes of those living in the districts concerning reorganization.

2. The exact expense of reorganization of these districts should be acquired.

3. The effect on Bozeman Schools if reorganization took place should be studied.

4. The effect on the position of the County Superintendent if reorganization occurred.

5. A study should be done investigating the feasibility of consolidating Gallatin Gateway and Monforton School Districts.

Once this information has been collected a more definite plan can be formulated. For the sake of the children's welfare and education something must be done. The existence of schools for tax shelters is unfair to the students and the country they live in (Farber, 1958).

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