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A PROPOSED PLAN FOR COOPERATIVE EDUCATION
IN CERTAIN RAVALLI COUNTY COMMUNITIES

by

TOIVO J. YLINEN

B. A. Montana State University, 1940

Presented in partial fulfillment of the
requirements for the degree of Master of Education

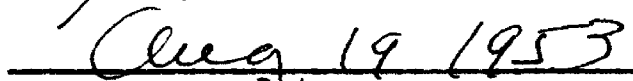
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1953

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CHAPTER I

INTRODUCTION, PURPOSE, DEFINITION OF COOPERATIVE EDUCATION, AND RAVALLI COUNTY

I. INTRODUCTION

The writer, as a teacher and administrator in a Ravalli County school for the past six years, has become aware of certain inadequacies existing at the present time in the educational and vocational opportunities for high school students in some Ravalli County communities which he believes can be remedied to a certain extent by cooperative education.

The programs of some schools under the present situations are forced to operate to a certain extent on the basis of expediency. These schools are not able to offer well-rounded programs to high school students because of limited budgets, small enrollments and limited number on the faculty, etc.

II. PURPOSE

The purpose of this study is to make a limited evaluation of the present educational program in Ravalli County high schools and explore some of the common problems of Ravalli County school districts and suggest possible inter-district cooperative actions. It is hoped this will show how high school students may secure greater educational opportunities.

The intention of this paper is not to force a program on

any community, but to have the school personnel and the public share alike in the process of setting up a program so that both may find it possible to see beyond the present and its difficulties. The development of a comprehensive plan will take years. Cooperative inter-district action may at first occur between only two districts and it is possible that other districts may enter into the plan as its success is demonstrated.

In planning a cooperative program, certain tangible and specific problems may arise which may present seemingly enigmatic situations; but as cooperative planning proceeds, these problems will provide points of attack around which planning is to be organized and carried on to provide a program of cooperative education.

III. DELIMITATION

To plan a functional program is not within the scope of any one person. Various factors such as scheduling, transportation, teaching personnel, curriculum offerings and finance create problems that can be dissolved only gradually by long range planning. Administrators, boards of trustees, teachers, and the public alike must share in planning if cooperative education is to be functional.

IV. DEFINITION OF COOPERATIVE EDUCATION

Cooperative education. By cooperative education the writer wishes to imply a planned and organized system of bringing schools into closer harmony with one another so that a broader and richer

curriculum can be offered to the high school populations of the various communities. This includes a sharing of personnel, equipment and other facilities in the various schools and communities so that the maximum educational opportunities will be accessible to each high school student. Transfer of personnel and students from school to school during the school day may be necessary.

V. RAVALLI COUNTY

Ravalli County is located in the extreme southwestern part of Montana. It has an area of 2,391 square miles and is approximately eighty miles long and thirty-five miles wide. The total population according to the 1950 census was 13,101. United States Highway number 93 traverses its entire length running almost true north and south. On the east and southeast are the Sapphire Mountains and to the west the famous Bitterroot range. The Bitterroot Valley is known to have a moderate climate with lumbering, farming, cattle raising, and some mining its chief industries.

This valley some time ago, 1939, was widely known as "Montana's best".¹ This statement is somewhat debatable when one considers the financial ability of the school districts to pay for education.

VI. HIGH SCHOOLS IN RAVALLI COUNTY

Within Ravalli County are six high schools all located within a radius of approximately twenty-two miles on U. S. Highway

¹ Federal Writers Project Montana, The Viking Press, New York, 1939, p. 300.

Number 93, with the Hamilton school located in the approximate center of the school population.

In traveling south from Missoula on U. S. Highway Number 93, one would encounter these schools in the following order:

1. Florence-Carlton, a third-class school, in Districts Numbers 15 and 6, is approximately fifteen miles from Missoula and has a high school population of approximately forty students.

2. Stevensville, a second-class school in District Number 2, is approximately ten miles south of Florence-Carlton. During the past year, it had a high school population of 124 students.

3. Victor, a second-class school in District Number 7, is approximately eleven miles south of Stevensville. This school has an average high school population of sixty students.

4. Corvallis, another second-class school in District Number 1, is in turn seven miles south of Victor. This school had a high school population of 110 during the 1951-1952 school term.

5. Hamilton, which is also a second-class school is in District Number 3, approximately 6 miles south of Corvallis. This school had a high school population of 284 during the 1951-1952 term.

6. Darby is a second-class high school in District Number 9 and is located 17 miles south of Hamilton. This school had a school population of ninety-four in 1951-1952.

Figure 1, page 6 shows the relative locations of the six high schools referred to in this chapter. This picture when

viewed suggests that the number of schools located within such an area may be more than necessary for the best interest of the taxpayer or the school program providing the best possible opportunities for the high school populations.

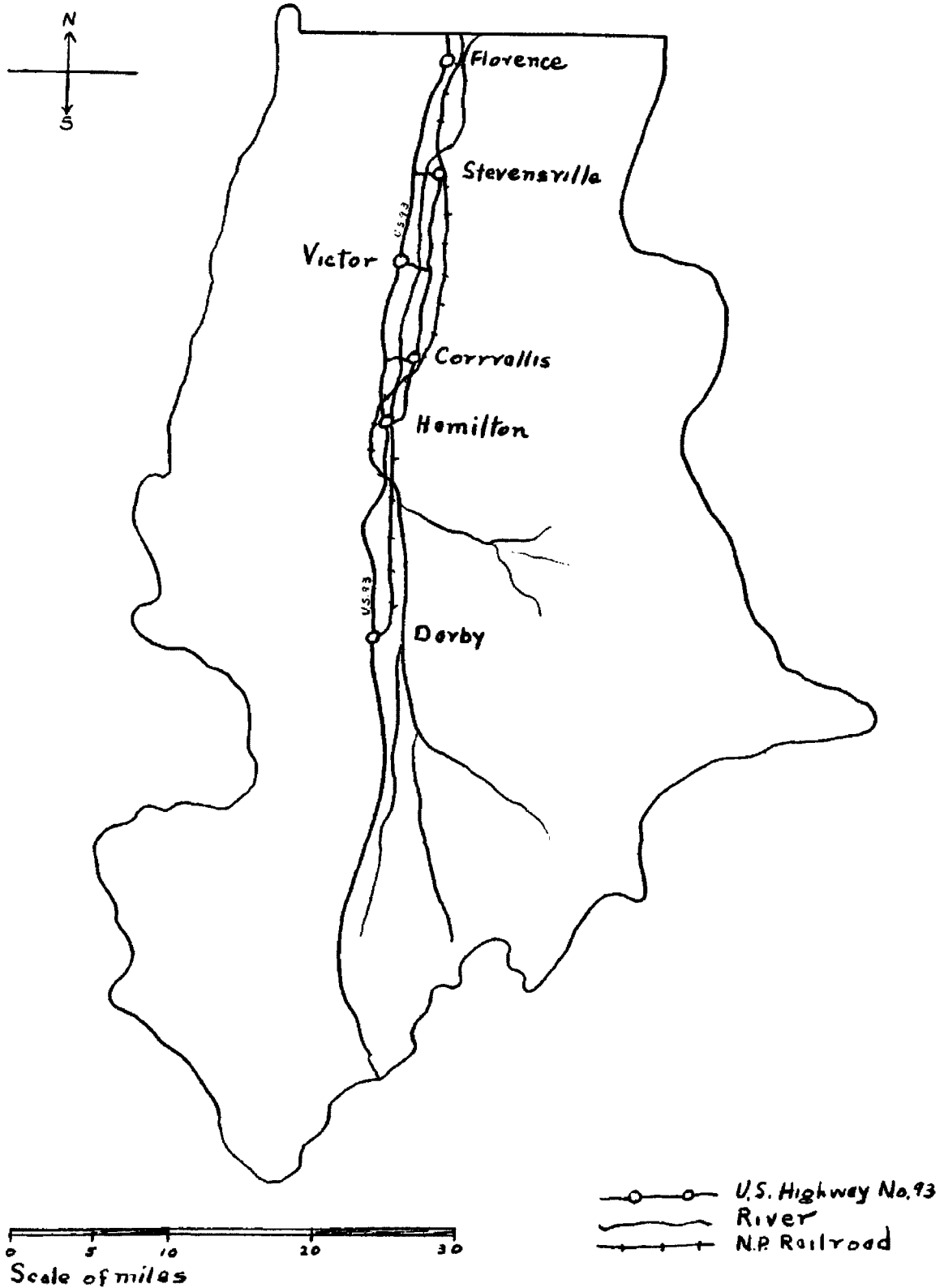


FIGURE 1

LOCATION OF HIGH SCHOOLS IN RAVALLI COUNTY

CHAPTER II

SURVEY OF THE PRESENT STATUS OF HIGH SCHOOLS IN RAVALLI COUNTY

I. CURRICULUM AND CO-CURRICULAR ACTIVITY

The six high schools within Ravalli County are all at present four-year schools. As a whole, they have a wide range of curricular offerings. That certain schools have their curricular offerings limited to the college preparatory, commercial, and shop courses is quite evident. Others such as Hamilton, Stevensville, Corvallis, and Darby have in addition participated in the vocational agricultural and homemaking programs.

Of the 715 students enrolled in Ravalli County high schools in September 1951, approximately 635 were in English classes, 400 in mathematics, 330 in science, 275 in vocational agriculture, 193 in home economics, 186 in typing, 165 in world history, 90 in shorthand and bookkeeping, 89 in Spanish, and 16 in Latin.²

A study of the above figures indicates that high school students are chiefly enrolled in courses that are required for graduation and college entrance.

² Agnes Cooper, Ravalli County Superintendent of Schools, Part A High School Reports to the State Department of Public Instruction, Helena, Montana, October 1951.

Schools offering vocational agriculture and home economics courses show good enrollment in these courses. The number of students enrolled in stenographic courses may be a good indication of the interest shown in stenography. The small number enrolled in foreign languages does not necessarily indicate that the students are not interested in foreign languages. No foreign language is offered in three of the six schools. Only one school, Hamilton, offers Latin.

All schools have a large number of co-curricular activity, such as: school bands, school paper, well-rounded athletic programs in basketball, football and track. All schools have their Senior Ball and Junior Prom, also Junior and Senior class plays each year as a school tradition. In addition, each school presents a one-act play each spring at an interscholastic festival usually held in Hamilton. Music festivals are also held each year with bands or choral groups participating from each school. On the whole, these schools are working together very harmoniously in their co-curricular activity.

II. SCHOOL POPULATION

The total school population in Ravalli County has shown a definite increase in recent years. The years from 1940 to 1950 show an increase from 2463 to 2948. Although during the World War II period, there was a definite decline in the total school population to 2498 in 1945; the 1951 figure is at an all-time high of 2996. The year 1952 shows a decline with an enrollment of 2812.

That the all-time high enrollment of 806 in Ravalli County secondary schools occurred in 1940 is interesting to note. Since that period, Ravalli County has shown slight fluctuations in enrollment with the 1951-1952 term having an enrollment of 749.³ Indications from previous total enrollments are that no great immediate increase can be expected in Ravalli County secondary schools.

The recent decline in enrollments may be due to the present world conditions and movement of certain age groups toward the more lucrative war industries. A small percentage of the decline may be accounted for by the entrance age limit of six by October 1 which was put into effect in the schools the past year.

A comparison of the Federal 1950 census⁴ with that of the 1940 census reveals some interesting facts if the population numbers in the various age groups are taken into consideration.

In the age group 0 to 14 years, there is an increase of 369 with the largest increase in the pre-school age group. The 15 to 19 year age group shows a decrease of 195 when compared with the 1940 census. (These figures are reflected in the total high school enrollment for Ravalli County for the respective years as previously noted, with the 1940 total enrollment at 806 and the 1950 enrollment at 741.)⁵

³ Mary M. Condon, Your Schools Today, Biennial Report of the Department of Public Instruction, Helena, Montana, 1950-1952.

⁴ Bureau of Census, "Montana", 1950 United States Census of Population, Department of Commerce P. B., p.54.

⁵ Mary M. Condon, "Enrollment by Years," Biennial Report of the Department of Public Instruction, 1948-1950, p. 105.

The 20 to 24 age group shows a decrease of 436. This decrease continues in all age groups to approximately age 37. From this point on, the age groups up to age 54 shows an increase of 126. All age groups above 54 show a total increase of 511 persons. It is interesting to note that of this group those above 64 years of age had an increase of 339 (see Figure 2, page 11).

The summation of the above data indicates that, although the age groups from 0 to 14 years show an increase of 369, no great increase can be predicted from this number for future high school population.

The 1950 census⁶ shows an increase in the total population from 12,978 in 1940 to 13,101 in 1950 or 123. The total school population shows an increase of 48. During this period, the total high school population shows a decrease of 51. The census figures in the age group 15 to 19 show a decrease of 195.

The Federal census figures also indicate that there are approximately 760 people of the reproductive ages 24 to 34 years than there were in 1940. The population increase of 511 persons above the age of 54 would not justify one in predicting a future increase in school population. One might rather consider it a factor producing the opposite effect (see Figure 2, page 11).

⁶ Bureau of Census, "Montana" 1950 United States Census of Population, Department of Commerce, P. B., p.54.

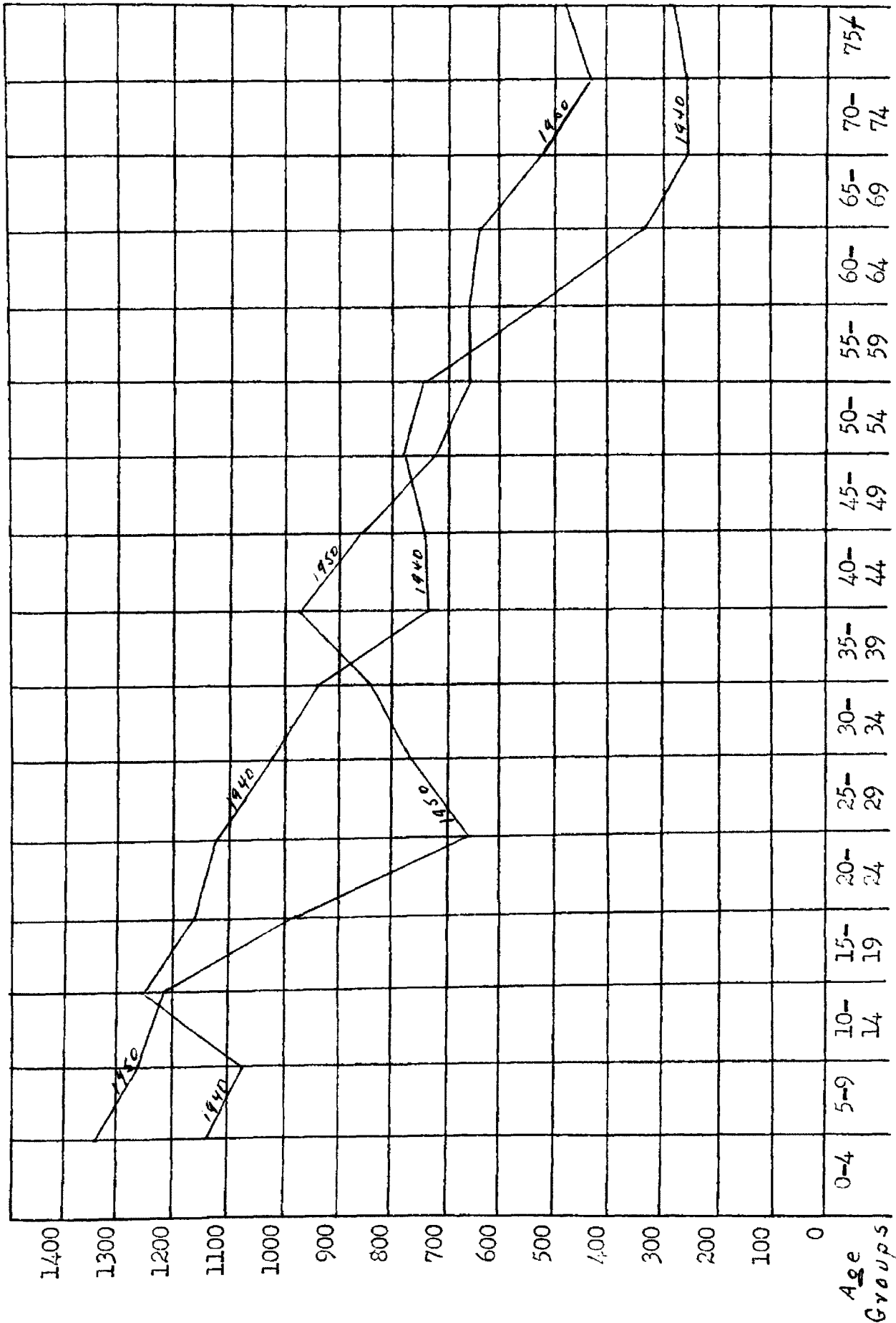


Figure 2
 Comparison of population trends according to age groups in Navalli County
 based on Federal census for years 1940 and 1950

III. TEACHERS AND TEACHING LOADS

Ravalli County employed during the 1951-1952 school term thirty-eight full-time teachers in their secondary schools and, in addition, eleven part-time. All of the teachers employed were fully certified for secondary schools. Each of the six secondary school districts also employs a superintendent.

Table I, page 14, shows the enrollments and class loads of the high schools in Ravalli County. The data shown was taken from the Part A High School Report made to the State Department of Public Instruction each October. From this survey of the secondary teaching loads, considerable variation among the assignments of teachers has been found. Although the total enrollment in each school is well below the standard of thirty students to one teacher, this standard does not regulate the number of students per class or the number of sections or classes per teacher. Class enrollment varied from three to fifty-five. Class enrollment above thirty are common in some schools.

Table II, page 15, shows the teaching loads by periods during the 1951-1952 term in Ravalli County High Schools. The data shown was taken from the Part A High School Reports made to the State Department of Public Instruction each October. Teaching loads, in terms of number of subjects taught and the number of sections of classes, are in some instances probably above the maximum recommended for the best interests of effective teaching.

IV. FINANCIAL STATUS

Although the present foundation program laws have done much to decrease the burden of school finance in Ravalli County, the levies for school purposes are still very high.

The average levies on local property in Montana counties range from thirty mills to approximately seventy-two. Of the fifty-six counties, Ravalli County has the highest levy. The state average for this same period, 1951, is forty-six and five-tenths mills. As the foundation program only equalizes up to fifty per cent under the present laws, Ravalli County will continue to find it difficult to finance its schools.⁷ Added services for the students may cost more money, but it is believed that inter-district cooperation will enable the school districts to provide these services efficiently and economically.

V. TRANSPORTATION

Ravalli County being largely an agricultural area complicates a transportation problem for all of its schools. During the school term, a total of thirty-four busses are operated, all on a contract basis with the exception of one, at a total cost of approximately \$95,000. The average cost per bus is approximately \$2700 each year. The average cost per pupil mile is approximately three cents.⁸

⁷ Mary M. Condon, "Average Levies on Local Property," Biennial Report of the State Department of Public Instruction, Helena, Montana, 1948-1950, p. 98.

⁸ Agnes Cooper, Superintendent of Schools, Ravalli County, Transportation Form T. E. No. 6 to State Department of Public Instruction, Helena, Montana.

Table I
HUBBERS AND CLASS AVERAGES OF STUDENTS ENROLLED IN SUBJECTS OFFERED IN
RAVALLI COUNTY SECONDARY SCHOOLS IN 1951-1952

SCHOOL	HAMILTON		STEVENSVILLE		CORVALLIS		DARBY		VICTOR		FLORENCE		Total MS	Av. Class
	MS	CA	MS	CA	MS	CA	MS	CA	MS	CA	MS	CA		
Enrolled	284		124		110		94		62		41			
Subject	MS	CA	MS	CA	MS	CA	MS	CA	MS	CA	MS	CA		
English	258	32	112	28	72	18	94	19	59	20	41	10	636	23
Math.	152	25	96	24	36	18	55	28	36	18	24	12	399	22
Am. Hist.	75	38	30	30	26	26	18	18	16	16	17	17	164	23
Gen. Sci.	x	x	21	21	22	11	39	39	27	27	x	x	109	21
Biology	47	24	x	x	24	24	24	24	12	12	3	3	86	14
Chemistry	26	26	35	18	x	x	x	x	x	x	x	x	61	20
Physics	15	15	x	x	6	6	13	13	x	x	9	9	34	10
Typing	65	22	26	9	30	10	25	8	27	9	13	7	186	11
Shorthand	48	24	11	6	8	8	8	8	6	6	11	6	92	10
Dkgr.	38	38	9	9	20	20	13	13	7	7	x	x	87	17
U. Hist.	61	31	32	32	27	27	23	23	12	12	10	10	65	21
Citizenship	x	x	x	x	x	x	13	13	25	25	18	18	56	18
Vo. Ag.	42	14	59	20	40	20	72	24	x	x	x	x	213	19
Shop	39	15	x	x	x	x	x	x	11	6	12	6	62	9
Home Ec.	69	17	32	11	33	11	53	13	x	x	6	6	193	13
Soc. Stud.	55	55	12	12	18	18	x	x	11	11	10	10	106	21
Spanish	35	16	12	12	42	21	x	x	x	x	x	x	89	17
Latin	16	16	x	x	x	x	x	x	x	x	x	x	16	16
Journ.	27	27	x	x	11	11	15	15	10	10	x	x	89	16
Dr. Train.	16	16	?	?	x	x	x	x	x	x	10	10	26	13

MS--number of students enrolled in subject listed
 CA--average number of students per class

Table II
TEACHING LOADS BY PERIODS DURING 1951-1952 TERM IN RAVALLI COUNTY SCHOOLS

SCHOOL	HAMILTON		STEVENSVILLE		CORVALLIS		DARBY		VICTOR		FLORENCE		
	NO. OF PERIODS	6	8	8	6	8	8	7	8	HP	Other	Total	
TEACHER		HP	Other	Total	HP	Other	Total	HP	Other	Total	HP	Other	Total
ENGLISH	4 ½	4 ½	4 2 0 6	5 0 1 6	4 4 0 8	3 2 1 6	4 3 1 8						
COMMERCIAL	6 0 0 6	6 0 0 6	8 0 0 8	5 0 1 6	5 2 1 8	5 1 0 6	4 2 2 8						
HISTORY	4 1 0 5	4 1 0 5	2 5 0 7	2 2 2 6	2 6 0 8	2 4 1 7	2 4 1 7						
MATH.	5 0 1 6	5 0 1 6	2 4 0 6	2 4 0 6	4 4 0 8	2 3 2 7	2 4 1 7						
SCIENCE	4 0 1 5	4 0 1 5	3 3 0 6	2 4 0 6	3 3 1 7	3 x x x	3 3 1 7						
SHOP	3 2 1 6	3 2 1 6	x x x x	x x x x	x x x x	2 3 2 7	2 4 2 8						
P. E. & HEALTH	3 1 0 4	3 1 0 4	5 2 0 7	2 4 0 6	4 4 0 8	5 1 1 7	1 5 2 8						
MUSIC	6 0 0 6	6 0 0 6	7 0 0 7	no data	8 0 0 8	5 1 0 6	2 5 1 8						
FOR. LANG.	3 3 0 6	3 3 0 6	1 5 0 6	2 2 2 6	x x x x	x x x x	x x x x						
HOME EC.	4 1 0 5	4 1 0 5	6 0 0 6	4 1 0 5	6 1 1 8	x x x x	2 4 1 7						
VO. AG.	5 0 1 6	5 0 1 6	6 1 0 7	5 0 1 6	6 2 0 8	x x x x	x x x x						

HP---Number of Periods

SH---Study Hall

CHAPTER III

PROBLEMS AND REASONS WHY PRESENT EDUCATIONAL OPPORTUNITIES ARE INADEQUATE

I. PROBLEMS

Challenge to schools. Ravalli County has the highest property tax levy of any county in Montana. In return, every possible opportunity should be available for its school population as this is an indication that communities in question are willing to sacrifice for the maintenance of their schools and their children's welfare. This is a challenge to the schools to best meet the needs of every child as economically as possible. The main thesis of this paper is that inter-district cooperation should be explored as a method of providing improved educational services economically. For certain schools to carry on good programs is possible, but under difficulties which may be unnecessary if cooperative education were in progress.

Curriculum offerings. Courses other than those that are now offered in some schools such as home economics, vocational agriculture, advanced science, advanced mathematics, foreign languages, and driver training should be made available to all the high school population within Ravalli County whenever possible.

Guidance. Guidance and counseling by trained personnel should be made available to every student. At present, in some

schools, this area is not receiving the attention its importance merits. Guidance should be available to all students, as their needs vary over a wide range. For schools with limited facilities to make provisions for each individual is difficult and in many instances impossible. There is a real need for a good cooperative guidance program in the schools of Ravalli County.

Teachers and Teaching loads. Teachers should be well trained and teaching subjects in which they are fully qualified and experienced. Overloading and unusual subject combinations requiring several preparations should be avoided whenever it is possible, so that the teachers will be able to teach in the fields for which they have been properly trained or specialized.

Cooperative planning. The programs and organization of the schools in Ravalli County could be planned so that free movement of students would be possible among the various schools, especially in the vocational or specialized courses. Furthermore, trained personnel could likewise move from school to school to conduct classes wherever their services would fill a need.

Programs in schools often become traditional with little or no variations from year to year. These programs are also traditionally accepted by the public and others as satisfactory. To change programs drastically is certain to arouse a degree of skepticism which in turn might hinder a change.

The inauguration and planning of a functional cooperative program for Ravalli County can be achieved only by having periodic

meetings of all the county board members, administrators and other interested parties. Problems and areas before mentioned on cooperative education for Ravalli County must be discussed and solved by group participation. Emphasis should be placed on the limitations of educational opportunities for high school populations under the present conditions.

The process of transforming to cooperative education may appear cumbersome. The school and public should feel that much had been accomplished towards making a modern program for the modern needs of high school students even if one additional opportunity were added each year by cooperative education.

II. WHY PRESENT EDUCATIONAL OPPORTUNITIES ARE INADEQUATE

Finance. Ravalli County does not have any large industries which would bring in school revenue. The agriculture, lumbering, dairying, and mining industries are on a small scale scattered throughout the valley. The six high schools within a radius of twenty-two miles can not expect good revenue from such sources. The concentration of six high schools within such an area may be a contributing factor for high property levies and costs for maintaining schools.

The foundation program law for financing schools has done much to alleviate the local burden and provide a basis for school budgets. Although the legal provisions set a minimum that must be budgeted each year, such provisions do not provide a budget consistent with the best interests of education in small schools. The already existing high levies make it difficult to secure additional school revenue by voted levies.

Teacher shortage in specialized fields and subject combinations. The present demand for teachers in some high schools has become a serious problem, especially in the specialized fields, such as: music, commercial, library, guidance, and the vocations. Trained personnel in these fields demand salaries which are not consistent in small schools.

Small schools nearly always require the teaching of subject combinations. When such vacancies occur, teachers to "fit the position" are difficult to find. This often results in filling the

vacancy with a teacher not properly trained in teaching certain subjects. Subject combinations usually increase the teachers load as more class preparation is necessary.

School enrollment too low. Enrollments are a factor that must be taken into consideration in determining the school programs. Low enrollments limit the courses and subjects schools may offer to students.

From the standpoint of economy and available finance, it is not possible for schools to have in their curriculum courses in which low enrollments would occur. This definitely limits the opportunities for some students.

Generally, in schools with low enrollments the curricular offerings are meager and afford less opportunity for exploration and for satisfying different pupil needs and interests. The students are being confined largely to a general or college preparatory curricula.

CHAPTER IV

SUMMARY OF NEEDS FOR IMPROVED EDUCATIONAL SERVICES AND SUGGESTIONS FOR INTER-DISTRICT COOPERATION

I. PRESENT CONDITIONS

In view of the foregoing survey of the present status and offerings in the various secondary schools in Ravalli County, much can be done to alleviate the problems and provide better educational opportunities to high school students.

That the schools are fulfilling accreditation requirements and carrying on programs which do meet the needs of students to a large degree is apparent. Likewise certain schools are not functioning under the most desirable conditions from the standpoint of economy, effective teaching, or provision for the needs of the individual.

In summation, these discrepancies and problems are listed as follows:

1. Certain courses and subjects, such as home economics, vocational agriculture, foreign language, driver training, chemistry, physical sciences, and advanced mathematics are not available to students in some schools.

2. Classes in some instances are too small from the standpoint of economy and teacher time.

3. Teaching loads are, in some instances, probably more than the maximum recommended for effective teaching.

4. Guidance programs are meager. Specially trained personnel are lacking in some schools.

5. Teachers with suitable subject combinations are difficult to find; and, in case of vacancies, this often results in the replacing of teachers not fully trained in certain fields.

6. Specialized personnel, such as: music, commercial, and home economics teachers are in demand at present. This gives difficulty in filling such positions and may in some instances result in not offering the course.

II. COOPERATIVE EDUCATION

The facts indicate that the above mentioned problems would be greatly reduced if all the facilities of the different schools were accessible to all students, or the facilities of one school accessible to another.

If the above condition were made possible, the problems would be dissolved as follows:

1. Students would commute to another school for a course not offered in the home school.

2. Small classes would be pooled under one instructor making for economy of his time and equipment.

3. Teaching loads would in some instances decrease as the small classes would be absorbed to form a larger class.

4. Teachers would be able to teach in their specialized fields. Subject combinations for teachers in some instances would be reduced.

5. A county-wide guidance program could be inaugurated so that the services of trained personnel would be available to all schools.

6. The present school facilities could be used to the maximum, or discontinued from the standpoint of economy wherever feasible.

CHAPTER V

ADDITIONAL SERVICES POSSIBLE BY INTER-DISTRICT COOPERATION

In studying the needs for additional services in the high schools of Ravalli County, the reader should refer to Table I on page 14. This Table shows a lack of subjects which every high school student should have an opportunity to study. A discussion of the needs for these additional subjects is presented in this chapter.

I. DRIVER TRAINING

A driver training course was not offered in three of the schools. The increasing demand for driver training suggests that it should be made available to all students.

High schools in Ravalli County could cooperatively secure a trained person and schedule him to instruct students in several schools. Driver training if installed cooperatively has a good possibility of serving a dual purpose. It is possible that the driver training car may also be used to transport students between schools for courses.

II. ADVANCED SCIENCE

Chemistry, physics, and other physical sciences as well as advanced mathematic courses are not offered in some schools. These

advanced courses are generally intended for students in their junior and senior years. Student interest and aptitude tend to reduce the class enrollment.

Most high school students enroll in general science and biology in their first two years, fulfilling the requirements for graduation and college entrance in these fields. In small high schools the enrollments for advanced science and mathematics courses are generally too small to warrant a class.

The schools not offering chemistry were Corvallis, Darby, Victor and Florence. Some schools offered physics, but with small enrollments. This might indicate that alternating of courses each year was being done. The small classes in these courses could be combined cooperatively, and students transported in a similar manner to schools having the proper facilities.

III. HOME ECONOMICS

Home economics according to the preliminary survey is not offered in Victor. Florence shows a small class of six enrolled in this course. The present shortage of home economic instructors complicates this problem. It is difficult for some schools to finance a home economics program.

Cooperative education would allow students wishing to take this course an opportunity to enroll and at the same time provide for more economy in classes.

IV. VOCATIONAL AGRICULTURE

Vocational agriculture is not offered in the Florence or the Victor schools. These schools are in agricultural areas and there is need for certain students to have access to a vocational agriculture course. The enrollment probably would be small so these students could be absorbed in a school nearby having the facilities.

V. FOREIGN LANGUAGE

Three schools (Hamilton, Stevensville and Corvallis) offer Spanish. Only one school offers Latin. No foreign language course is offered in the remaining three schools. Although foreign language has no great demand, it should be made available to some students through cooperative education.

VI. MUSIC

Music programs with trained personnel are at present offered in all the schools with emphasis on maintaining school bands and choral groups. At present, the increased demand for music teachers may present problems in the smaller schools. Again cooperative education could be a means of maintaining school bands and choral groups in these schools. In this instance, a music teacher could carry on this program by commuting to the schools on a fixed schedule.

VII. OTHER PROBABLE AREAS
FOR COOPERATION AMONG SCHOOLS

Remedial reading. Dolch,⁹ in his Manual for Remedial Reading says, "Reading tests given anywhere in a school system, regularly shows a range of five to seven grades of reading at any particular grade level." All administrators and teachers are aware of the seriousness of this problem and the difficulties encountered in its correction in small schools where limited personnel and facilities exist. Real progress would be made if trained personnel were made available wherever serious reading problems existed.

Ravalli County schools should cooperatively make provisions for such personnel so that the children handicapped in reading would receive the correction which is so important in their lives.

School health. The health of school populations is of very great importance. A periodical check up on children's eyes, teeth, ears, and general health must be maintained if the child is to acquire the best of his educational opportunities.

At the present time, Ravalli County has a public health officer and nurse accessible for the schools. Due to the large area and limited facilities, this service to schools is not always adequate.

It is true that individuals coming to the attention of the

⁹ E. W. Dolch, Manual for Remedial Reading, (The Garrard Press, Champaign, Illinois, 1946), p. 1.

teacher are referred for professional care, but time does not always allow the public health nurse to identify children who need special attention. For this reason, high school students seem to receive less attention than the elementary children.

Ravalli county schools should cooperatively make provisions to expand the present health services for its schools.

All district clerks. Each of the districts employs a clerk, whose legal duties are: to attend and record all meetings of the board of trustees, to keep accurate and detailed accounts of all receipts and expenditures of school funds, and to make the district census. In addition, the district clerk has other duties assigned to him by the board of trustees. A district clerk should be an individual trained to maintain accurate records of all school transactions.

Indications are that it would be feasible for the various school districts to hire cooperatively one full-time clerk properly trained for these various clerking tasks. Obviously, this would present many problems which could only be worked out by complete cooperation of the boards concerned.

Cooperative purchasing of school supplies. Cooperative buying of school supplies in many instances would make large orders possible which would result in savings. The purchasing of food for school lunch programs in large quantities would result in lower costs thus providing better lunch programs for the schools.

The purchasing of these supplies might be coordinated

through a central agent such as the "all district clerk."

VIII. FINANCING OF A COOPERATIVE PROGRAM

The financing of a cooperative program in the proposed areas enumerated in the foregoing pages should be equalized so that each district or school concerned will budget in proportion to the services rendered. Estimates of costs should be made previous to each year's program and school budgets planned accordingly. Tentative suggestions for financing this program are as follows:

1. Transportation of students to other schools for instruction would be the obligation of the district in which the student resides.

2. Costs of instruction and supplies, in instances where students use the facilities of another school, should be borne by the district in which the students reside in proportion to services rendered.

3. Costs of instruction and transportation, in instances where instructor commutes from school to school, should be borne by each district in proportion to services rendered.

4. Costs of services such as remedial reading or health programs, which would be accessible for all schools, should be borne by the County.

CHAPTER VI

SUMMARY AND CONCLUSION

I. SUMMARY

Ravalli County maintains six high schools of four-years accreditation within a radius of approximately twenty-two miles. These schools had an enrollment of 749 students during the 1951-1952 term. Indications are that some schools find it difficult to include in their curricula courses other than those required for college preparatory or accreditation purposes. Small enrollments as well as budgets limit the curricular offerings.

The study of population trends indicate that no great increase is expected in school enrollments in the near future. Montana Business¹⁰ estimates a population decrease for Ravalli County since the 1950 Federal census to be down six and eight tenths per cent in 1952.

Ravalli County's levy of 71.71 mills is the highest in the state--the state average is 46.5 for the same year, 1951. The present levy makes it difficult to raise additional revenue by special levies.

Teacher shortages cause problems in small schools. Teach-

¹⁰ Bureau of Business and Economic Research, Montana Business, Montana State University, April, 1953.

ers with unusual subject combinations are difficult to replace in case of vacancies. Small schools find it difficult to finance vocational courses and fill vacancies in them when they occur. Martin Durkin, Secretary of Labor¹¹ says, "The demand for high school teachers will continue to rise slowly to extremely high levels by the end of the decade."

Teachers' loads vary in the several schools and in some instances are probably more than recommended for effective teaching. Class enrollments range from three to fifty-five among the various schools. A more equitable distribution of the number of students per teacher may result both in economic and educational advantages. Both of these advantages could be explored under the inter-district cooperation plan.

Curricular offerings in some schools do not provide opportunities for all the students. Courses such as home economics, vocational agriculture, chemistry, physics, advanced mathematics and driver training are not offered. The guidance programs are not adequate in some schools. Provision for each individual's needs is lacking.

The reasons for the problems confronting schools are finance, small enrollments, teacher shortage, and possibly the number of high schools maintained in the county. Also health services in high schools are inadequate. Generally teachers in

¹¹ Martin Durkin, "Job Outlook for 1953 Graduates," School Life, Volume 35, No. 9, June 1953, p. 131.

small schools are not as fully trained and experienced in their teaching fields.

II. CONCLUSION

This study has indicated that certain Ravalli County high schools are not fulfilling the needs of all high school populations. This lack of ability to meet these needs is in some cases due to the small number enrolled in school. Also, additional school revenue is difficult to obtain due to the already existing high levies for school purposes.

The purpose of this paper was to make a limited study of the present conditions and propose a plan by which these conditions could be alleviated by cooperative education. Through cooperative education, schools would work in close harmony with one another in such a way that a richer curriculum could be offered to all the students of Ravalli County. Areas other than courses offered that should be considered cooperatively to improve conditions are a county-wide remedial reading program, school health, and the purchasing of school supplies.

Financing, scheduling, the planning of cooperative education for Ravalli County will create problems, which can be solved gradually by group participation. Cooperation among schools would provide the much needed additional opportunities for high school students in Ravalli County.

Progress towards cooperation may be slow. The writer feels

that even if one additional opportunity were made available to high school students much would have been accomplished towards making "better fitted citizens for tomorrow."

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