

THE PRACTICABILITY OF REORGANIZING THE
BRIDGER AND EDGAR SCHOOL DISTRICTS

by

JOSEPH DALE BROOKSHIER

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

of

MASTER OF EDUCATION

in

Administration

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1969

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of Problem	2
Procedures	2
Limitations	3
Definitions	3
Summary	4
II. REVIEW OF RELATED RESEARCH	5
III. COMPARISON OF SCHOOL DISTRICTS	10
School Plants	10
Faculties	11
Enrollments	12
Curricula	13
Selected Financial Aspects	14
IV. POSSIBILITIES UNDER REORGANIZATION	19
Elementary School	19
High School	22
Summary	26
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	28
Summary	28
Conclusion	29
Recommendations	30
LITERATURE CONSULTED	31

LIST OF TABLES

Table	Page
1. Number of Students by Grade For Bridger and Edgar, School year 1967-1968	12
2. Courses Offered in Bridger and Edgar High Schools, 1967-1968	14
3. General Fund Budgets For Bridger and Edgar, School Year 1967-1968	15
4. Taxable Valuation of Bridger and Edgar School Districts, 1967-1968	16
5. Bonded Indebtedness of Bridger and Edgar School Districts, 1967-1968	17

CHAPTER I

INTRODUCTION

During the course of the past thirty-five years there has been a marked decrease in the number of school districts in the United States. This has occurred through the reorganization of districts and the elimination of districts not operating schools.

The number of school districts within the state of Montana was reduced approximately sixty-five percent, from nearly 2500 to 800, during the past thirty-five years. (19:46) There still remained, however, many small, inefficient school districts.

During the school year 1967-1968, Carbon County, Montana maintained seven high schools with enrollments ranging from 62 to 218, and thirteen elementary districts with enrollments ranging from 7 to 277. (17:4)

At the time this study was undertaken there was a movement by citizen groups to reorganize the Bridger and Edgar school districts.

This study was concerned with the effects on curriculum and finance that could result from reorganizing the Bridger and Edgar school districts.

Statement of Problem

Wynn, in discussing school district reorganization, concluded that reorganization usually extends and enriches the curriculum, provides more specialized personnel and facilities, and results in more efficient use of the tax dollar. (16:17)

The purpose of this study was to determine if the values to curriculum and finance expressed by Wynn could be obtained through the reorganization of the Bridger and Edgar school districts.

Procedures

Information for this study was obtained from the following sources: (1) textbooks, periodical literature, and professional papers; (2) The Research Division, National Education Association; (3) Education Committee, Carbon County Development Council; (4) Carbon County Superintendent's Office; (5) local school districts; and (6) The Handbook of Montana School Finance and Statistics.

The first two sources provided background material for the study.

The last four sources provided data specifically related to the school districts in question. This data was used to compare the educational programs of the individual

schools in relation to curriculum and finance.

After comparing the schools the next step was to suggest possible programs using the total enrollments and financial bases of the two districts. This provided the basis for drawing conclusions as to the possible values in curriculum and finance resulting from the reorganization of the Bridger and Edgar school districts.

Limitations

1. The study was limited to the Bridger and Edgar school districts because there was a possibility that these districts might reorganize.

2. The study was limited to the areas of curriculum and finance inasmuch as these areas are most often mentioned in writings on school district reorganization.

3. The financial aspects were further limited to general fund budgets and bonded indebtedness as these would have been the areas most affected by reorganization.

Definitions

School District--A school district is the basic administrative unit in school organization.

School district reorganization--The act of legally changing the designation of a school district; changing the

geographical area of a school district or incorporating a part or all of a school district with an adjoining district.

Administrative center--The location for the administrative offices for a given school district.

Attendance center--The headquarters within an attendance area for administering attendance department services.

Attendance area--An administrative unit or subdivision of it consisting of the territory from which children legally may attend a given school building or school center. (3:104)

Summary

Many writers have expressed the need for further reorganization of school districts in the United States. This need has also been expressed for some areas of Montana. With this in mind, and within the limitations stated, this study was undertaken.

CHAPTER 2

Review of Related Research

The problem of financing education has been found to be the greatest problem of many local communities. The general property tax which is the basis of support for the public schools cannot continue to provide unlimited increases in outlays for education. (2:104)

School districts vary in their capacities to finance schools. These variations are notable within states and even within counties. These differences are so important that many people select their residences in terms of what local districts provide or fail to provide. (3:104)

The creation of school districts of ideal size would permit more efficient use of administrative, research, teaching, clerical, custodial, and maintenance personnel. (2:108)

The rate of school district reorganization in the United States has been rapid during the past 20 years. As recently as 1950, there were 83,614 school districts in this country. By 1960 the number was 42,312. The 1967-68 school year showed a further reduction to 21,704.

Even with this widespread trend towards school district reorganization, there are no hard and fast criteria for determining the adequacy of a school district. Among

the many factors to be considered are the following: enrollment, cost per pupil, tax rates, school income from local tax sources, school income per pupil, valuation per pupil, curriculum, teacher training, staff stability, staff-pupil ratio, and professional specialist (health, psychological, library, guidance) ratio. Other factors, such as the community's sense of identification with the school, are not easy to measure, and make the task of determining the ideal school district a difficult one.

Wynn suggests that the ultimate test of a school district lies in its ability to maintain a program sufficient to meet the educational needs of its clientele. Wynn states that:

A great many school districts in the United States are too small or too poorly organized to offer adequate educational programs economically and efficiently. Most authorities on education believe a school district should have adequate wealth and population, be congruent with a natural community and be independent of municipal government to function adequately. (16:8)

He further suggests that there has been a widespread movement toward the reorganization of school districts into larger units because many school districts fail to meet the tests of adequacy.

Though large school districts, in some cases, offer much less than is desired, small districts are more guilty

of disadvantaging youths, according to Bucci. (2:106)

Kreitlow, in reporting on a study conducted in Wisconsin, states:

In summary, the first 15 years of the study show that reorganized districts offer more educational opportunity and that their students show greater achievement and mental maturity than those in nonreorganized districts. (13:45)

Hamilton and Rowe concluded that greater academic achievement is more likely to take place in the larger and/or reorganized schools. (11:402)

Grieder states that:

The chief justification for creating large districts out of small ones is that it improves educational opportunity, yields higher levels of pupil achievement, and makes more efficient use of school money. (10:6)

Conant suggests a minimum of 100 pupils in the graduating class is needed to provide a comprehensive high school. (5:77) Brickell recommends a rule of thumb of 25 pupils per classroom and a graduating class of at least 100 pupils. (1:217)

For school districts composed of both elementary and secondary schools, Campbell, Cunningham, and McPhee recommend a minimum of 2,000 pupils, and that 10,000 pupils would be preferable. (3) Bucci suggests that the ideal school system should have 8,000 to 10,000 pupils. (2:108)

Packard suggests that if a school district's enrollment lies within the range of 4,000 and 25,000 its opportunities are greatest to provide the most education to the greatest number with a maximum of local control. (15:10).

Freshour states:

Although Montana's school districts have been reduced in number since the 1930's, they still remain at a level which is beyond the needs of the state, and represent more financial inequity than would exist with a reduction. (19:46)

The 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 a reorganization of districts (administrative units only) and would have left 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 1-12.
2. Each district must operate one or more accredited high schools with a combined A. N. B. 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. (18:1)

Legislation to affect the above recommendations was defeated, leaving school district reorganization a voluntary procedure by local districts.

The size of school districts can be determined on the local level. While the size and shape of a school district should be considered, the quality of education provided by the district is probably the most important factor to be considered.

CHAPTER 3

COMPARISON OF SCHOOL DISTRICTS

The comparison of the Bridger and Edgar school districts was based on information available as of the 1967-1968 school year. The phases covered were school plants, enrollments, faculties, curricula, and selected financial aspects.

School Plants

In looking at school plants one found that Bridger had an elementary school building completed in 1968. The building had 13 classrooms, library, administrative office health room, teachers' workroom, and a multi-use room. The multi-use room contained kitchen facilities, a stage, a regulation size junior high school basketball floor, and shower facilities. A room designed for musical activities extended from the building proper.

Bridger's high school building was fourteen years old and was in good condition. The building had 7 classrooms, library, guidance office, band room, administrative office and a gymnasium. A separate building housed a shop with a classroom and an office included.

The elementary school building at Edgar was ten years old and was in good condition. The building contained four classrooms.

The high school building at Edgar was an old, two-story building with an attached gymnasium. The building contained seven classrooms, a study hall equipped with study carrels, teachers' workroom, and administrative offices. The gymnasium was small and the locker-room facilities were very limited. The lunchroom was also a part of the building housing the gymnasium. The district will be faced with a building program in the near future due to the condition of the building.

Faculties

The Bridger faculty for the school year 1967-1968 consisted of eleven teachers in the elementary school and seven in the high school. The services of a librarian, a music teacher, and a guidance counselor were shared by the high school and the elementary school. The guidance counselor also served the Belfry schools. The elementary school employed a full time principal. The superintendent of schools served as the high school principal.

Edgar's faculty for the school year 1967-1968 consisted of four elementary teachers, five high school teachers and three teachers who served both the elementary school and the high school. The superintendent of schools served as elementary principal and high school principal.

Enrollments

School enrollment is an important factor in determining the adequacy of a school district. Enrollments for the schools involved in the study are shown in Table 1.

TABLE 1. NUMBER OF STUDENTS BY GRADE FOR BRIDGER AND EDGAR, SCHOOL YEAR 1967-1968

School	Grade								Total
	1	2	3	4	5	6	7	8	
ELEMENTARY									
Bridger	21	35	29	32	18	33	30	20	218
Edgar	3	7	6	4	7	8	6	6	47
Total	24	42	35	36	25	41	36	26	265
SECONDARY	Grade								Total
									Total
Bridger			21	37	18	24			100
Edgar			20	15	14	13			62
Total			41	52	32	37			162

A marked difference is noticeable in the elementary enrollments. The elementary school at Bridger was divided into eleven classes. The average class size was 19.8 pupils. Considering the teachers providing half time service, the pupil-teacher ratio was 17.4 to 1. The elementary school in

Edgar was divided into four classes, with an average class size of 11.7 pupils per class. The pupil-teacher ratio was 8.5 to 1 when considering the half-time personnel. These figures, especially in the case of Edgar, are not economically sound.

For the high schools, including half-time personnel, the pupil-teacher ratios were 11.8 to 1 and 9.5 to 1 for Bridger and Edgar respectively. These ratios again are not economically sound.

Curricula

The Bridger elementary school had one teacher for each grade through grade five, plus a combination grade two and three. Grades six through eight were departmentalized into five sections.

The elementary school in Edgar had four teachers for grades one through eight, each teacher having two grades.

Course offerings for the two high schools are shown in Table 2. Although many courses were listed, several of the courses, such as chemistry and physics, were offered only on alternate years. Students transferring from other systems would have problems in working these classes into their programs. Several courses, especially in the advanced studies, had small, and therefore economically inefficient, enrollments.

TABLE 2. COURSES OFFERED IN BRIDGER AND EDGAR HIGH SCHOOLS,
1967-1968

Bridger	Edgar
Algebra 1,2	Advanced Math 1,2
American History	Algebra
Band and Chorus	American History
Biology	Band and Chorus
Bookkeeping	Biology
Business Law	Bookkeeping
Chemistry	Chemistry
Consumer Economics	Current Problems
Corrective Reading	Driver Education
Current Problems	English
Driver Education	General Business
Earth Science	General Math
English 1,2,3,4	Geometry
Geometry	Government
German 1,2,3	Home Economics 1
Home Economics 1,2,3,4	Life Science
Math Analysis	Physical Education
Physical Education	Physical Science 1,2
Physics	Physics
Shop	Reading 1,2
Speech	Shorthand
Typing	Sociology
Vocational Agriculture 1,2,3,4	Typing 1,2
World History	World Geography
	World History

Selected Financial Aspects

The financial aspects selected for the study were general funds, taxable valuation, and bonded indebtedness. These would have been the areas most affected by the

reorganization of the districts involved in the study.

General funds. The general fund budgets of the districts for the school year 1967-1968 are shown in Table 3. The enrollment of the Bridger elementary school was 4.6 times the enrollment of the Edgar elementary school, whereas the general fund budget for Bridger was only 3.3 times that of Edgar. For the high schools, Bridger's enrollment was 1.6 times that of Edgar, while the general fund budget was only 1.4 times that of Edgar. Since the programs of the schools were similar, the larger enrollment appeared to make the difference.

TABLE 3. GENERAL FUND BUDGETS FOR BRIDGER AND EDGAR, SCHOOL YEAR 1967-1968

	Elementary	High School	Total
Bridger	\$126,509	\$ 96,972	\$223,481
Edgar	\$ 37,808	\$ 65,589	\$103,397
Total	\$164,317	\$162,561	\$326,878

Using the number of students as found in Table 1, the following general fund expenditures per pupil were obtained: Bridger elementary, \$580 per pupil; Edgar elementary, \$804 per pupil; Bridger high school, \$970 per pupil; Edgar high

school, \$1058 per pupil. It can be seen that the greater expenditures are required in the system with the smaller enrollment. The possibility of reducing general fund expenditures per pupil through reorganization will be explored in Chapter 4.

Taxable valuation. The financial base of a school district is an important factor in determining the adequacy of the district's educational program. The taxable valuation of the districts involved in the study are presented in Table 4.

TABLE 4. TAXABLE VALUATION OF BRIDGER AND EDGAR SCHOOL DISTRICTS, 1967-1968

District	Bridger	Edgar	Total
Elementary	\$2,491,064	\$662,762	\$3,153,826
High school	\$2,491,064	\$906,430	\$3,397,494

Taxable valuation per pupil figures were as follows: Bridger elementary, \$11,427 per pupil; Edgar elementary, \$14,101 per pupil; Bridger high school, \$24,910 per pupil; Edgar high school, \$14,297 per pupil.

Expressing general fund expenditures per pupil in proportion to taxable valuation per pupil indicated that the Bridger districts were able to utilize their resources more effectively than the Edgar districts. A factor of .042 was obtained for the Bridger elementary district while the factor of .057 was obtained for the Edgar elementary district. The factors for the high school districts were .039 for Bridger and .074 for Edgar. Again, the larger enrollment in the Bridger districts appeared to be the cause for this difference.

Bonded indebtedness. In discussing reorganization of school districts, an important factor is the bonded indebtedness of the districts. The disposition of the indebtedness could be a stumbling block to the reorganization of districts. The bonded indebtedness of the districts involved in the study is shown in Table 5.

TABLE 5. BONDED INDEBTEDNESS OF BRIDGER AND EDGAR SCHOOL DISTRICTS, 1967-1968

District	Amount Outstanding	Yearly Payment
Bridger Elementary	\$342,000	\$18,000
Bridger High School	\$105,000	\$15,000
Edgar Elementary	\$ 50,600	\$ 5,060
Edgar High School	None	None

Bridger had 19 years remaining to retire the indebtedness on its elementary building and 7 years to retire the indebtedness on its high school building. Edgar had 10 years remaining to retire the indebtedness on its elementary building. The Edgar high school district had no bonded indebtedness because its building was quite old and the debt had been retired.

The materials presented in this chapter were used to explore the possible effects of reorganization on curriculum and finance in the districts involved in the study.

CHAPTER 4

POSSIBILITIES UNDER REORGANIZATION

The possibilities suggested herein are based on the assumption that the attendance centers for the reorganized districts would have been located in Bridger. This assumption was based on the opinion that these facilities would be adequate to house the students of the new district, thus eliminating the need for any construction of new facilities.

Elementary School

Enrollment and faculty. A reorganization of the Bridger and Edgar elementary districts for the school year 1967-1968 would have yielded an elementary school with 265 pupils. Considering the total enrollment for each grade as shown in Table 1, the following plan was suggested:

1. Grade one, one teacher, 24 pupils
2. Grade two, two teachers, 42 pupils
3. Grade three, one teacher, 25 pupils
4. Grade four, one teacher, 26 pupils
5. Combination grade three and four, one teacher, 20 pupils
6. Grade five, one teacher, 25 pupils
7. Grades six, seven, and eight, five classes, departmentalized, five teachers, 103 pupils

8. Half time personnel in art, music, library, and guidance, total of two teachers.

The plan suggested above would have required 12 full time teachers as compared to the 15 full time teachers employed by the districts separately for the school year 1967-1968.

The plan suggested above would have been within the standards of accreditation established by the State Department of Public Instruction.

The average class size of the reorganized district would have been 22.1 pupils per class as compared with the average class sizes of 19.8 and 11.7 for Bridger and Edgar respectively for the school year 1967-1968. Considering half time personnel, the pupil-teacher ratio of the reorganized district would have been 18.9 to 1, as compared to 17.4 and 8.5 to 1 for Bridger and Edgar respectively. The reorganized district then would have made more effective use of the personnel available and could have provided for more specialized services.

General funds. The maximum general fund budget, without seeking voter approval, for 265 students would have been \$478.90 per pupil or a total of \$126,908.50.

The average instructional salary for the state of Montana for the school year 1967-1968 was \$6475. Applying this figure to the 14 teachers required in the suggested

plan would have yielded a total of \$90,650 for instructional salaries. Assuming that instructional salaries accounted for 65 per cent of the general fund budget, the total general fund budget would have been \$139,460.

The deficit to be made up by a special levy would have been \$12,551.50. This would not have been unreasonable to expect in that special levies of approximately \$27,000 and \$10,000 were passed in 1967 by Bridger and Edgar respectively. The amount of funds to be raised by special levies would have been reduced by approximately \$25,000 through reorganization.

General fund expenditures per pupil would have been \$526 per pupil. This would have been a considerable reduction from the figures of \$580 per pupil in Bridger and \$804 per pupil in Edgar. This figure also represents a reduction of \$94 per pupil from the \$620 per pupil average for the two schools.

Taxable valuation. The taxable valuation of the reorganized district would have been \$3,153,826 as shown in Table 4. Taxable valuation per pupil would have been \$11,901. This would have been a decrease for the Edgar district, but it would have been compensated for by the broadening of the tax base and the lower expenditures per pupil gained through reorganization.

The ratio of general fund expenditures per pupil to taxable valuation per pupil would have yielded a factor of .044, which compares favorably to the factors of .042 and .057 for Bridger and Edgar respectively. This factor also compares quite favorably to the average factor of .052 for the two school total.

Bonded indebtedness. The reorganization of the two districts would have reduced the millage required to make the yearly payments on the bonded indebtedness of both districts. The amount in Bridger would have been cut by almost one half. The reduction would have been only slight in Edgar, while the period to pay would have been longer. The would, however, have had the use of the newer and greater facilities of the Bridger elementary building.

High School

Enrollment and faculty. A reorganization of the Bridger and Edgar high school districts in the school year 1967-1968 would have yielded a high school with 162 pupils. The following plan for this number of students was suggested

1. English, foreign language, and social studies. Three teachers, offering English, foreign language, reading, speech and drama, American History, world history, civics, world geography, and current problems.

2. Mathematics and science. Three teachers, offering algebra, geometry, advanced math, general math, physics, chemistry, biology, general science, earth science, and physical science.
3. Commercial. Two teachers, offering typing, shorthand, bookkeeping, general business, business law, economics, and journalism.
4. Vocational agriculture and general mechanics. One teacher.
5. Home economics. One teacher.
6. Half time teachers in driver education, physical education, library, guidance, art, and music. Total of three teachers.

The total number of teachers required for the above plan would have been 13, as compared to the total of 15 for the two schools separately. The pupil-teacher ratio would have been 12.5 to 1, as compared to 11.8 and 9.5 to 1 for Bridger and Edgar respectively, and, the 10.8 to 1 average for the two schools.

This plan could have provided a more comprehensive program for all students than was provided by the two schools separately. The special and advanced courses could have been better equipped and more meaningful.

General funds. The maximum general fund budget without seeking voter approval would have been \$738.83 per pupil, or \$119,290.46.

The average instructional salary in Montana high

schools was \$7100 for the school year 1967-1968. Applying this figure for 13 teachers yielded a total of \$92,300 for instructional salaries. Again assuming that instructional salaries account for 65 per cent of the general fund budget, the total general fund budget would have been \$142,000. This would have been approximately \$20,000 less than was actually spent by the two districts for the school year 1967-1968.

The difference between the general fund budget and the maximum budget without a voted levy would have been \$22,709.54. Considering the fact that the Edgar high school received approximately \$20,000 through Public Law 874 funds for Indian students from the Crow Indian Reservation, this would have left slightly more than \$2000 to be obtained through a special levy. This would have represented less than one mill.

General fund expenditures would have amounted to \$876 per pupil, as compared with \$970 and \$1058 per pupil in Bridger and Edgar respectively, and \$1003 per pupil average for the two districts. It can be seen that this would have been a considerable decrease in expenditures per pupil.

Taxable valuation. The taxable valuation for the reorganized district would have been \$3,397,494 as indicated in Table 4. The taxable valuation per pupil would have been \$20,972.

The ratio of general fund expenditures per pupil to taxable valuation per pupil yielded a factor of .042. This compares favorably with the factor of .048 for the two districts before reorganization. This suggested that more economical use of funds could have been obtained through reorganization.

Bonded indebtedness. The important consideration when contemplating bonded indebtedness is that the reorganization would not have required any new buildings. The Edgar district would have had to assume its share of the payments on the bonded indebtedness of the high school building in Bridger, but this would probably have been less expensive than constructing a new building in Edgar.

Transportation was not considered in the study since the number of buses in service in the districts would have been sufficient to meet the needs of the reorganized districts, and the longest bus route would have required less than a one hour ride.

A major consideration is the fact that the reorganization would require transporting pupils through the Fromberg district, as can be seen in the map on page 27. The citizen group from Edgar, however, expressed no desire to reorganize with the Fromberg district since its enrollment and tax base

would not have permitted significant gains through reorganization.

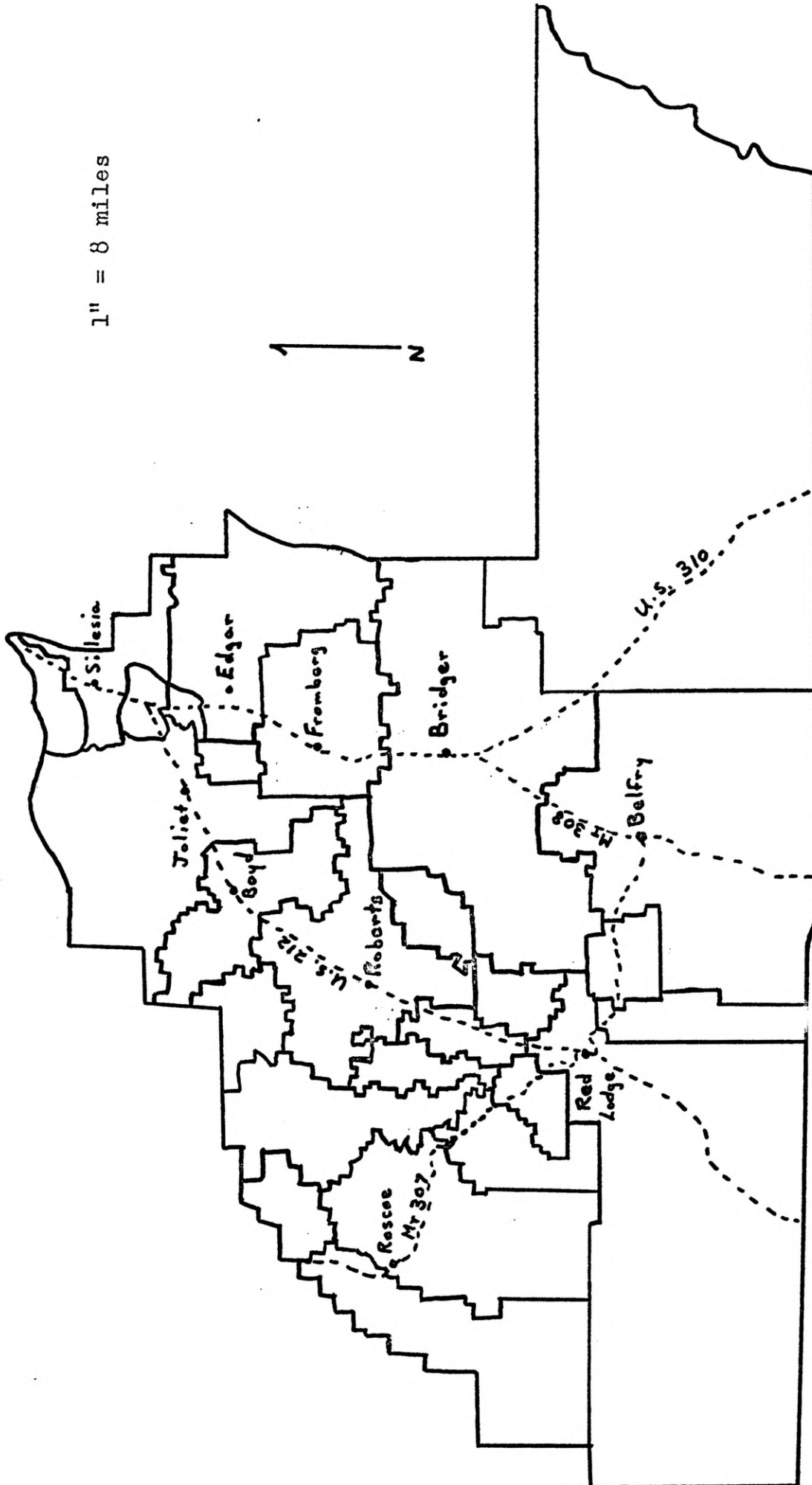
Summary

In general, the reorganization of the Bridger and Edgar school districts would have achieved a broader tax base, thereby providing greater budgeting power.

Per pupil costs would have been reduced, permitting more efficient use of funds and personnel.

In the elementary school, pupil-teacher ratios would have been more efficient, enrollment would have been more stable, and more specialized instruction could have been provided.

In the high school, pupil-teacher ratios would have been more efficient, some ability grouping could have been achieved, a more comprehensive curriculum could have been provided, and, more special services could have been provided.



Carbon County, Montana

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The study was prompted by a movement by citizen groups to reorganize the Bridger and Edgar school districts.

The purpose of the study was to determine if improvements in curriculum and finance could have been obtained through the reorganization of the Bridger and Edgar school districts.

The review of literature provided information pertinent to the processes involved in reorganization and the results of previous actions.

The school districts involved in the study were compared relative to school plants, enrollments, faculties, curricula, and selected financial aspects.

The comparison of school districts provided the basis for suggesting possibilities for a reorganized district.

Summary

The review of literature indicated a significant trend towards the reorganization of school districts over the course of the past 35 years in the United States. This trend has also been evident in the state of Montana.

Montana still had many small and inefficient districts. This was partly due to the fact that in Montana the process of reorganization was permissive rather than mandatory.

The review of literature suggested that reorganized districts offer more educational opportunity and make more efficient use of school monies.

The comparison of the school districts indicated that, while both the districts involved in the study were conducting inefficient programs, the district with the greater enrollment was able to make more efficient use of the resources available.

The suggested plans for reorganization would have permitted considerable improvement in economic efficiency, and would have allowed for more specialized services and a broader curriculum.

Conclusion

The writer concludes that the values to curriculum and finance, as indicated in the review of research, would have been obtained to a degree sufficient to warrant the reorganization of the Bridger and Edgar school districts.

Recommendations

The writer recommends that concerned citizens and educators in Carbon County, Montana continue to investigate means for making their schools more efficient and comprehensive, and that efforts be made to involve more citizens in the process.

Literature Consulted

1. Brickell, Henry M., "Local Organization and Administration of Education," A Report Prepared for the Second Area Conference, Designing Education for the Future: An Eight State Project, Denver, Colorado, 1967.
2. Bucci, F. A., "Why Wait to Consolidate?" Clearing House, 42:104-109, October, 1967.
3. Campbell, Roald F., Cunningham, Luvern L., and McPhee, Roderick F., The Organization and Control of American Schools, Charles E. Merrill Books, Inc., Columbus, Ohio, 1965.
4. Cocking, Walter D., "School District Reorganization," Overview, 2:62, June, 1961.
5. Conant, James B., The American High School Today, McGraw-Hill, New York, 1959.
6. Faber, Charles F., "Measuring School District Quality," The American School Board Journal, 149:11-12, October, 1964.
7. Faber, Charles F., "Quest for Quality in School District Reorganization," Peabody Journal of Education, 45:131-138, November, 1967.
8. George Peabody College of Teachers, Division of Surveys and Field Services, Public Schools of Montana, George Peabody College of Education, Nashville, Tennessee, 1958.
9. Goldhammer, Keith, The School Board, The Center for Applied Research in Education, Inc., New York, 1964.
10. Grieder, Calvin, "New Kinds of Intermediate Districts Are Showing Up," Nations Schools, 79:6, May, 1967.
11. Hamilton, DeForest, and Rowe, Robert N., "Academic Achievement of Students in Reorganized and Non-Reorganized Districts," Phi Delta Kappan, 43:401-404, June, 1962.

12. Harris, Chester W., Encyclopedia of Educational Research, MacMillan, New York, 1960.
13. Kreitlow, Burton W., "Reorganization Really Makes a Difference," National Education Association Journal, 56:44-45, May, 1967.
14. Nimnicht, Glendon P., and Partridge, Arthur R., Designs for Small High Schools, Educational Planning Service, Colorado State College, Greeley, Colorado, 1962.
15. Packard, John C., "School District Size vs. Local Control," American School Board Journal, 146:9-10, February, 1963.
16. Wynn, D. Richard, Organization of Public Schools, The Center for Applied Research in Education, Inc., Washington, D. C., 1964.

Unpublished Material

17. A Report of the Education Committee of the Carbon County Development Council, Carbon County, Montana, 1968.
18. A Report of the Governor's School District Reorganization Committee, October, 1960, Montana File, Montana State University Library, Bozeman, Montana.
19. Freshour, Donald J., "Montana's School Districts Past and Present," Unpublished Professional Paper, Montana State University, Bozeman, Montana, 1964.
20. Hilton, William A., "The Feasibility of School District Reorganization in Carbon County, Montana," Unpublished Professional Paper, Montana State University, Bozeman, Montana, 1966.