



## League of Women Voters of Minnesota Records

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FACTS ABOUT OPTIONAL SCHOOL DISTRICT REORGANIZATION IN MINNESOTA

This is a series of questions and answers on Chapter 421, Laws 1947, pertaining to surveys for school district reorganization. Each series covers a particular phase of the project. It is hoped that these questions and answers will aid in clarifying the law so that there will be a better general understanding of school district reorganization by the citizens of Minnesota.

Series I

STATE AND COUNTY ACTIVITIES

1. Does the State Constitution Provide for the Establishment of a Uniform System of Public Education?

Yes. Article VIII, Section 1, of the State Constitution states: "The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools."

2. Is Minnesota's Present System of Public Schools Uniform?

No. It is not uniform in that it fails to provide equal educational opportunity for all Minnesota youth. This inequality has been recognized for a long time and the 1947 legislature made provisions for the improvement of our educational system by enacting Chapter 421.

3. What Can the People of Minnesota Do to Improve School District Organization?

The 1947 session of the legislature in enacting Chapter 421 has provided a thoroughly democratic means whereby the school district organization of Minnesota may be studied. This law further permits the reorganization of the school districts where conditions are found to warrant it, if the voters in the affected areas approve of such reorganization.

4. Is the Reorganization of School Districts Mandatory under Chapter 421 of the 1947 Session Laws?

No. This law provides that the people and their representatives in each county shall determine whether a study of school district organization is to be made and whether any reorganization is to be undertaken.

5. Has the Governor Sanctioned the Study of School District Reorganization?

Yes. In a statement released by the Governor at the time the State Advisory Commission was organized he stated that he supported the act as it moved through the legislature and would continue to officially sanction putting it into operation.

6. What Type of Organization Is Provided by Chapter 421 to Study School District Organization?

A. A State Advisory Commission of nine members shall be appointed by the State Board of Education.

B. The Commissioner of Education shall be the executive secretary for the Commission.

C. In each county a school survey committee of nine members may be elected by the school board members.

D. The county superintendent of schools shall be the executive secretary for the county survey committee.

7. Who Are the Members of the State Advisory Commission at Present?

The personnel of the Commission at present is as follows: Dr. A. E. Jacobson, Chairman, director of the State School Board Association; Mr. J. S. Jones, Executive Secretary of the Minnesota Farm Bureau Federation; Mr. Joseph Daun, member of the State Legislature and author of the reorganization bill; Mr. William Pearson, Master, Minnesota Grange; Mrs. F. H. Stevens, rural school teacher and former school board member; Mr. Charles Christianson, county superintendent, Roseau county; Mr. C. E. Campton, former city and county superintendent, Lake county; Mrs. C. A. Rohrer, P.T.A. member and former teacher; Mr. A. L. Alsen, Superintendent of Schools at Balaton and chairman of the Senate Education Committee. Mr. Dean M. Schweickhard, Commissioner of Education, is secretary and executive officer of the Commission.

8. What Are the Duties of the State Advisory Commission?

The State Advisory Commission shall serve in an advisory capacity to the Commissioner of Education and the State Department of Education and will aid and assist such county committees as may be established when requested to do so.

9. What Has the State Advisory Commission Accomplished to Date?

They have recommended the preparation of a manual to aid the county survey committees in their work. They have approved publicity releases on school reorganization. They have urged provisions be made by the State Department of Education to supply assistance through field workers to county committees desiring such assistance.

10. What Are the County Survey Committees?

In those counties where the school board members vote to establish a County Survey Committee on School District Reorganization, the school board members will elect the members of said committee. The county committee, after a thorough study of local conditions, will draw up a list of recommendations and will provide an opportunity for hearings, after which such projects will be submitted to the voters of the affected areas for approval or rejection.

11. When Will the County Survey Committees Be Organized?

The county superintendent shall call a meeting of all school board members of the county not later than December 15, 1947, for the purpose of considering the advisability of organizing a County School Survey Committee. In the event the vote is for establishing a survey committee, the members of said committee must be elected not later than 30 days after December 15, 1947.

12. When Are the Reports of the County Survey Committee Due?

A tentative report must be filed before September 1, 1948, and the final report must be submitted on or before November 1, 1948. If the final report recommends reorganization, an election must be held, not later than nine months after submitting the final report, to approve or reject the proposed changes.

Series II

NEED FOR REORGANIZATION  
Part I

1. Why Consider School District Reorganization?

Minnesota has 7,684 school districts. Such a large number of districts leads to unneeded duplication of facilities and makes it difficult to provide an adequate educational program in an efficient and economical manner. Only three other states exceed Minnesota in the number of school districts they have.

2. Why is District Reorganization Needed?

Population and school enrollments in rural areas have been declining for a number of years. As a result of the decreased enrollments the per pupil costs of schools in many areas have increased considerably. Twenty per cent of the school districts in Minnesota have an enrollment of less than 10 pupils, and 70 per cent have less than 19 pupils.

3. How Does Minnesota Compare with the National Average in the Size and Enrollment per School District?

The average school district in Minnesota has an area of 10.42 square miles, while the national average area per district is 25.8 square miles. The average school district in Minnesota has an enrollment of 64.71 pupils, while the national average enrollment per district is 212.87.

4. How Many Ungraded Elementary Schools Are There in Minnesota?

Minnesota has over 5,000 open ungraded elementary schools. Of that number, 43 per cent have an enrollment of less than 14 pupils. Naturally schools with enrollments of less than 25 or 30 pupils will have a high per pupil cost and the taxpayer gets less educational value received for each school dollar spent. District reorganization would make possible schools having larger enrollments and reduced per pupil costs.

5. How Many School Districts in Minnesota Are Actually Needed?

It is entirely possible that Minnesota schools could be better administered with less than 100 school districts. Decreasing the number of school districts in many instances will result in a saving to the taxpayer, and more education for the dollar spent.

6. Can a School District Serve a Large Number of People or a Large Area?

Yes. New York City with a population of over 7,000,000 has only one school district. New Mexico has only one school district for every 3,900 square miles. Many states in the nation have organized their school districts on the county basis and thus have reduced the number of districts to the lowest number possible. Minnesota now has about 12 large districts, such as, the Lake County district, St. Louis County unorganized territory of 110 townships, Grand Rapids district of 66 townships, and Koochiching County unorganized territory of 56 townships. Minnesota has one district for every 10 square miles, on the average.

7. How Does Minnesota Compare with Other States in the Number of School Districts Each Has?

Half of the states have less than 500 school districts. Utah, which is a trifle larger than Minnesota, has only 40 school districts. Minnesota has one school district for every 2.7 teachers. West Virginia has 55 school districts, one school district for every 293.5 teachers.

8. Why is Population in Rural Areas Declining?

Rural population is decreasing because of the smaller farm families and the trend toward fewer and larger farms, which is brought about largely by increased use of power and mechanization.

9. Is School Enrollment in Rural Areas Declining?

Yes, because of the general decrease in rural population, school enrollments have likewise diminished. In some school districts the enrollment has gone down to a point where it is no longer economical to maintain a school.

10. Are the Rural People Interested in District Reorganization at the Present Time?

Yes. During the year 1945-46, 50 school districts merged or joined other existing districts. In 1946-47 more than 80 school districts united with other existing districts. There is a decided movement developing in the rural areas of the state for better educational service for all children.



11. What Are Some of the Factors Which Have Stimulated This Interest?

- A. Shortage of elementary school teachers.
- B. Desire on the part of parents for better educational service.
- C. Advancements made in teaching techniques, broadening of the school curriculum and added special services offered by the larger school districts.
- D. Better transportation service with the modern school buses and improved roads.

Series II

NEED FOR REORGANIZATION

Part II

1. How Many Rural Schools Had Small Enrollments in 1945-46?

Eight hundred thirty-nine schools had less than 10 pupils, and 2,012 schools had from 10 to 19 pupils enrolled.

2. How Much Greater is the Percentage of School Attendance in Urban Areas than in Rural Areas?

The greatest difference occurs at the high school age as indicated below:

Greater Attendance in Urban than in Rural Areas

<u>Age</u>	<u>Per Cent</u>
14	9.0
15	20.0
16	30.4
17	31.0
18	20.5

3. How Many Times Greater is the Nonschool Attendance in Rural Areas than in Urban Areas?

While the school population is about the same in urban and rural areas, the rural area shows a much greater proportion of nonattendance.

Greater Proportion of Nonattendance in Rural Areas  
as Compared with Urban Areas

<u>Age</u>	<u>No. Times Greater in Rural</u>
14	3.4
15	5.3
16	3.1
17	1.9

4. Have Rural Children Had Equal Educational Opportunities in the Past?

No. Only 18.7 per cent of the rural people 25 years of age and older have gone beyond the eighth grade, and in comparison 48.2 per cent of the urban people have. Only 6.2 per cent of the rural people 25 years and over have finished high school but 18.0 per cent of the urban people have finished high school.

5. Is the Need for Reorganization Limited to the Ungraded Schools?

Not only are some ungraded schools uneconomical schools to operate, but the same condition prevails in many small high schools. Eight per cent of the high schools of the state have an enrollment

of less than 50 pupils, 34% have less than 100 pupils. Several such small units could in many instances be combined to form a larger school capable of providing all the essential services at reduced cost.

6. How Many Small High Schools Are There in Minnesota?

Out of a total of 435 high schools in Minnesota, 33 have less than 50 pupils, 114 have less than 100 pupils, and 86 have over 100 but less than 150 pupils. The state department of education recommends a minimum size of 100 pupils for a four-year high school and 150 pupils for a six-year high school. The United States Office of Education recommends a minimum enrollment of 300 pupils for a satisfactory high school. It is quite evident that Minnesota has many high schools that are too small to provide efficiently and economically an adequate educational program and essential related services.

7. Are There Many Nonresident High School Pupils in the State?

Of the total high school enrollment for Minnesota, about 30 per cent are nonresident pupils; that is, the pupils are transported from some district which does not maintain a high school. The ideal situation, of course, would be to have each pupil be a resident of some high school district. This is possible of attainment through sound reorganization.

8. What Are Some of the Deficiencies That May Be Discovered in Existing Districts?

Low average daily attendance, low local income, old or inadequate buildings, buildings improperly located, low assessed valuation per pupil, health hazards, inadequate educational program, lack of satisfactory high school opportunities, rapidly declining or increasing population; poor roads, and the like are among the items that may need special attention and study by the county survey committees.

9. What Per Cent of the Farm Boys and Girls Are Attending High School?

About 50 per cent of the children of high school age reside in rural areas; however, rural pupils make up about 24 per cent of present high school enrollment, which indicates that 26 per cent of the rural pupils of the state are not in high schools. Reorganization of districts will provide more rural pupils with an opportunity for a high school education.

Series III

THE EDUCATIONAL PROGRAM

Part I

1. What Kind of a School Do You Want for Your Children?

Should not boys and girls in all parts of the state regardless of where they reside have equal educational opportunity? Shall the community provide a school with grades 1 - 8 or grades 1 - 12? What related services and facilities such as library, health, guidance, and the like are to be provided? How about kindergarten, junior college, and adult education facilities?

2. What is a Desirable School District Unit?

A desirable school district should be large enough so that it has sufficient population, valuation, and school enrollment to make possible the provision of an adequate educational program with related services in grades 1 through 12 as a minimum. Where possible these facilities should be available to pupils without their having to walk more than one to one and one-half miles to or from school, or ride a school bus for more than one to one and one-half hours.

3. What is an Attendance Unit?

An attendance unit is the geographical and population area served by a single school. It may be only one of many schools that make up a school district.

4. What is an Administrative Unit?

An administrative unit is an area under a single system of local administration; that is, under the direction of one school board, and it is made up of one or more attendance units or schools.

5. What is an Adequate Educational Program?

An adequate educational program includes training in the academic courses and basic skills, cultural courses, vocational education, health and physical education, library and visual education facilities, pupil guidance, and such services as are needed in a school offering instruction in grades 1 through 12. In some instances it may also be desirable to provide for junior college, area vocational schools, adult education, and the like.

6. Will Larger School Units Make Possible a More Diversified Educational Program?

Yes. Larger schools with greater enrollments make possible the obtaining of the services of personnel having specialized training. Larger schools can provide equipment and facilities for many activities that could not be supplied economically in small schools because the small enrollment would make the per pupil costs prohibitive. Fine arts, vocational education, visual education, and noon hot lunch program are but a few of many essential services that may be provided more economically in a larger unit.

7. What Disadvantage Is There from the Pupils' Standpoint in a Small School?

A school with a small enrollment often fails to provide sufficient competition to make school work interesting and challenging to the pupil. In small schools children are sometimes denied the opportunity of associating with others of their own age. Organized play and recreation may be adversely affected if school enrollments are too small.

8. Do Teachers in Rural Ungraded Schools Have Training Comparable to That of Teachers in Larger Schools?

In 1946-47, 4,083 teachers out of the total of 5,497 teachers in ungraded elementary schools had less than two years of training; 2,853 teachers had only one year of training in a high school training department; 1,486 teachers held temporary renewed certificates and 421 teachers taught on limited emergency permits. To point out the contrast, many of the teachers in graded elementary schools in towns and cities had two to four years of training. Rural pupils are entitled to teachers as well trained.

9. What is the Length of Teacher Tenure in Ungraded Elementary Schools?

It is commonly recognized that the teacher turnover is much greater in the ungraded elementary schools, normally 25 per cent per year, than it is in the graded schools.

10. What is the Desirable Minimum Enrollment Size For An Elementary School?

The minimum enrollment for a satisfactory elementary school should be large enough so as to not make it necessary for a teacher to have more than two grades with a total average enrollment of 30 pupils.

THE EDUCATIONAL PROGRAM

Part II

1. Will Reorganization Tend to Increase the Opportunity for a High School Education?

Yes. Where it is possible to combine districts maintaining elementary schools with a district that is providing or can provide a high school, the result will be that all the pupils would be residents of a high school district and be entitled to attend on equal terms.

Many high schools now are becoming overcrowded as a result of pupils being transported to them from adjoining districts. These crowded high school districts can not be expected to tax themselves to provide new buildings for pupils from outside their districts. Reorganization would help to remedy this situation by spreading the cost of the buildings over the area deriving benefit from the school.

2. Should Provisions Be Made for Junior College, Area Vocational Schools, Adult Education, and the Like?

Where the economic status and population warrant these services it would be desirable to provide them. The primary objective of the school district reorganization program is to more nearly equalize educational opportunity in grades one through twelve.

3. How Far Should Pupils Be Expected to Walk to or from School?

It is desirable to provide transportation for all elementary pupils living more than one mile from school, and for all high school pupils residing more than one and one-half miles from school. Pupils may, however, be required to walk  $3/4$  of a mile to meet a school bus.

4. What Is the Maximum Time Pupils Should Have to Spend on a School Bus?

One hour for elementary pupils, and one and one-half hours for high school pupils. Varying circumstances may make it desirable to exceed these limitations in some instances.

5. Why Are District-owned and Operated Buses and Garages Desirable?

District ownership is desirable because control goes with ownership. Often it is cheaper to own buses than to contract for bus service from a private operator.

6. What is a Desirable Minimum Pupil-Teacher Ratio?

About 25 to 30 pupils per teacher.

7. Are the Smaller Schools Offering an Adequate Health and Physical Education Program?

No. Almost all of the teachers in ungraded elementary schools either have no or very little training in health and physical education.

In the graded elementary schools only a very few of the teachers have had more than one or two college courses in health and physical education.

In the small high schools (enrollment under 100 pupils) most of the teachers engaged in teaching health and physical education have had no training for that work. Most of these small schools offer no health instruction as a part of the physical education program. A large majority of small schools have the absolute minimum of two periods of physical education per week.

8. Do the Smaller Schools Offer a Fine Arts Program?

No. Many of the smaller schools offer little or nothing in the line of music and art. By reorganizing to form larger schools these fine arts can be made available to a greater degree.

9. Do the Smaller Schools Offer an Adequate Noon Hot Lunch Program?

No. About 2,200 schools in Minnesota have 14 or less pupils and only 73 of these have any type of noon lunch program.

10. What Per Cent of Minnesota Teachers Are in One-teacher Schools?

Twenty-eight per cent of Minnesota teachers were in one-teacher schools in 1943-44 as compared with the national average of 11.6 per cent. Thirty-six per cent of Minnesota teachers were in one-teacher schools in 1945-46.

Series IV

FINANCIAL PROGRAM

1. Will Reorganization of the School Districts Promote Greater Economy?

Yes. More pupils per teacher means more pupils instructed for the same amount of money. There will be fewer buildings to maintain. Fewer teachers will be needed. Duplication of equipment, facilities, and services will be avoided.

It might be well to point out that reorganization may not always result in an actual cash saving, but in most instances it should result in getting more for the money spent.

2. Are Per Pupil Costs Higher in Smaller Schools?

Yes. In the matter of teachers' salaries alone it will cost more if one teacher is employed for every 10 pupils, than if there were 30 pupils per teacher. A small school needs as many reference books and other materials as a larger one, which necessitates the purchase of many sets for each small school thus creating a large duplication.

3. Why is it Difficult to Secure Teachers for Rural Schools and to Hold Them?

The teachers seek positions in school systems which offer a stable tenure, a satisfactory salary schedule, and desirable working and living conditions.

4. Why Should Districts Merge to Form Larger Units?

More than 2,200 districts have closed their schools and transported the pupils to other districts during the past. Many other districts must close because of teacher shortage. The transportation of the nonresident elementary pupils to the town schools has created overcrowded conditions. The districts receiving the nonresident elementary and high school pupils cannot be asked to tax themselves to construct new additions to the buildings to house the nonresident pupils.

5. Whose Responsibility is it to Provide Housing for the Nonresident Pupils?

It is the responsibility of all districts of which the pupils are residents to provide housing for the pupils. Most of the districts now accepting nonresident pupils do not have sufficient valuation on which to float a bond issue of sufficient amount to provide for an adequate addition to the present building. It is essential, therefore, that several districts merge their valuations to provide a sufficiently large taxable base on which a reasonable bond issue may be floated. The spread of the millage on a large valuation for retiring the debt will be reasonable.

6. Will School Costs Be More Equitably Distributed if Reorganized Districts Are Established?

Yes. The enlarged reorganized district will have greater assessed valuation; it will be better able to provide all the facilities needed, and the cost will be spread more evenly over a larger area.

7. If a District Without Debt Merges with a District with Bonded Indebtedness Are They Then Jointly Responsible for the Payment of the Same?

No. Debts contracted before a merger of districts must be paid by the original district that had the debt; however, debts contracted after a merger must be paid by the whole new district.

8. If Rural Districts Join a District that Has a High School Building Do They Acquire a Share in the Ownership of that Building?

Yes. All existing buildings in districts merging become the joint property of the whole new district without any of the original joining districts being required to pay in any way for such buildings that may then be there. Of course, if new buildings or additions are built later (after the merger) the cost of such construction is borne by all parts of the new reorganized district.

9. Will Reorganization of School Districts Result in the Loss of Any State Aid?

No. The apportionment, income tax, basic equalization, transportation and vocational aids will continue to be paid. When the total revenue from the state fund and local taxes are pooled in one account, such revenue can be expended more wisely and economically.

Series V

EFFECTS OF REORGANIZATION

1. Will the Creation of Larger School Districts Mean that Small Schools Will Be Closed?

No. Many of the smaller buildings may remain in operation as attendance units in the larger administrative unit or district; there would, however, be only one school board for the larger district. In some instances where enrollments are low, it might be advantageous to close such a school and transport the pupils to some nearby building in the new larger district. A large district provides for flexibility, permitting the shifting of enrollments and teachers to meet the changing conditions.

2. Does School District Reorganization Mean Increased State Control of Education?

No. Reorganized school districts if established would be under local control the same as local school districts now are.

3. Do the Boundaries of a Reorganized District Have to Follow Those of Existing Political Units?

No. Boundaries of a reorganized district, if such units are established, do not have to follow the boundaries of existing school districts, high school areas, townships, or counties. Boundaries of the new district should include the natural, local economic and social area in as far as they meet the educational needs.

4. Should Existing School Buildings Be Used When Possible?

Yes. When existing school buildings and equipment are adequate to meet the needs of a modern educational program, they should be utilized. Buildings that are in poor repair, and that do not meet present-day needs should be abandoned. Many rural communities are planning elementary attendance units for the future to include a minimum of four classrooms.

5. What Minimum Size Elementary Building is Desirable in Many Reorganized Districts?

Great variations in population density and school enrollment exist in various areas so that no one minimum size for buildings may apply in all instances. Suitable buildings might vary in size from one to eight classrooms, with four or more classrooms being desirable where conditions permit.

6. Will Reorganization of the School Districts Result in Fewer School Board Members?

Yes. Minnesota now has more school board members than teachers. One school board can administer a five, ten, or even a hundred-teacher school just as efficiently as they can a one-teacher school. If a number of districts merge to form a larger school, only one school board would be needed for the new reorganized district.

7. Are Road and Highway Improvements a Factor in School District Reorganization?

Yes. If school district reorganization is to be put into successful operation, there will be increased need for the transportation of larger numbers of pupils. Naturally good all-weather roads are essential if one is to maintain a regular uniform bus service throughout the school year.

Series VI

POSSIBLE OBJECTIONS

1. What Are Some of the Objections that Are Commonly Raised Against School District Reorganization?

Although these objections are groundless some of the more commonly heard are:

- A. Reorganization would destroy community life.
- B. Reorganization would take away local control of schools.
- C. Reorganization would cause teachers to lose their jobs.
- D. Transportation is unsafe and impractical.
- E. Schools will be too far away.

2. Will School District Reorganization Tend to Destroy Community Life?

No. When and if districts are reorganized, every attempt will be made to have them include the natural, social and economic area. Since the development of the motor car and modern highways, rural districts have been enlarging their community thinking to include nearby villages and towns as a part of their business and social sphere. At present rural residents conduct their business, go to church, clubs and lodges, and attend movies and entertainments in the nearby towns. Having their children attend school there would be an added convenience, promote better understanding, and in general benefit the life of the larger community, of which the rural areas are a vital part.

3. Will Reorganization Take Away Local Control of the Schools?

No. Reorganized districts will be controlled locally in the same manner as the districts now are. There will be no increase in state control as a result of reorganization.

The rural people will continue to have the right to vote on all issues which are brought before the annual or special meetings. The rural people gain in prestige and authority.

If rural areas merge with town schools they become equal partners in the enlarged district, and all have a voice in its management. In many cases it works out that actually more board members of the reorganized district are from the rural areas than from town; however, no board member should ever think of himself as representing any small part of the district, but rather the best interests of the new district as a whole.

4. Will Teachers Lose Their Jobs as a Result of District Reorganization?

No. There is a teacher shortage. If reorganization procedures are carried out many teachers will actually have a chance to get better jobs in larger schools with a satisfactory salary schedule and more secure tenure.

5. Is Transportation Safe and Practical?

Yes. In most schools where the transportation of pupils has been attempted people have discovered that it works much better than they had thought possible. Children are usually safer when riding school buses than when walking. Experience has shown that school buses can be operated over roads more easily and with greater safety than a small car.

6. What Per Cent of Minnesota Pupils Are Transported?

Sixteen and five tenths per cent of all Minnesota pupils were transported in 1943-44 as compared with the national average of 19 per cent. In 1945-46, 19 per cent of all Minnesota pupils were transported.

Series VII

OBJECTIVES OF DISTRICT REORGANIZATION

1. What Recommendations Might the County Survey Committee Make?

Varying conditions in different areas may result in recommendations of a number of kinds, among which might be one or more of the following:

A. Establishment of a community school offering instruction in grades 1 through 12, as a result of merging a number of smaller districts into a larger one under one board of education.

B. Establishment of a larger district which might consist of several elementary attendance units or schools at various strategic locations, and a centrally located high school, all under one school board's direction.

C. Combining nearby small high schools with an attendance of less than 100 pupils.

D. Combining a number of districts to contain one or more attendance units.

E. Future establishment of a junior college and adult education program on a regional basis.

F. Establishment of an area vocational school.

G. Correlating the transportation services with the local and state highway program.

2. What Are the Advantages of School District Reorganization?

More equal educational opportunity for all Minnesota youth, better opportunities for high school education, more equitable distribution of school costs, more diversified education, better trained teachers, improved administration and supervision, elimination of duplication of facilities are but a few of the advantages to be gained by reorganization.

3. Will Reorganization of the School Districts Tend to Improve Supervision?

Yes. By decreasing the number of schools that need to be visited by the county superintendent and other supervisors, they will be enabled to spend more time at each school they call on, less time will be spent in travelling, and a larger number of pupils may be supervised at one time.



4. Will the Reorganization of School Districts Tend to Eliminate the Duplication of Facilities?

Yes. Larger enrollment makes possible more pupils per teacher and better utilizes building space. By eliminating some smaller schools fewer sets of library books, reference materials, visual materials, and the like would be needed.

5. Will Reorganized Larger Districts Have Greater permanency?

Yes. Fluctuations in the general population and in school enrollments are less extreme in larger districts; consequently, the school is less apt to reach a point where it needs to be abandoned.

6. Is it Democratic for Districts to Close School and Transport Their Pupils?

When a closed school district transports their pupils to another district they are expected to pay the cost of instruction and transportation. However, the residents of the closed district have no voice in the kind of school that is to be provided or in how the school is to be run. This is in effect taxation without representation and is undemocratic. The solution to the problem in many instances lies in merging the closed district with the one to which they are transporting their pupils.

7. Is the Proposed Process for the Study of Possible School District Reorganization in Minnesota Democratic?

Yes. The county survey committees, elected by the school board members, will provide opportunity for any resident of the county to express his opinion and to ask questions. The proceedings of the county survey committee will be widely publicized and in the event they recommend reorganization of the school districts, the proposed changes will be submitted to the voters of the affected areas for their approval or rejection at a special election called for that purpose.

8. Who Makes the Final Decision About the Advisability of School District Reorganization?

The people in the area affected decide to accept or reject any proposals that may be made for school district reorganization, at an election called for that purpose.

9. Is There a Trend in Other States Toward Larger School Districts?

Yes. There has been a decrease of about 40 per cent in the total number of school districts in the United States in the last 20 years. Florida, Louisiana, Maryland, Utah, Virginia, Alabama, Tennessee, Georgia, Kentucky, New Mexico, South Carolina, Washington, California, Wisconsin, and other states either have larger districts already or are in the process of establishing them.

10. What Should Be the Final Goal in Studying School District Organization?

Equal educational opportunity for all Minnesota youth in as far as local facilities and resources will permit. Reorganization will result in greater educational value received for each dollar spent.

Minnesota League of Women Voters,  
914 Marquette Ave., Minneapolis  
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Price -- 2 cents

# LARGER SCHOOL UNITS FUNDAMENTAL SCHOOL PROBLEM IN MINNESOTA

**Urgent Problem** The educational program is receiving much attention these days. The Interim Committee on Education has prepared an extensive report to be submitted to the 1943 Legislature, and if approved will result in important and necessary changes in school laws pertaining to standards, state aid, and other matters. Conferences have been held to discuss school difficulties that have developed as a result of the war. At a recent session of the North Central Association of Colleges and Secondary Schools, President Dewitt S Morgan made this statement: "We are confronted with the same thing that confronts industry, the task of turning out a quality product as quickly as possible."

But in all these necessary and worthwhile deliberations no move has been made to attack again a fundamental problem of long standing in this state that has possibilities of bringing educational opportunities to the rural pupil equal to those enjoyed by his city cousin. Renewed study and necessary investigation of the values of larger units for administration and school support should be undertaken along with the other acute situations that require remedial measures at this time.

**Movements to Improve Rural Schools** Ever since our public school system was organized in Minnesota, there has been a consistent effort to make the school serve the needs of the community in which it is located. As urban centers developed, their schools grew larger and gradually better as funds increased, and in the course of time they outstripped the scattered schools in rural areas. However, the rural schools were not wholly neglected. They have had their champions. It is interesting to note that two very marked movements to improve the rural schools started in earnest about the beginning of this century. The purpose of the first movement was to educate the public concerning the need of a sanitary school plant, necessary equipment, and a trained teacher for every classroom. The second movement has been an endeavor to create interest in larger school units.

**Results of the First Movement** The results of the first movement have been commendable, except for an interruption which started during the first world war when the great shortage of teachers made it necessary to issue licenses to persons not prepared for the work. School morale suffered then; interest lagged generally; teachers' salaries dropped lower and lower; rural teaching positions became undesirable and unpopular; and the better teachers sought other positions. However, when the teacher training institutions of the state began turning out teachers by the hundred yearly, who were trained for rural work, the picture changed quickly. Now all rural schools have trained teachers, and the number of two-year Teachers College graduates teaching in rural schools is increasing rapidly. And, of course, all new school buildings that are erected or old ones remodelled now must meet state building requirements in all respects.

**Experiments of the Second Movement** The second movement which aimed to establish larger school units has progressed slowly. But interesting activities started in 1901 when the Legislature made the organization of consolidated school districts possible. In thirty-eight years Minnesota could boast of 434 fine consolidated schools, each brought about by the union of two or more districts into one administrative and support unit with pupils housed in up-to-date school buildings. Unfortunately 161 of these schools did not offer high school training and that is the very thing needed if educational opportunities are to be equalized for rural and urban pupils. It is regrettable also that the cost of this type of school has proved prohibitive for many localities.

In 1909 another effort was made to provide more equal opportunities for rural school pupils. This time legislation permitted rural schools to be associated with a graded or high school and thus enjoy the benefits of the special courses in manual training, home economics, and agriculture. This plan, though received enthusiastically, was soon abandoned.

The Ten-or-More-Township School District was created in 1913. Deer River, Grand Rapids, International Falls and Towner-Soudan operate under this organization.

In 1923 the Legislature provided for the Unorganized Territory School District. This took care of the large areas in the northern counties not included within the organized school districts.

Six years later, in 1929, the Legislature authorized another plan known as the County School District, which means the organization of all school districts of a county into one administrative unit with one school board of five members. This proposition appeared attractive and more economical than any plan so far, because local school houses could be used wherever needed, and all small and undesirable schools were to be closed and pupils transported to other schools having accommodations for them, thus reducing the number of teachers. With a school year of nine months, high school training for every pupil, and well qualified teachers, one might expect this type of organization to become popular, but only one county in the state has undertaken it.

Lake County has demonstrated that the experiment as worked out there has been very successful and also more economical than the old system of isolated schools and local school boards. The Lake County district has a school board of five members, a superintendent, a nurse and one supervisor or helping teacher. All elementary teachers are at least Teachers College graduates with two or more years of training beyond high school, and are paid the same salary as the teachers in the city of Two Harbors. All pupils have a school year of nine months, free books and all necessary supplies in both elementary and high school. Transportation is provided for those living two or more miles from a school, or room and board, if transportation is impossible. Some time ago at a meeting of educators, Superintendent C. E. Campton made this statement about the Lake County system: "We feel that Lake County has come as nearly equalizing the educational opportunities of the city and rural children as it can be done and at the same time remain within the bounds of our financial ability to do so."

The last attempt to interest the public in providing more equal opportunities for rural pupils was made in 1937 when the Legislature received that splendid and voluminous report entitled: "Summary Report of a Study of School District Organization in Fourteen Counties in Minnesota, Prepared by the Minnesota State Department of Education and the Minnesota State Planning Board, WPA Project No. 1758." The recommendations made warranted the active interest of all citizens of the state with their determination to do something. But 1942 is speeding on and no action has been taken on the findings of that 1937 Report which is buried in the archives of the state.

Recommendations The time has come when this fundamental problem on our educational calendar - Larger Units of Organization and Support - should not be sidetracked longer. Some satisfactory solution should be worked out. We need to unearth that 1937 Report, study it again, add the ideas that the following years of experience have developed and also consider again the committee's suggestion when it said, "The Committee further recommends that educational studies be carried on to the end that additional data may be gathered and the most efficient plans developed for the progress, advancement, and education of Minnesota children."

Jan 1947

# Our School Needs and Ways to Meet Them

One of the Problems Given Highest Priority by Governor Youngdahl in His Inaugural Address

A big step forward is proposed in the revised State Aid for Schools.  
It merits your consideration and support.

## WHAT ARE STATE AIDS?

They are moneys appropriated by the State to help pay the cost of education throughout school districts of Minnesota (first appropriated in 1881).

These aids give financial help to all school districts to support adequate educational programs, and special aids, such as for the education of handicapped children, transportation, etc.

Since the State has many sources of revenue, such as the income tax, gross earnings tax, etc., and the local districts depend chiefly on the property tax, these aids help to distribute the tax burden.

## WHY DOES OUR SYSTEM OF STATE AIDS NEED REVISION?

### Because:

Present state aid funds are **not enough**. Most school districts, both urban and rural, are having more and more difficulty making real estate taxes cover the burden of rising costs of education. The State is not contributing its share toward these increased costs.

### Because:

The present system is **too complicated**. It is made up of 40 different aids, requiring an immense amount of unnecessary work in local districts and in the State Department of Education. Under it, fair distribution is practically impossible, some districts receiving more than they need, others not enough.

### Because:

Under the present set-up, our State is not providing basic educational opportunities for large segments of its **rural youth**. Many of them are being denied a high school education. This is unfair to them and to the state. Only one other state, Kentucky, has fewer farm boys between the ages 16-17 attending high school than Minnesota.

### Because:

The problem of securing and retaining **competent teachers** is becoming increasingly urgent. 16,000 Minnesota teachers have left their profession since Pearl Harbor. About 1/3 of these went into military service. Only a few are returning. They are finding more remunerative employment in other fields—this, at a time when enrollments are increasing and educational services must be expanded.

## HOW WILL THIS BILL IMPROVE OUR EDUCATIONAL SYSTEM?

1. Does it offer anything new in the way of approach to the problem? . . . Yes, by basing State Aid on actual present costs (\$110) of pupil instruction in average daily attendance (ADA), it guarantees for the first time an opportunity for a basic minimum education to every child in the state.
2. Does it lessen the complexity of our present State Aid Program? . . . Yes, by reducing the number of state aids from 40 to 17.
3. Does it provide for more equitable distribution of state aids? . . . Yes, by giving to school districts a flat sum as a BASIC or "birthright" aid for each child; by giving an additional EQUALIZATION aid to those districts without sufficient taxable property to maintain the minimum standards of education with the help of the basic aid only.

4. Does it offer specific help with rural school problems? . . . Yes, it requires all districts to provide free transportation for non-resident H.S. pupils (the district will be entitled to reimbursement as transportation aid). Each district is made responsible for educating its pupils through high school. The State will give adjusted equalization aid to ungraded rural districts not maintaining high schools for this purpose.
5. Will it raise the general educational standards of the State? . . . Yes, all schools receiving state aid will be required: 1) to be in session at least 9 months; 2) to provide free text books, and 3) to use all of the \$110 for maintenance and none for capital outlay (building program and equipment, etc.) or debt service.
6. Does it make any specific requirement regarding teachers' salaries? . . . Yes, at least 65% of the \$110 per pupil maintenance cost must be allocated to the salaries of instructional staff. This should help provide better salaries for teachers and attract more capable people into the teaching profession.

## SOME FACTS AND FIGURES—IF YOU WANT THEM:

1. The **average cost of education** today is \$110 per pupil in average daily attendance (ADA). Kindergarten costs  $\frac{1}{2}$  as much as elementary; H. S.  $\frac{1}{2}$  times as much. Therefore, all aids will be based on a so-called "pupil unit."
 

Elementary	= 1 pupil unit
Kindergarten	= $\frac{1}{2}$ pupil unit
H. S.	= $\frac{1}{2}$ pupil unit
2. **Basic aid** is \$50 per pupil unit in ADA to all public schools in the State meeting minimum standards. (This includes apportionment from interest on Permanent School Fund as provided in State Constitution.)
3. **Equalization aid** — In those districts that cannot raise the \$60 difference between the basic aid of \$50 and the required \$110, additional aid will be given, ranging from none in districts with assessed valuation of \$2000 or more per resident pupil unit in ADA — to the entire \$60 in those having less than \$100 such valuation, with a higher adjustment for ungraded elementary districts sending pupils to H. S.
4. **Emergency aid** is money paid by the State (upon direction of State Board of Education only) to districts in distress because of calamity, high tax delinquency, excessive debts, etc.
5. The bill will continue special aid for such things as education of **handicapped children, transportation, and the matching of federal funds.**
6. The approximate **cost of financing** this plan will be a total of \$29,000,000 annually. The amount appropriated for education by the last State Legislature was about \$23,000,000. The estimated income from the Permanent and Income Tax School Funds for the year 1947-48 is \$20,500,000.  
The bill proposes to use all income tax receipts for school aids.

This bill is the result of more than a year's intensive study, debate, and earnest effort on the part of a state-wide committee (made up of educators, public officials, legislators, and representatives of labor and other interested groups) appointed by Governor Thye to work out a simpler and fairer system of state aids for schools. It represents a big step forward. Together with other legislation to revise our assessment system and reorganize school districts, this bill would give us a sound and equitable basis of state support for an improved educational system.

## HOW YOU CAN HELP:

Study the bill; understand it; and then write Gov. Luther H. Youngdahl, Hon. A. L. Almen, Chairman of Senate Education Committee, Hon. E. B. Hereth, House Education Committee (all at the State Capitol, St. Paul), and your own State Legislators. A penny postcard will do the job. DO IT NOW!

## MINNESOTA LEAGUE OF WOMEN VOTERS

832 Lumber Exchange Building, Minneapolis 1, Minnesota

JANUARY 20, 1947



24 S. Washington St.  
New Urm, Minn.  
Jan. 12, 1947

JAN 14

Minnesota League of Women Voters  
832 Lumber Exchange  
Minneapolis  
Minnesota

Dear Miss Hildebrand:

I have been requested to present information on the revised plan for distribution of state aids to schools. In the information sent out from your office I find on the second page third paragraph the following, "This plan should extend opportunities for high school education to rural children an extension much needed" as Minnesota ranks 47th among the states in the proportion of rural children in high school. Please give me information on the factors which determine this rating so that I may answer inquiries satisfactorily which I know will arise.

In discussing this point

with a person in the educational field the answer given was, "I don't believe it."

Please send me any information which you have which will answer questions, as we are vitally interested in the success of revised plan for distribution of state aid to schools.

I have been named legislative chairman for the League in New Ulm. One request that has come is that the League give information on how the legislators of this district vote on bills. Please tell me what service you can give me on that. Do you have maps of legislative districts in Minnesota.

Very truly yours,  
Jeanette Harbo

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January 19, 1947

Miss Jeannette Harbo  
24 S. Washington St.  
New Ulm, Minnesota

Dear Miss Harbo:

As Miss Hildebrand has been obliged to be over at the legislature the past few days she has asked me to answer your letter of January 12th relative to the proposed State School Aid Bill.

The statement that Minnesota ranks 47th among the states in the proportion of rural children in high school was taken from "Education of Farm Population in Minnesota June, 1944", Bulletin 377, page 5, table 5, published by the Agricultural Station of the University of Minnesota. This refers to the number of 16-17 year old farm boys and girls attending high school. Kentucky ranks 48th in this respect.

The two main criticisms that we have heard on the proposals of the Governor's Committee on Education are:

1. That no provision is made in them for the reorganization of school districts which is so badly needed in the state.
2. That payment of the proposed state aids is based on a system of property assessment that is now unequal in different parts of the state and that can become more unequal by manipulation of local property assessments, so that the tax burden for the school aids would not be levied fairly on all communities.

These criticisms have been met by Mrs. Philip Duff, a member of the Governor's Committee, as follows: "The Governor's Committee was appointed to draw up a School Aid Bill. The bill was not intended to be a school district reorganization bill, nor yet was it meant to be a tax assessment reform bill. The complexity of these latter types of legislation, together with the opposition sure to meet attempts at reform in both fields, convinced the Committee that it would be futile and unwise to put all the changes into one bill. All too probably such a bill would be defeated, leaving no gains in any of the fields. The Committee felt that in drafting a bill dealing solely with school aids and in providing a system as fair and as far-sighted as possible, it would be tackling one problem and thus taking the first step in what should be a series of changes. "

Miss Jeannette Harbo, New Ulm

- 2 -

January 18, 1947

The League of Women Voters had previously recognized that this separation of the problems, from a legislative standpoint, was advisable.

In drawing up the present proposals, the Governor's Committee wisely decided to write the best state aid bill that its members and their advisors could draw up, regardless of political considerations. It is to be hoped that improvement in the state aid situation will be followed shortly by equally far-sighted measures dealing with reorganization of school districts and with reform of the tax assessment system. Both of these problems have been on the League program in the past, and will continue to merit our support in the future.

Here in the State Office we keep a record (or rather I should say we keep a file of the Journals of the House and Senate) of how the legislators vote on legislation on our program. We will be glad to furnish you information on your legislators' votes on your request. I understand that the Minneapolis Research Bureau, 203 Metropolitan Building, Minneapolis, has a service whereby they show the votes of legislators on all legislation but the services is rather expensive.

I am enclosing a map I had of Minnesota's Legislative Districts. As I purchased it prior to the last election, the names of the representatives will have to be checked. Additional maps may be secured from the Hudson Map Company, 210 S. 5th Street, Minneapolis, where I purchased this one. I am enclosing the most recent list of State Senate and House Representatives. Additional copies of this list may be obtained from the office of the Secretary of State.

Best wishes for the New Year.

Sincerely yours,

Mrs. H. R. Simmons  
Executive Secretary

Encs.

P. S. The State League is getting out a broadside on the School Aid Bill which should be ready in about two weeks.

ESB



DEAN M. SCHWEICKHARD  
COMMISSIONER

T. J. BERNING  
ASSISTANT COMMISSIONER

# State of Minnesota

Department of Education

St. Paul 1

3

September 3, 1947

SEP 5

*E. Lee East  
Rory.*

Mrs. Irvine McQuarrie  
Minnesota League of Women Voters  
832-33 Lumber Exchange Building  
Minneapolis 1, Minnesota

Dear Mrs. McQuarrie:

This is in response to your letter of September 2 in which you enclosed a broadside on some of our state educational problems and asked me to look it over and make any suggestions or additions that I thought might improve the manuscript.

On page 1, item 2 in the last sentence of the first paragraph, I would suggest that the word "some" be crossed out and in the same sentence that the word "including" be changed to "such as the." (There are at present no other state taxes going into the permanent school fund.) Under item 2, last paragraph, second line, strike out "local communities" and insert "public school districts." Change the next sentence to read, "In 1947 the state legislature enacted a law which simplified the method of distributing state aids and increased the amount substantially."

Item 3, last paragraph, fifth line, change the last word, "high", to "secondary." In the next line after the word "education" add, "No state aid has been provided for junior colleges." Eighth line in that paragraph cross out the word "heavy." (I suggest this because in many instances it will be misunderstood.) Cross out the last sentence which reads "Junior colleges receive no state aid." We have already suggested that it be included in the last paragraph.

On the next page, item 6 in the first sentence after the word "law," insert "Chapter 421." After No. 1 change the word "consolidate" to "unite." In No. 2 cross out "Commission of School Reorganization" and insert therefore, "County School Survey Committees." No. 3, cross out "Other provisions" and insert "The first step is to secure a county-wide survey in each county." Cross out the following: "This law will be effective only if it is acted upon by such locality within a county. The first step is to secure a county-wide survey in each county." (We have already included part of this in No. 3 above.) Under item 6\* cross out the last four words "for copies of this bill" and insert therefore, "Write to the State Department of Education, State Office Building, St. Paul for information relating to the Survey Program."

September 3, 1947

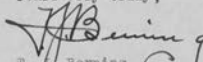
Item 7, first line, cross out the word "Committee" and insert therefore, "Advisory Commission." Remove the period in the second line and insert, "by the State Board of Education." Following the second line insert, "Members of the Commission are located in various sections of the state." Follow the above with, "State Director of Rural Education, Mr. T. C. Engum has general supervision of the Reorganization Program, with Mr. Eugene Meyer as Supervisor." Following this, insert "If you wish to have speakers, write to Mr. T. C. Engum, State Department of Education, State Office Building, St. Paul." Cross out the fifth, sixth, seventh and eighth lines. (I have suggested replacing it with material above.)

Item 8, the sixth line, cross out "to make sure the survey is begun before December 1st" and insert therefore, "and the State Committee." Cross out the eighth and ninth lines and insert the following: "The law requires the County Superintendent of Schools in each county to call a meeting of the school boards of the county not later than December 1, 1947 to have the law explained. A schedule has been prepared for these county meetings." Under item 8, on the last page insert the following in place of the first two sentences. "When the county committee is elected find out who represents your area on the committee." Leave the fourth and fifth lines on this page as they are. Change the last paragraph as follows: "Create committees within your local organization for the purpose of securing facts and data pointing out the advantages of school district reorganization. Encourage newspaper articles, radio talks, and discussions at public meetings. Be sure that the information given out is reliable and substantiated by facts."

"Sound local leadership in the program of Survey for Reorganization of School Districts is essential and in keeping with the 1947 School Reorganization Law."

I hope that the above suggestions will be of help to you. You may use them as you wish. If there is any other way that I can be of help to you please let me know.

Yours very truly,

  
T. C. Berning  
Assistant Commissioner

TJB:vfv  
Enc. 1

Sept. 1947

# REORGANIZATION OF SCHOOL DISTRICTS

*"If you want a democracy to live and want to protect it in every way possible you will find the greatest protection in your public school system."*—DR. PHILIP A. JACOB, Superintendent of Schools, Norwalk, Conn.

**Approximately \$68,000,000 of local, county and state funds are spent today for elementary and secondary education in our Minnesota Public Schools. Wise expenditure of these funds should be a matter of deep concern for all the citizens of the State.**

## HISTORY

The framers of our State Constitution recognized that "a republican form of government depends mainly upon the intelligence of the people." They imposed upon the State Legislature the duty of establishing "a general and uniform system of public education."—(Art. VIII. Sec. 1. State Constitution.)

## HOW FINANCED

They provided for the financing of schools through (1) The sale of public lands, and (2) State collected taxes.

"Proceeds from the sale of all lands as are or hereafter may be granted by the United States for the use of schools within each township of the state" were used to create a permanent school fund. Proceeds from the sale of all swamp lands in the state were also dedicated for educational purposes. "The principal of all such funds shall forever be preserved inviolate and undiminished." (Art. VIII. Sec. 2, State Constitution.) As a result of this wise provision Minnesota has one of the largest permanent school funds of any state in the Union. Out of these funds and from state collected taxes, such as the income tax, the State of Minnesota guarantees every community meeting certain minimum standards some support for its public schools. This is called "State Aid."

Over the years, and in line with national practices, there has been a steady increase in the amount of state aid provided public school districts. In 1947 the state legislature enacted a law which simplified the method of distributing state aids and increased the amount substantially.

## THE SYSTEM

There are three official boards responsible for our state system of education in Minnesota:

1. The Board of Regents for the University of Minnesota,
2. Teacher College Boards for Teacher's Colleges,
3. State Board of Education for our Public School System.

School boards both on the state and local levels have fiscal independence. (St. Paul is the single local exception.) The University of Minnesota and Teacher Colleges are largely supported by State funds. No state aid has been provided for Junior Colleges. Under our public school system local communities which meet certain minimum requirements, receive state aid to maintain kindergartens, elementary schools, and secondary schools, including vocational education. However, educational opportunities are neither uniform nor equal. Some communities are more aware of educational needs than others. Some are more willing or more able to levy taxes upon their citizens to provide for school maintenance.

(OVER)

## HOW HAS THE SYSTEM WORKED?

The State University and State Teacher Colleges are open to any citizen who has the required preliminary training. Almost 8000 local School Districts have been organized to maintain our public school system throughout the State.

## PRESENT STATUS

Minnesota is lagging far behind other states in modern reorganization of school districts. We have nearly 1000 grade schools with fewer than 10 pupils. Small, inefficient, inadequately financed districts deprive school children of proper educational opportunities. With present transportation facilities our nearly 8000 districts are no longer justified.

As a means of providing better state-wide schools, more effective use of state funds, and the lowest tax rate consistent with high educational standards, The League of Women Voters of Minnesota has supported Reorganization of School Districts ever since 1933.

## REORGANIZATION LAW 1947

A law (Chapter 421) permissive in character was enacted at the 1947 Session of the State Legislature. This law

1. Makes it possible for districts to unite IF THEY SO WISH.
2. Authorizes creation of County School Survey Committees.

## WHAT HAS BEEN DONE

The committee called "State Advisory Commission on School Reorganization" has already been appointed by the State Board of Education. Members of the Commission are located in various sections of the State.

State Director of Rural Education, Mr. T. C. Engum, has general supervision of the Reorganization Program, with Mr. Eugene Meyer as Supervisor.

## WHAT REMAINS TO BE DONE

State-wide understanding of the provisions of this legislation is imperative. Write to the State Department of Education, State Office Building, St. Paul, for information relating to the Survey Program.

The law requires the County Superintendent of Schools in each County to call a meeting of the School Boards of the County not later than December 1, 1947, to have the law explained. A schedule has been prepared for these county meetings.

The first step is for members of the community to work with their County Superintendent of Schools and the State Committee to insure the county-wide survey.

Sound local leadership and vigorous community action are essential to promote the surveys for Reorganization of School Districts. Encourage newspaper articles, radio talks and discussion at public meetings. Be sure the information given out is reliable and substantiated by facts. If you wish to have speakers, write to Mr. T. C. Engum, State Department of Education, State Office, St. Paul, Minn.

For further study, ask your local league president or the State League Office for bibliography.

### League of Women Voters of Minnesota

832 Lumber Exchange Building  
Minneapolis 1, Minnesota (At. 0941)



(Sept. 16, 1947)



DEAN M. SCHWEICKHARD  
COMMISSIONER

T. J. BERNING  
ASSISTANT COMMISSIONER

# State of Minnesota

Department of Education

St. Paul 1

3

October 6, 1947

OGT-7

Mrs. Irvine McQuarrie  
Minnesota League of Women Voters  
832-83 Lumber Exchange Building  
Minneapolis 1, Minnesota

Dear Mrs. McQuarrie:

Thank you for your thoughtfulness in sending me a copy of the League's sheet on "Reorganization of School Districts." I have encountered it in a number of places throughout the State and believe it is doing a great deal of good.

As we discover places and contacts through which it may be used, we will refer them to your office to secure the necessary quantity.

Please be assured that we appreciate the service the League of Women Voters is performing in this and other matters connected with education.

Sincerely,

Dean M. Schweickhard  
Commissioner of Education

DMS:KCM





# State of Minnesota

Department of Education

St. Paul 1

3

DEAN M. SCHWEICKHARD  
COMMISSIONER

T. J. BERNING  
ASSISTANT COMMISSIONER

October 7, 1947

OCT-8

Mrs. Irvine McQuarrie  
Minnesota League of Women Voters  
832-33 Lumber Exchange Building  
Minneapolis 1, Minnesota

Dear Mrs. McQuarrie:

Since writing you recently concerning the distribution of your yellow sheet on school reorganization, I have received some suggestions from some of our staff members that it might be well to send copies to the following if it has not already been done:

- (1) The County Farm Bureau Groups ✓
- (2) Minnesota Editorial Association ✓
- (3) Minnesota Association of Cooperatives 500  
2651 University Avenue, St. Paul 4

If these agencies have already been supplied, you may disregard this communication.

Sincerely,

Dean M. Schweickhard  
Commissioner of Education

DMS:KCM





October 8, 1947

Mr. J. S. Jones, Executive Secretary  
Minnesota Farm Bureau Federation  
478-486 St. Peter Street  
St. Paul, Minnesota

Dear Mr. Jones:

We are enclosing a copy of our leaflet  
"Reorganization of School Districts".

Your organization was so cooperative in  
distributing our leaflet "Our School Needs and  
Ways to meet Them" last year that we are wondering  
if you cannot distribute a number of the enclosed  
leaflets through County Farm Bureau Groups.  
Time is getting short and we would sincerely appre-  
ciate your help in getting this material before the  
public.

Please let us know what quantity of  
this leaflet you can use.

Sincerely yours,

Mrs. Malcolm Hargraves  
President

October 8, 1947

Minnesota Editorial Association  
835 Palace Building  
Minneapolis, Minn.

Gentlemen:

We are enclosing a copy of our leaflet  
"Reorganization of School Districts".

It was our hope in publishing this material  
to transmit the information to every citizen in  
Minnesota. That, of course, is possible only  
through our own organization and the assistance  
of other organizations such as yours - and time  
is getting short.

If you can distribute these leaflets  
through your organization, please let us know  
what quantity you can use.

Sincerely yours,

Mrs. Malcolm Hargraves  
President

October 8, 1947

Minnesota Association of Cooperatives  
2651 University Avenue  
St. Paul 4, Minnesota

Gentlemen:

We are enclosing a copy of our leaflet  
"Reorganization of School Districts". Under separate  
cover we are mailing you 500 copies of this leaflet.

It was our hope in publishing this material to transmit the information to every citizen in Minnesota. That, of course, is possible only through our own organization and the assistance of other organizations such as yours.

If you can distribute additional leaflets we will be glad to furnish them.

Sincerely yours,

Mrs. Malcolm Hargraves  
President

50

LEAGUE OF WOMEN VOTERS OF MINNESOTA  
832 Lumber Exchange Building  
Minneapolis 1, Minnesota  
(At. 0941)

October 15, 1947

*County Sup't of Schools  
St. Louis County  
St. Center, Minn.*

Dear Mr. Pohhler:

We enclose a copy of our leaflet "Reorganization of School Districts". The League of Women Voters of Minnesota has long supported Reorganization of School Districts as a means of providing better state-wide schools, more effective use of state funds, and the lowest tax rate consistent with high educational standards.

It was our hope in printing these leaflets to reach every citizen in Minnesota with this material - either through our 47 local leagues or through other organizations. We would therefore appreciate any assistance you can give us in securing a wide distribution. Would you be willing to distribute leaflets to parents throughout your county by sending them home with school children? If so, please let us know how many leaflets you can use and we will gladly mail them to you.

Your cooperation in this matter will be deeply appreciated.

Sincerely yours,

*Mrs. Malcolm Hargraves*  
Mrs. Malcolm Hargraves  
President

Enc.

I will need 800

H.C. Pohhler

*See  
10-31-47*

October 15, 1947

Mr. T. C. Engum  
State Department of Education  
State Office  
St. Paul, Minnesota

Dear Mr. Engum:

We are enclosing a copy of a leaflet our organization has published on "Reorganization of School Districts". We will appreciate any suggestions you may have as to how this material may be most widely distributed throughout the state.

We have already furnished copies to the Minnesota Farm Bureau Federation, the Minnesota Association of Cooperatives and to each County Superintendent of Schools, as well as to each of our 47 local leagues.

Thanking you in advance for any assistance you may give us,

Sincerely yours,

Mrs. Malcolm Hargraves  
President

MINNESOTA FARM BUREAU FEDERATION  
"The Farmer's Best Friend"

EXECUTIVE BOARD:

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Telephone



GA. rfiled 7481

478 - 486 St. Peter Street  
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L. J. MELROSE, PUBLICITY DIRECTOR, ST. PAUL  
A. G. MCKENESS, ORGANIZATION DIRECTOR, ST. PAUL  
MRS. LEWIS MINION, HOME AND COMMUNITY DIRECTOR  
D. A. WILLIAMS, MANAGER, SERVICE COMPANY, ST. PAUL

October 10, 1947

Mrs. Malcolm Hargraves, President  
Minnesota League of Women Voters  
832-33 Lumber Exchange Building  
Minneapolis 1, Minnesota

Dear Mrs. Hargraves:

I have your letter of October 8, enclosing a copy of your leaflet "Reorganization of School Districts".

I believe that we can use about 1500 of these leaflets if you can spare that many. Kindly send statement for that amount.

Yours sincerely

*J. S. Jones*  
J. S. Jones  
Executive Secretary

JSJ:EH

*mailed  
10-13-47  
MBS  
checked out  
Jan 10*

54  
Aut. Reorg

LEAGUE OF WOMEN VOTERS OF MINNESOTA  
832 Lumber Exchange Building  
Minneapolis 1, Minnesota  
(At. C941)

October 15, 1947

We enclose a copy of our leaflet "Reorganization of School Districts". The League of Women Voters of Minnesota has long supported Reorganization of School Districts as a means of providing better state-wide schools, more effective use of state funds, and the lowest tax rate consistent with high educational standards.

It was our hope in printing these leaflets to reach every citizen in Minnesota with this material - either through our 47 local leagues or through other organizations. We would therefore appreciate any assistance you can give us in securing a wide distribution. Would you be willing to distribute leaflets to parents throughout your county by sending them home with school children? If so, please let us know how many leaflets you can use and we will gladly mail them to you.

Your cooperation in this matter will be deeply appreciated.

Sincerely yours,

Mrs. Malcolm Hargraves  
President

Enc.

# REORGANIZATION OF SCHOOL DISTRICT LEAFLETS

Oct. 13	Jackson, Minn. Minn. Farm Bureau Federation	150 <u>1500</u>
Sept 30	Bemidji	100
Oct. 8	Duluth	100
Oct. 6	Excelsior	200
Sep. 22	Golden Valley	18
Sept. 25	Minnetonka	100
Sept. 25	South St. Paul	60
Oct. 8	Wabasha	20
Sept. 16	White Bear	100
Oct. 8	Minn. Assn. of Cooperatives	500

Oct 14 New Ulm 300

Oct 15 Mrs Angeline  
Hemker, Co  
Supt Schools  
Boarding, Minn 800

3948

2 to each large Prov 94

4042

Don Schuchard 2  
A. J. Banning 2  
J. C. Lyman 2

84 Co Superintendents 168  
2 ea

4216

Oct 17 Co Supt  
of Schools  
Wabasha, Minn. 500

Oct 20 Jackson 100

4816

Oct 22 Mrs V Hallen  
Co Supt Moulton 500

Oct 27 Excelsior 5316  
5316



# REORGANIZATION OF SCHOOL DISTRICT LEAFLETS

Distributed up to and including 10/28/47

5,516

<u>Date</u>	<u>Sent to</u>	
Oct 31	200 to Mrs. Petter for Elvada Sup	200
31	500 to Co. Supr L. Sun C, the Center	500
31	Co Supr Schools Clayton, Min	200
7-00	Shakopee, Scotts Co. Wergert	700
Oct 31	Long Prairie, Todd Co.	150
31	St. James, Walworth	500
31	Wayland, Hibler Co	1350
Nov 4	Mrs. Muehlen New Prague	200
11-10	Rockville League	750
11-10	Elma Harge Summit Falls	300
11-10	Supr A L. Nelson Muller	100
	Supr R. W. Nelson Wright	100
	Supr E. A. Johnson	100
11-11	Mrs. Lawrence Stiefel	120
11-18	Wages League	50
11-18	Co Supr Schools Hudson	600
11-18	Co Supr Red Lake Falls, Min	1000
	High School Supr H. L. Jones	
11-18	50 ea to 12 Lym C. Village Falls	700
	50 ea to 25 Lym C. Rural Falls	1400



DEAN M. SCHWEICKHARD  
COMMISSIONER

T. J. BERNING  
ASSISTANT COMMISSIONER

State of Minnesota

Department of Education

St. Paul 1

3

October 16, 1947

Reorg En

1072

Mrs. Irvine McQuarrie,  
Minnesota League of Women Voters  
832 Lumber Exchange,  
Minneapolis 1, Minnesota

Dear Mrs. McQuarrie:

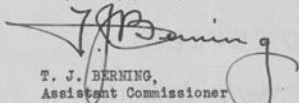
This is in response to your letter of October 1st in which you enclosed the boardside on reorganization of school districts. You asked how you could distribute this broadside throughout the state other than through the 47 local leagues.

May I make this suggestion: We have an educational addressograph which has the names of all superintendents and county superintendents of schools; we also have an educational directory which would give you the number of rural schools in each county. It may be that you would like to bring your envelopes up here and have them run on the addressograph, and then you could circularize each superintendent. If you wish you could send a sufficient number to each county superintendent so that he could distribute one to each school district.

It might be advisable to have a covering letter to go with the material to the county superintendents, inviting them to distribute the broadsides to the local schools.

If there is any other way we can of help to you, let me know.

Very truly yours,

  
T. J. BERNING,  
Assistant Commissioner

TJB:MS



W. C. Schueler  
Superintendent

Office of  
Superintendent of Schools  
Sibley County  
Gaylord, Minnesota

October 29, 1947

League of Women Voters of Minnesota  
832 Lumber Exchange Building  
Minneapolis, Minnesota

Attention: Mrs. Malcolm Hargraves

Dear Mrs. Hargraves:

In reply to your letter of October 15: Our County-wide meeting of all school officials to consider formation of a survey committee with an aim toward possible reorganization of our school districts will be held on November 12, 1947.

Please send 2600 leaflets for distribution to our county's pupils who will take them home.

Thank you.

Yours very truly,

*W. C. Schueler*  
W. C. Schueler  
Superintendent

*Sent*  
*10-31-47*  
*1352*

WCS:dh



# State of Minnesota

Department of Education

St. Paul 1

—3—

DEAN M. SCHWEICKHARD  
COMMISSIONER

T. J. BERNING  
ASSISTANT COMMISSIONER

October 17, 1947

OCT 20

Mrs. Malcolm Hargraves  
President  
Minnesota League of Women Voters  
632-33 Lumber Exchange Building  
Minneapolis 1, Minnesota

Dear Mrs. Hargraves:

This is to acknowledge receipt of your letter in which you enclosed a circular dealing with reorganization of school districts. You asked for suggestions as to the organizations to which this circular may be distributed. You have mentioned three organizations. May I suggest others:

1. All city and high school superintendents  
(The envelopes may be addressed at this office on our addressograph.)
2. County agents (The envelopes may be addressed at the Bulletin Room, University Farm, St. Paul.)
3. Home demonstration agents (Use addressograph at the University Farm.)
4. Farmers Union. R. S. Gilfillan, Box G,  
St. Paul 1.
5. American Legion, Historical Bldg., St. Paul

If any other thoughts come to our mind, we will be glad to drop you a line.

Very truly yours,

T. C. Ingum  
Director of Rural Education

TCE:J





Affiliated with the  
National League  
of Women Voters

*Edna J. J.*

# ACTION

October 30, 1947

Dear League President:

**WANTED: Equal Educational Opportunities  
For All Minnesota School Children!**

If this ad appeared throughout the state most people would think, "How silly! They're all getting the same kind of education." You and I know better, however, and it is our duty as League members to let the people know.

Our State Constitution provides that "it shall be the duty of the Legislature to establish a general uniform system of public schools." To this end the Legislature has passed through the years many progressive education laws culminating in last year's "Revised School Aids Bill" and "The Reorganization of School Districts" (Chapter 421 of the 1947 Session Laws). Both of these 1947 Laws recognize the need expressed in the above ad and the second provides for the first step in the solution of the problem.

Reorganization of school districts under this law is not mandatory, however, and this is where the League must take action. As you know, the County Superintendent of schools must call a meeting of all school board members in his county to vote on whether they desire to set up a county survey committee to study their county school district organization. This meeting must be called before December 15, 1947. To date, thirty-four counties have held meetings and of this number eleven have voted the survey down. What is the situation in your county?

The need for reorganization is urgent and the time for action is now. What can you do? Study! Educate! and Support!!

1. Study the enclosed material from the Minnesota Department of Education and the League material on this subject.
2. Form a Speakers' Bureau and send speakers to P.T.A.'s, Farm Bureau meetings, 4-H Clubs, and local service clubs such as the Lions and Kiwanis.
3. Contact influential members of your community such as the pastors, professional men, your editor, the County Agent and the Home Demonstration Agent.
4. Order additional copies of the League broadside, "Reorganization of School Districts" and distribute them to all school board members of your county and to the above mentioned organizations.

5. Investigate all possible means of getting our broadside into rural homes.

6. Support the recommendations of the nine-man county survey committee when they come up for vote.

These things you can do, but they must be done NOW!!  
Make this your local project for November and thus make your League felt in your community. It's a tailor-made opportunity. Take it.

Sincerely,

*Cris N. Brustuen*

Mrs. Reuben C. Brustuen  
State Chairman Equalizing Opportunities

AB:s  
Encls.

CHARLES CHRISTIANSON  
SUPERINTENDENT

OFFICE OF  
SUPERINTENDENT OF SCHOOLS

ROSEAU COUNTY

Roseau, Minnesota

MRS. HELEN ERICKSON  
CLERK

October 31, 1947

NOV 3 1947

Mrs. Malcolm Hargrave  
League of Women Voters of Minnesota  
832 Lumber Exchange Building  
Minneapolis 1, Minnesota

Dear Mrs. Hargrave:

I have read with interest your leaflet of school district reorganization. However, our county has been doing a great deal on school district reorganization--in fact about 75% of it has been reorganized and we are still continuing under the new survey committee that has been set up. I do not believe that we shall need any of the leaflets because our people have gone beyond what the leaflet covers; but I do think that there are places in the state where they could be of value.

Sincerely yours,



Charles Christianson  
Co. Supt. of Schools

CC:ej

COUNTY SUPERINTENDENT OF SCHOOLS

WADENA COUNTY

WADENA, MINNESOTA

November 1, 1947

*H. K. Bluhm*

Mrs. Malcolm Hargraves, President  
League of Women Voters of Minnesota  
Minneapolis 1, Minnesota

Dear Mrs. Hargraves:

I appreciate the interest your League is taking in the  
new Reorganization Law.

Our county voted, last Tuesday, to make the school  
survey in this county. Our committee has been elected  
and will hold its first meeting November 6th.

I believe that we can handle the distribution of your  
leaflets in our county. We can distribute them in the  
country through our rural schools. If your organization  
wishes to include the urban districts we can probably  
get the committee members from the different towns to  
make arrangements with their schools for this distri-  
bution. If that is to be done we should have these  
supplies before November 6th.

We should probably have about 600 of these leaflets for  
rural distribution. If they are to be distributed in the  
urban areas also we will need approximately an additional  
800.

Yours truly,

*H. K. Bluhm*  
County Superintendent

*sent  
600  
11-15-47*



M. C. Schueler  
Superintendent

Office of  
Superintendent of Schools  
Sibley County  
Gaylord, Minnesota

November 3, 1947

League of Women Voters of Minnesota  
832 Lumber Exchange Bldg.  
Minneapolis 1, Minnesota

Dear Madam:

Thank you for sending the "Reorganization  
of School Districts " sheets.

Would you please send direct to the following  
city superintendents of our county the number of sheets  
indicated for each?

I am writing these men asking that they send them  
home with their pupils.

Our county-wide reorganization meeting is being  
held at Gaylord on November 12.

Supt. R. N. Olson, Arlington - 295 pupils  
Supt. E. A. Johnson, Henderson - 240 "  
Supt. A. L. Nelson, Winthrop - 300 "

Again, thank you.

Yours very truly,

*W. C. Schueler*  
W. C. Schueler  
Superintendent

WCS:dh

*Sent*  
*10:10*  
*11-10-47*  
*M*

OFFICE OF  
SUPERINTENDENT OF SCHOOLS

Yellow Medicine County  
CLARA THORPE, Superintendent

November 5, 1947

Office Hours  
8:00 A. M. to 1:00 P. M.

Granite Falls, Minnesota

Mrs. Malcom Hargreaves  
President, League of Women Voters of Minnesota  
322 Lumber Exchange Building  
Minneapolis, 1, Minnesota

Dear Mrs. Hargreaves:

I regret that there has been a delay in my answer to your letter of October 15 which concerns the distribution of the leaflet "Reorganization of School Districts". It has been necessary for me to neglect several matters owing to a heavy visiting schedule during the past two weeks.

This county has held its meeting pertaining to authorizing the creation of a County Survey Committee. The board members present from all except five districts voted against the survey. It appears that this action was taken because one or two areas became too ambitious and made definite suggestions for almost immediate consolidation with their high schools.

I feel that the residents of the entire county need better understanding of the intent of this law. I shall be glad to distribute leaflets during our teacher's Institute on December 4 and 5. You may send me at least 500 copies.

Sincerely yours,

*Clara Thorpe*  
County Superintendent of Schools

CT:fa

*sent  
200 - 11-10-47*

# ORGANIZATION OF COUNTY SURVEY COMMITTEES

State of Minnesota

*Clean  
Sweep*  
League of Women Voters of Minnesota  
832 Lumber Exchange  
MINNEAPOLIS 1, MINNESOTA



State Department of Education  
and

State Advisory Commission on School Reorganization

ORGANIZATION OF COUNTY SCHOOL SURVEY COMMITTEES

There has been considerable interest displayed by the people of the state in the organization of County School Survey Committees during the past six months. The school boards of all the counties have held meetings during the three fall months prior to December 1, 1947, as required by Laws of 1947, Chapter 421. At these meetings the provisions of this statute were explained to the school officers and its requirements discussed. The school board members of sixty-three counties voted to organize survey committees, while in twenty counties the board members voted against the organization of such committees.

The counties which voted to organize the county school survey committees are as follows: Aitkin, Anoka, Becker, Beltrami, Benton, Big Stone, Brown, Carlton, Carver, Cass, Chisago, Clay, Clearwater, Cottonwood, Crow Wing, Dakota, Dodge, Douglas, Faribault, Fillmore, Freeborn, Goodhue, Hennepin, Houston, Hubbard, Isanti, Kenabec, Kandiyohi, Kittson, Lac qui Parle, Lake of the Woods, Le Sueur, Lyon, McLeod, Mahanomen, Marshall, Martin, Mille Lacs, Morrison, Mower, Nicollet, Norman, Olmsted, Pennington, Pine, Polk, Pope, Ramsey, Red Lake, Renville, Rice, Roseau, St. Louis, Scott, Sherburne, Sibley, Steele, Stevens, Traverse, Wabasha, Wadena, Washington, and Wilkin.

The counties which did not organize survey committees are as follows: Blue Earth, Chippewa, Grant, Jackson, Lincoln, Meeker, Murray, Nobles, Otter Tail, Pipestone, Redwood, Rock, Stearns, Swift, Todd, Waseca, Watonwan, Winona, Wright, and Yellow Medicine.

There are four counties to which the statute is not applicable; namely, Cook, Itasca, Koochiching, and Lake. Special survey committees have been organized in Cook and Itasca counties to study their local school conditions. Lake county is one large district and Koochiching county has only three districts which maintain graded elementary and secondary schools.

The counties that failed to vote for the organization of school survey committees cannot reconsider this question under the present statute. It will require an amendment to Chapter 421 to authorize the school board members of the county to reconsider the question of organizing a county school survey committee.

The survey committees in all counties have elected their officers and have begun their work in collecting data and holding preliminary meetings to secure the thinking of their own people regarding the local school problems. During the month of December, nine regional conferences were held in various parts of the state which were attended by the members of the survey committees. These meetings were devoted to discussion of suggested procedures that the committees might use in starting their work. The attendance of seventy per cent of the total committee membership in the sixty-three counties at these meetings indicates the interest these people have in their new responsibilities.

To assist the school survey committees in their work, three consultants from the State Department of Education and the State Advisory Commission will be available. The state will be divided into three regions and one consultant will be assigned to each. By this arrangement, a consultant will become familiar with the problems of the counties of the region in which he will be working.

The task of the survey committees is extensive and it is their desire to do a good piece of work. This will require the cooperation and assistance of all persons interested in good schools and the educational welfare of the children of their communities.

(To Editors: Mats of the state showing the counties which organized committees and the counties which did not, are available without cost to the editors upon request. Address, State Dept. of Education, State Office Bldg., St. Paul 1.)  
1-12-48

200-1947  
FEB 21  
FILE COPY

League of Women Voters of Minnesota  
822 Lumber Exchange  
MINNEAPOLIS 4, MINNESOTA

League of Women Voters of Minnesota  
84 South Tenth Street, Room 417  
Minneapolis 2, Minnesota

Code XXXII-B-20

League of Women Voters of Minnesota  
84 South Tenth Street, Room 417  
Minneapolis 2, Minnesota

MAY 11 1948

DIRECTORY

STATE ADVISORY COMMISSION ON SCHOOL REORGANIZATION

and

COUNTY SCHOOL SURVEY COMMITTEES

FILE COPY

State of Minnesota  
Department of Education  
and  
State Advisory Commission on School Reorganization  
St. Paul  
1948

# DIRECTORY

## Surveys for School District Reorganization

### STATE ADVISORY COMMISSION ON SCHOOL REORGANIZATION

Dr. A. E. Jacobson, Chairman . . . . . Thief River Falls  
 A. L. Almen, Senator . . . . . Balaton  
 C. E. Campton . . . . . Two Harbors  
 Charles Christianson . . . . . Roseau  
 Joseph Daun, Representative . . . . . St. Peter  
 J. S. Jones . . . . . 476 St. Peter St., St. Paul 2  
 William Pearson . . . . . Ogilvie  
 Mrs. C. A. Rohrer . . . . . 459 West Broadway, Winona  
 Mrs. F. H. Stevens . . . . . Alexandria  
 Dean M. Schweickhard, Executive Secretary (Commissioner of Education)

### STAFF

T. C. Engum, Director of Surveys (Director of Rural Education) St. Paul  
 Eugene Meyer, Supervisor of Surveys . . . . . St. Peter  
 B. M. Hendrickson, Supervisor of Surveys . . . . . Olivia  
 W. E. Hanson, Supervisor of Surveys . . . . . Braham

#### Assisting with Surveys

Roy E. Larson, Assistant Director of Rural Education . . . . . St. Paul  
 P. J. Broen, Supervisor of Indian Education, Dickinson Building, Bemidji

### COUNTY SCHOOL SURVEY COMMITTEE MEMBERS

<u>County</u>	<u>Name of Committee Member</u>	<u>Address</u>	<u>Group</u>
AITKIN <sup>1</sup>	Brynold Peterson (Chm)	Glen	Rural
	Ed Yetter (V-Chm)	McGrath	Urban
	Erick Franzen	Palisade	Rural
	Albert Iverson	McGrath	Rural
	Mrs. V. R. Peterson	Tamarack	Rural
	Jacob Nordberg	Jacobson	Rural
	Harry Thomas	Aitkin	Urban
	Elmer Strom	McGrath	Urban
	Charles Kaiser	Hill City	Urban
	Sec. Freeman Wold	Aitkin	Co.Supt.
ANOKA <sup>1</sup>	Graydon Colburn (Chm)	Anoka	Urban
	John Daly	Rt. 1, Anoka	Rural
	Mrs. Carroll Broadbent	Tyoming	Rural
	Carl Eck	New Brighton	Rural
	Mrs. A. H. Smith	Rt. 2, Anoka	Rural
	Mrs. Edna Bremer	Rt. 3, Anoka	Rural
	Mrs. E. J. Houle	Centerville	Urban
	Glenn Norris	St. Francis	Urban
	F. L. Fransen	4246 Quincy St., Minneapolis	Urban
	Sec. Edith Patch	Anoka	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<u>County</u>	<u>Name of Committee Member</u>	<u>Address</u>	<u>Group</u>
BECKER <sup>1</sup>	Erling Larson (Chm)	Rochert	Rural
	Reno Bergeson (V-Chm)	Lake Park	Urban
	William McGrane	Osage	Rural
	William Johnson	Rt. 1, Detroit Lakes	Rural
	W. F. Bergquist	Rt. 1, Detroit Lakes	Rural
	Mrs. Eddie Wozniak	Ogama	Rural
	Carl Jacobson	Audubon	Urban
	Mrs. H. A. Hamilton	Detroit Lakes	Urban
	W. D. Harmer	Frazee	Urban
	Sec. Glenn J. Carpenter	Detroit Lakes	Co.Supt.
BELTRAMI <sup>2</sup>	Albert Swenson (Chm)	Rt. 3, Bemidji	Rural
	Irving Lindgren	Pinewood	Rural
	Arthur Nordby	Grygla	Rural
	Elmer Gustafson	Tenstrike	Rural
	Howard Newcomb	Hines	Rural
	M. W. Andrews	Bemidji	Urban
	Steve Johnson	Solway	Urban
	O. E. Jantass	Blackduck	Urban
	O. J. Latterell	Kelliher	Urban
	Sec. C. L. Stapleton	Bemidji	Co.Supt.
BENTON <sup>1</sup>	S. D. Youso (Chm)	Foley	Urban
	Rudolph Nelson (V-Chm)	Sauk Rapids	Urban
	Leonard Jones	Rt. 4, Foley	Rural
	John J. Kosloski	Rt. 2, Foley	Rural
	Paul Nelson	Rt. 1, Foley	Rural
	George Sauer	Rice	Rural
	Fritz Larson	Foley	Rural
	C. F. Hill	Sauk Rapids	Urban
	Victor Hauck	Foley	Urban
	Sec. Kenneth Camp	Foley	Co.Supt.
BIG STONE <sup>3</sup>	R. H. Ehrenberg (Chm)	Graceville	Urban
	Mrs. Harold Krook (V-Chm)	Clinton	Urban
			Rural
	Mrs. Della Umhoefer	Beardsley	Rural
	Oscar A. Olson	Clinton	Rural
	Mrs. Clara Danielson	Ortonville	Rural
	Edwin Storm	Ortonville	Rural
	Harvey Pflueger	Ortonville	Urban
	W. G. Dittes	Beardsley	Urban
	Sec. Agnes F. Nelson	Ortonville	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>2</sup>Counties assigned to P. J. Broen

<sup>3</sup>Counties assigned to B. N. Hendrickson

County	Name of Committee Member	Address	Group
BROWN <sup>1</sup>	Reuben Schneider (Chm)	Rt. 4, Sleepy Eye	Rural
	Rudy A. Gronau (V-Chm)	Rt. 5, New Ulm	Rural
	Paul Fritsche	Rt. 4, New Ulm	Rural
	Art Meinert	Box 507, Sleepy Eye	Rural
	Albert Wendt	Rt. 2, Springfield	Rural
	A. W. Grundmeyer	Sleepy Eye	Urban
	T. O. Nelson	Comfrey	Urban
	H. G. Ouren	Hanska	Urban
	Phillip E. von Fischer	Springfield	Urban
	Sec. Frank V. Heck	New Ulm	Co.Supt.
CARLTON <sup>1</sup>	Dr. T. Schantz-Hanson (Chm)	Cloquet	Urban
	R. T. Hart (V-Chm)	Loose Lake	Urban
	Glen Harther	Wright	Rural
	Arthur Peterson	Carlton	Rural
	John Kvamme	Scanlon	Rural
	Mrs. Mabel Dannen	Atkinson	Rural
	Peter Suchoski	Kettle River	Rural
	Clarence Johnson	Carlton	Urban
	A. Wydra	Cromwell	Urban
	Sec. Louise A. Swenson	Carlton	Co.Supt.
CARVER <sup>1</sup>	A. J. Buegel (Chm)	Young America	Urban
	E. A. Hahn (V-Chm)	Watertown	Urban
	Walter Zimmerman	Excelsior	Rural
	M. P. Neaton	Watertown	Rural
	Wm. A. Schmidt	Young American	Rural
	Edw. C. Johnson	Carver	Rural
	Harry Luebke	Waconia	Rural
	O. H. Paschka	Chaska	Urban
	Walter Schultz	Waconia	Urban
	Sec. R. W. Siewert	Chaska	Co.Supt.
CASS <sup>1</sup>	William Burnson (Chm)	Pine River	Urban
	C. O. Bjore	Sebek	Rural
	Paul Stevenson	Motley	Rural
	John Carlson	Shovel Lake	Rural
	Ray Tabaka	Longville	Rural
	Frank Padigan	Wilkinson	Rural
	Russell Lego	Federal Dam	Urban
	W. H. Reasoner	Remer	Urban
	Mrs. Ed. Dorsey	Pillager	Urban
	Sec. Olaf Oleson	Walker	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>1</sup>Counties assigned to Eugene Meyer



<u>County</u>	<u>Name of Committee Member</u>	<u>Address</u>	<u>Group</u>
CHISAGO <sup>1</sup>	Roy Horton (Chm)	Lindstrom	Urban
	Benjamin P. Greene (V-Chm)	Shafer	Rural
	Russell Thoreen	North Branch	Rural
	Holger Warner	Harris	Rural
	Theo. F. Byers	Stacy	Rural
	William Jacoway	Rush City	Rural
	Arvid Ekstrand	Rush City	Urban
	Clarence Jonason	North Branch	Urban
	Frank Wilson	Chisago City	Urban
	Sec. Loureena Anderson	Center City	Co.Supt.
CLAY <sup>3</sup>	C. E. Pederson (Chm)	Ulen	Urban
	Stephens McEvers (V-Chm)	Rt. 1, Baker	Rural
	Mrs. Rudolph Messner (V-Chm)	Georgetown	Rural
	Harold Nelson	Rt. 2, Hawley	Rural
	Joe Alland	Dale	Rural
	Edwin Olson	Lake Park	Rural
	Dave Gunness	Barnesville	Urban
	Charles Bouten	Glyndon	Urban
	Henry Halvorson	Felton	Urban
	Sec. Amy E. Andrews (Mrs.)	Moorhead	Co.Supt.
CLEARWATER <sup>2</sup>	Dr. W. C. Covey (Chm)	Bagley	Urban
	Earl Wagner (V-Chm)	Gonvick	Rural
	Chester Walte	Bagley	Rural
	Oscar Widmark	Bagley	Rural
	Martin Fredrickson	Shevlin	Rural
	Edward Rydeen	Clearbrook	Rural
	Ervin Olson	Bagley	Urban
	Oscar Swanson	Gonvick	Urban
	A. Henderson	Clearbrook	Urban
	Sec. Mae B. Barness (Mrs.)	Bagley	Co.Supt.
COTTONWOOD <sup>4</sup>	Holden Liem (Chm)	Windom	Urban
	Frank Balzer, Jr.(V-Chm)	Mountain Lake	Urban
	Palmer Stavnes	Lamberton	Rural
	Albert Gertner	Westbrook	Rural
	Clyde Schaffer	Windom	Rural
	Richard Minion	Bingham Lake	Rural
	A. H. Ewert	Mountain Lake	Rural
	A. W. Noble	Jeffers	Urban
	T. V. Peterson	Westbrook	Urban
	Sec. Emma C. Sammons (Mrs.)	Windom	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>2</sup>Counties assigned to P. J. Broen

<sup>3</sup>Counties assigned to B. N. Hendrickson

<sup>4</sup>Counties assigned to Eugene Meyer

County	Name of Committee Member	Address	Group
CROW WING <sup>1</sup>	Deward E. Hawley (Chm)	L.P.Rt., Aitkin	Rural
	H. A. McLaughlin (V-Chm)	209 - 6th St., Ironton	Urban
	C. H. Waldeen	Rt. 1, Brainerd	Rural
	Erling Rolfsrud	Rt. 1, Deerwood	Rural
	William T. Brannan	Emily	Rural
	Mrs. Evelyn Ramsdell	Rt. 2, Brainerd	Rural
	Roy A. Harris	213 S.W. 2nd St., Crosby	Urban
	C. Ray Predstrom	1716 Laurel St., Brainerd	Urban
	Abe Pajumpa	Pequot Lakes	Urban
	Sec. Harold T. Molstad	Court House, Brainerd	Co.Supt.
DAKOTA <sup>4</sup>	H. J. Geraghty (Chm)	Rosemount	Urban
	Dr. Gordon T. Tierney (V-Chm)	Hastings	Urban
	C. K. Erickstrup	Rosemount	Rural
	Norman Schaar	Rt. 2, Hastings	Rural
	Henry Kleve	Inver Grove	Rural
	V. J. Rother	Hampton	Rural
	E. E. Strachan	Rt. 4, Northfield	Rural
	L. M. Yung	Lakeville	Urban
	Thos. Feely	Wernington	Urban
	Sec. Angeline Hiniker	Hastings	Co.Supt.
DODGE <sup>4</sup>	Oliver Holtan (Chm)	Mantorville	Urban
	A. L. Fredreksen (V-Chm)	Hayfield	Urban
	Henry Freerksen	West Concord	Rural
	Vinton Harris	Kasson	Rural
	Mrs. Louis Messenger	Dodge Center	Rural
	Clifford Toquam	Bloomington Prairie	Rural
	Wayne Abbey	Hayfield	Rural
	R. E. Springsted	Claremont	Urban
	K. C. Maricle	West Concord	Urban
	Sec. Beatrice Bergman	Mantorville	Co.Supt.
DOUGLAS <sup>3</sup>	Otto Clark (Chm)	Osakis	Rural
	John J. Wilken	Rt. 1, Brandon	Rural
	Harold Johnson	Rt. 2, Farwell	Rural
	Mrs. Emmet Kelly	Rt. 1, Garfield	Rural
	Harold Hendrickson	Rt. 1, Osakis	Rural
	Anton Sletto	Brandon	Urban
	Mrs. James LeRoy, Sr.	Alexandria	Urban
	Le Roy Kronberg	Evansville	Urban
	Vernon Johnson	Kensington	Urban
	Sec. Olga L. Peterson	Alexandria	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>3</sup>Counties assigned to E. N. Hendrickson

<sup>4</sup>Counties assigned to Eugene Meyer

<u>County</u>	<u>Name of Committee Member</u>	<u>Address</u>	<u>Group</u>
FARIBAULT <sup>4</sup>	Dr. Carl Lemke (Chm)	Minnesota Lake	Urban
	Fred Penske (V-Chm)	Blue Earth	Rural
	Clarence Zupp	Blue Earth	Rural
	George Neve	Walters	Rural
	Clarence Hart	Delavan	Rural
	Armin Grunzke	Wells	Rural
	Harold Zupp	Bricelyn	Urban
	Leonard Nelson	Huntley	Urban
	Sidney Flo	Kiester	Urban
	Sec. Howard Prescott	Blue Earth	Co.Supt.
FILLMORE <sup>4</sup>	George H. Potter (Chm)	Chatfield	Urban
	Carol Julsrud (V-Chm)	Rushford	Urban
	Paul Abrahamson	Lanesboro	Rural
	Harry Carothers	Chatfield	Rural
	Mrs. Elmer Anderson	Ostrander	Rural
	Laurence Tollefson	Preston	Rural
	Myron Larson	Mabel	Rural
	Vernon Abrahamson	Canton	Urban
	Kenneth Moon	Spring Valley	Urban
	Sec. Irene Warren	Preston	Co.Supt.
FREEBORN <sup>4</sup>	Edmond F. Conn (Chm)	Alden	Urban
	Joseph Thompson (V-Chm)	Rt. 3, Rayward	Rural
	V. H. Sorlie	Hartland	Rural
	George W. Miller	Rt. 4, Austin	Rural
	Alfred Berglund	Albert Lea	Rural
	H. L. Peterson	Twin Lakes	Rural
	Lawrence Schoen	R.F.D., Wells	Urban
	Charles Upin	Albert Lea	Urban
	Mrs. Hilda Emmons	Emmons	Urban
	Sec. A. M. Vig	Court House, Albert Lea	Co.Supt.
GOODHUE <sup>5</sup>	Karl Tomfohr (Chm)	Goodhue	Urban
	Arnold Maring (V-Chm)	Kenyon	Rural
	C. L. Johnson	Rt. 2, Red Wing	Rural
	Herbert Eckblad	Rt. 1, Welch	Rural
	Arthur Svec	Rt. 2, Zumbrota	Rural
	Leslie Silvernale	Rt. 2, Red Wing	Rural
	Donald Mensing	Cannon Falls	Urban
	W. P. Iwen	Pine Island	Urban
	Olaf Naeseth	Wanamingo	Urban
	Sec. H. G. Diepenbrock	Red Wing	Co.Supt.

<sup>4</sup>Counties assigned to Eugene Meyer

<sup>5</sup>County assigned to Roy H. Larson

County	Name of Committee Member	Address	Group
HENNEPIN <sup>1</sup>	George H. Sanberg (Chm)	Excelsior	Urban
	Donald H. Quay (V-Chm)	Wayzata	Urban
	George L. Meister	Rt. 1, Hamel	Rural
	Lyle M. Dobell	3421 N.E. Harding, Mpls. 13	Rural
	Cornelius Gleason	Rt. 2, Osseo	Rural
	Wm. A. Busch	805 Academy Drive, Mpls. 11	Rural
	A. C. Hewitt	Osseo	Urban
	Edgar St. Martin	Rt. 1, Minneapolis 9	Urban
	Clyde S. Robb	Long Lake	Rural
	Sec. Robert E. Scott	248 Court House, Mpls 15	Co.Supt.
HOUSTON <sup>4</sup>	Wm. Olson (Chm)	LaCrescent	Rural
	Mrs. George N. Schmitz (V-Chm)	Caledonia	Urban
	S. T. Poren	Rt. 1, Houston	Rural
	Ed Deters	Rt. 1, Caledonia	Rural
	Edwin Fruichte	Rt. 1, Caledonia	Rural
	George Deters	Spring Grove	Rural
	A. A. Thompson	Spring Grove	Urban
	W. R. Anderson	Houston	Urban
	Lorentz Myrah	Spring Grove	Urban
	Sec. Genise T. Schueler (Mrs.)	Caledonia	Co.Supt.
HUBBARD <sup>1</sup>	Leon Avenson (Chm)	Dorset	Rural
	E. J. Gustifson (V-Chm)	Akeley	Urban
	Albert Schmiedeberg	Park Rapids	Rural
	T. E. Hinds	Hubbard	Rural
	Mrs. Ed. Engel	Benedict	Rural
	Mrs. Vanner Tangborn	Guthrie	Rural
	A. C. Quigley	Park Rapids	Urban
	Russel Fairchild	Nevis	Urban
	P. W. Smith	Laporte	Urban
	Sec. Lois M. Ogden (Mrs.)	Park Rapids	Co.Supt.
ISANTI <sup>1</sup>	H. E. Olson (Chm)	Cambridge	Urban
	Raymond Olsen (V-Chm)	Rt. 1, Cambridge	Rural
	S. T. Norman	Rt. 1, Braham	Rural
	Raymond Coleman	Rt. 1, Stanchfield	Rural
	Raymond Stoeckel	Rt. 1, Zimmerman	Rural
	Byron Horton	Rt. 3, North Branch	Rural
	A. G. Engberg	Cambridge	Urban
	O. W. Barbo	Braham	Urban
	L. G. Olson	Braham	Urban
	Sec. Jennie B. Coleman (Mrs.)	Cambridge	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>4</sup>Counties assigned to Eugene Meyer

<u>County</u>	<u>Name of Committee Members</u>	<u>Address</u>	<u>Group</u>
KANABEC <sup>1</sup>	Frank Kreisel (Chm)	Rt. 3, Mora	Rural
	Mrs. Marie Salmonson (V-Chm)	Mora	Urban
	Von O'Bryon	Rt. 2, Braham	Rural
	Willis Trupe	Rt. 3, Mora	Rural
	Nels Edstrom	Quamba	Rural
	Harry G. Johnson	Rt. 1, Hinckley	Rural
	Ole Edstrom	Mora	Urban
	Wm. Niemann	Ogilvie	Urban
	H. E. Berry	Ogilvie	Urban
	Sec. Esther Boyd	Mora	Co.Supt.
KANDIYOHI <sup>3</sup>	H. C. Feig (Chm)	Raymond	Urban
	Franklin Clough (V-Chm)	Lake Lillian	Rural
	Edward J. Erickson	Lake Lillian	Rural
	Adolph Dahlquist	Sunburg	Rural
	Peter Borsheim	Atwater	Rural
	George Douma	Blomkest	Rural
	Donald Gilman	Atwater	Urban
	Alvin Ness	New London	Urban
	Mrs. O. E. Hedin	Willmar	Urban
	Sec. W. C. Olson	P.O.Box No. 592, Willmar	Co.Supt.
KITTSO <sup>3</sup>	O. S. Nordine (Chm)	Karlstad	Urban
	Roger Ward (V-Chm)	St. Vincent	Rural
	E. B. Herseth	Drayton, North Dakota	Rural
	Walter Peterson	Lake Bronson	Rural
	Cornelius Nelson	Hallock	Rural
	Oscar Nordine	Lancaster	Rural
	Ben Jansen	Hallock	Urban
	Harry Hanson	Lake Bronson	Urban
	Edward Johnson	Lancaster	Urban
	Sec. Ruth I Younggren	Hallock	Co.Supt.
LAC QUI PARLE <sup>3</sup>	William Johnson (Chm)	Marietta	Urban
	Elmer Wolff (V-Chm)	Madison	Rural
	Lawrence Sahr	Odessa	Rural
	John Hastad	Louisburg	Rural
	Ervin Sommerfeld	Dawson	Rural
	Roy Hoffman	Boyd	Rural
	A. J. Forstad	Boyd	Urban
	Mrs. Glenn Blomquist	Dawson	Urban
	Nels Westby	Madison	Urban
	Sec. Melvin S. Wroolie	Madison	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>3</sup>Counties assigned to B. N. Hendrickson

County	Name of Committee Member	Address	Group
LAKE OF THE WOODS <sup>2</sup>	H. C. Hanson (Chm)	Baudette	Urban
	Walter Siems (V-Chm)	Williams	Urban
	Richard Holmgren	Baudette	Rural
	Mrs. Redgie O'Neill	Spooner	Rural
	Paul Mabeus	Pitt	Rural
	Merle Nogle	Graceton	Rural
	Mrs. Munroe Brown	Graceton	Rural
	Walter Hildebrand	Baudette	Urban
	Alfred Bitzer	Williams	Urban
	Sec. Ina W. Murray	Baudette	Co.Supt.
LE SUEUR <sup>4</sup>	Henry Fahning (Chm)	Cleveland	Urban
	Crist Traxler (V-Chm)	Le Center	Rural
	Harold VonLehe	Le Sueur	Rural
	Frank Cowles	Elysian	Rural
	C. W. Pettis	Kasota	Rural
	Arnold Augst	Montgomery	Rural
	J. H. Block	Le Sueur	Urban
	Anton Stucky	Waterville	Urban
	W. J. Davidson	Le Center	Urban
	Sec. H. C. Poehler	Le Center	Co.Supt.
LYON <sup>3</sup>	Mrs. Chas. Banks (Chm)	Lynd	Urban
	August L. Goltz (V-Chm)	Balaton	Rural
	Theo. H. Knudson	Rt. 1, Cottonwood	Rural
	Mrs. Frank Josephson	Minneota	Rural
	Mrs. Wm. Fischer	Rt. 2, Marshall	Rural
	Ernest Bock	Rt. 2, Balaton	Rural
	Forrest Hedger	Tracy	Urban
	Leonard W. Allen	Minneota	Urban
	Lyle E. Mack	Marshall	Urban
	Sec. Jennie M. Frost	Marshall	Co.Supt.
Mc LEOD <sup>3</sup>	H. R. Kurth (Chm)	Glencoe	Urban
	Chester Graupmann (V-Chm)	Glencoe	Rural
	Esther Miller	Winsted	Rural
	Claude Martin	Brownston	Rural
	Albin Svihel	Hutchinson	Rural
	Helmuth Prieve	Glencoe	Rural
	Fred Perschau	Glencoe	Urban
	Wm. Peik	Brownston	Urban
	Herbert Lemke	Lester Prairie	Urban
	Sec. Al. F. Schauer	Glencoe	Co.Supt.

<sup>2</sup>Counties assigned to P. J. Broen

<sup>3</sup>Counties assigned to B. N. Hendrickson

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County	Name of Committee Member	Address	Group
MAHNOMEN <sup>1</sup>	Mrs. Alice E. Harty (Chm)	Mahnomen	Urban
	John Adams (V-Chm)	Waubun	Rural
	Joseph Fuxa	Bejou	Rural
	Otto Freyholtz	Fosston	Rural
	Mrs. Charles Bishop	Beaulieu	Rural
	Norbert Schlick	Mahnomen	Rural
	Mrs. O. T. Anderson	Mahnomen	Urban
	Michael Kersting	Waubun	Urban
	Henry Jensen	Waubun	Urban
	Sec. Jerry Bisek	Mahnomen	Co.Supt.
MARSHALL <sup>1</sup>	Clifford Nelson (Chm)	Warren	Urban
	Oscar Rokke (V-Chm)	Newfolden	Rural
	Edward A. Johnson	Rt. 1, Warren	Rural
	Harry Parr	Oslo	Rural
	A. E. Strandquist	Argyle	Rural
	Roy E. Wiseth	Goodridge	Rural
	Harry Thibodo	Stephan	Urban
	A. O. Gudim	Newfolden	Urban
	S. J. Bredeson	Middle River	Urban
	Sec. John O. Pearson	Warren	Co.Supt.
MARTIN <sup>4</sup>	Walter Gardner (Chm)	Fairmont	Urban
	Mrs. Leona Barke (V-Chm)	Fairmont	Rural
	Paul Smith	Truman	Rural
	George Meschke	Welcome	Rural
	Oscar Larson	Sherburn	Rural
	Knute Olson	Sherburn	Rural
	C. E. Champine	Ceylon	Urban
	Mrs. P. H. Grinager	Welcome	Urban
	Walter E. Benson	Monterey	Urban
Sec. John C. McKee	Fairmont	Co.Supt.	
MILLE LACS <sup>1</sup>	Clarence Paulson (Chm)	Princeton	Urban
	Mrs. Sam J. Anderson (V-Chm)	R.F.D. 3, Milaca	Rural
	Leonard Paulson	Milaca	Urban
	George W. Johnson	Princeton	Rural
	Mrs. Harvey Olson	Milaca	Rural
	Mrs. Jess F. Rogers	Onamia	Rural
	S. Arthur Anderson	Redtop	Rural
	Mrs. Calvin Carlson	Isle	Urban
	Mrs. G. E. Murray	Onamia	Urban
Sec. Sophia Soule (Mrs.)	Milaca	Co.Supt.	

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County	Name of Committee Member	Address	Group
MORRISON <sup>1</sup>	E. L. Morey (Chm)	Motley	Urban
	E. E. James (V-Chm)	Pierz	Rural
	Louis H. Poster	Rt. 2, Pierz	Rural
	Carl J. Dalquist	Randall	Rural
	Edward Barton	Royalton	Rural
	Simon Wielinski	Little Falls	Rural
	Mrs. Albert Barton	Little Falls	Urban
	Donald Larson	Upsala	Urban
	E. L. Stodolka	Royalton	Urban
	Sec. George Sprandel	Little Falls	Co.Supt.
MOWER <sup>1</sup>	William Garbisch (Chm)	Brownsdale	Rural
	Mrs. W. B. Crise (V-Chm)	Austin	Urban
	Minar Bussel	Grand Meadow	Rural
	Mrs. George Lewis	Taopi	Rural
	Carlton Sayles	R.R. 2, Austin	Rural
	Roland Zimmerman	Racine	Rural
	William Holmquist	Rose Creek	Urban
	Hans Schnieder (J. F.)	Elkton	Urban
	Marvin Seim	Grand Meadow	Urban
	Sec. Mabel I. Robinson	Austin	Co.Supt.
NICOLLET <sup>1</sup>	Bennett J. Olmohson (Chm)	Rt. 2, St. Peter	Rural
	Edward Budde (V-Chm)	Rt. 2, Mankato	Rural
	Herman Hohn	Rt. 2, St. Peter	Rural
	Emil Hulke	Rt. 1, Courtland	Rural
	Joseph Warta	Rt. 1, New Ulm	Rural
	Henry Aastrom	Nicollet	Urban
	Lorenz Bode	Nicollet	Urban
	Mrs. Harold Johnson	St. Peter	Urban
	William McKenzie	St. Peter	Urban
	Sec. M. R. Davis	St. Peter	Co.Supt.
NORMAN <sup>3</sup>	H. G. Sittko (Chm)	Ada	Urban
	Rev. M. G. Hagen (V-Chm)	Shelly	Rural
	Mrs. Francis Shimota	Gary	Rural
	Stennes Austinson	Ada	Rural
	L. H. Aasgaard	Twin Valley	Rural
	Ray Garden	Gary	Urban
	A. M. Hastad	Halstad	Urban
	A. C. Auch	Twin Valley	Urban
	Sec. Ella S. Stensgaard	Ada	Co.Supt.

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County	Name of Committee Member	Address	Group
OLMSTED <sup>4</sup>	Myron Clark (Chm)	Stewartville	Rural
	Carl Roeder (V-Chm)	Stewartville	Rural
	Leo Madden	Eyota	Rural
	Henry Peterson	Pine Island	Rural
	Mrs. Howard Welch	Rt. 1, Rochester	Rural
	Fred Clark	Dover	Urban
	John Goodman	Byron	Urban
	James Jones	Eyota	Urban
	Mrs. Claude Bentley	Stewartville	Urban
Sec. Forest J. Bandel		Rochester	Co.Supt.
PENNINGTON <sup>3</sup>	Elmer Erickson (Chm)	Plummer	Rural
	Mrs. A. W. Oski (V-Chm)	Goodridge	Rural
	Gust Iverson	Goodridge	Rural
	Anton Larson	Thief River Falls	Rural
	Glen Tasa	Trail	Rural
	Alfred Skarstad	Thief River Falls	Urban
	Roy Oln	Thief River Falls	Urban
	Harold South	Goodridge	Urban
	Orris Olson	Goodridge	Urban
Sec. Martha Matheson (Mrs.)		Thief River Falls	Co.Supt.
PINE <sup>1</sup>	Vic E. Shafer (Chm)	Finlayson	Urban
	John Whyte (V-Chm)	Hinckley	Urban
	Mrs. Walter Berg	Pine City	Rural
	Elmer Henderson	Beroun	Rural
	Delmar Benson (Mr.)	Danbury, Wisconsin	Rural
	Kenneth Gay	Sturgeon Lake	Rural
	Eddie Sexton	Kerrick	Rural
	Mrs. Quinn Hodge	Pine City	Urban
	Mrs. C. M. Nelson	Askov	Urban
Sec. Arthur E. Gustafson		Pine City	Co.Supt.
POLK <sup>3</sup>	Edwin Christianson (Chm)	Gully	Rural
	Melvin Sherva (V-Chm)	Fertile	Urban
	Fritz Uggen	Erskine	Rural
	Warren Carlson	Beltrami	Rural
	Ilef Durdahl	Crookston	Rural
	Albert Kopecky	Angus	Rural
	Joseph Linster	Crookston	Urban
	L. J. Sjolinder	East Grand Forks	Urban
	Mrs. Irvin Dille	McIntosh	Urban
Sec. H. E. Sorvig		Crookston	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

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County	Name of Committee Member	Address	Group
POPE <sup>3</sup>	B. K. Savre (Chm)	Glenwood	Urban
	H. W. Meyer (V-Chm)	Starbuck	Rural
	Melvin Sansness	Cyrus	Rural
	Mrs. Albert Larson	Glenwood	Rural
	O. B. Ostgullen	Sedan	Rural
	Roy Quitney	Lowry	Rural
	Arnold Tank	Villard	Urban
	P. O. Barsness	Cyrus	Urban
	Chester Peterson	Starbuck	Urban
	Sec. H. J. Talle	Glenwood	Co.Supt.
RAMSEY <sup>4</sup>	Robert M. Hansen (Chm)	Rt. 10, White Bear Lake 10	Rural
	Cleo Smith (V-Chm)	1504 Birch Lake, White Bear	Urban
	Carl Bucher	Rt. 1, New Brighton	Rural
	Theo. Schultz	Rt. 5, Como Sta., St. Paul 8	Rural
	Herbert L. Ostergren	2121 Edgerton, St. Paul 6	Rural
	Mrs. James T. Simon	Rt. 3, Como Sta., St. Paul 8	Rural
	Norbert Schmit	58-13th Ave. N.E., No. St. Paul	Urban
	James W. Clark	Silver Lake, No. St. Paul 9	Urban
	Mrs. M. W. Knoblaugh	2131 Doswell Ave., St. Paul 8	Urban
	Sec. Emmet D. Williams	731 Court House, St. Paul 2	Co.Supt.
RED LAKE <sup>3</sup>	Arthur Prenevost (Chm)	Red Lake Falls	Urban
	Chester Gauthier (V-Chm)	Red Lake Falls, R.R. 3	Rural
	Ralph Quesnel	Mentor	Rural
	John Rustan	Plummer	Rural
	Ralph Laniel	Brooks	Rural
	Halvor Ophus	Brooks	Rural
	Victor Medchill	Plummer	Urban
	V. F. Healy	Red Lake Falls	Urban
	Lars Larson	Oklee	Urban
	Sec. Mary Whalen Drees (Mrs.)	Red Lake Falls	Co.Supt.
RENVILLE <sup>3</sup>	Russell Frazee (Chm)	Bird Island	Urban
	John D. Larkin (V-Chm)	Renville	Rural
	Fred Calef	Hector	Rural
	Ole Hanson	Fairfax	Rural
	Gordon Kelly	Olivia	Rural
	Fred Hoff	Sacred Heart	Rural
	Henry Dobberstein	Buffalo Lake	Urban
	Curtis Omholt	Sacred Heart	Urban
	Mrs. Isabel Austin	Franklin	Urban
	Sec. Vernice S. Schemming	Olivia	Co.Supt.

<sup>3</sup>Counties assigned to B. N. Hendrickson

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County	Name of Committee Member	Address	Group
RICE <sup>4</sup>	Gilbert Strandemo (Chm) H. H. Mader (V-Chm) Donald Rock Gilbert Hanson John Derham John T. Skluzacek Mrs. E. E. McCormick Dr. D. W. Francis Terry P. Peterson	Rt. 1, Medford Northfield Rt. 1, Northfield Rt. 5, Faribault Rt. 3, Faribault Rt. 2, New Prague Faribault Morristown 619 S.W. 8th St., Faribault	Rural Urban Rural Rural Rural Rural Urban Urban Urban
	Sec. W. O. Murenberg	Faribault	Co.Supt.
ROSEAU <sup>3</sup>	Lloyd Iverson (Chm) Ed. Wanner (V-Chm) Mrs. Martin Landby Albin Hedlund Jalmar Wellen Gene Connolly Carl Listug Dr. H. C. Stone Paul Urtel	Badger Badger Swift Malung Badger Strathcona Roseau Greenbush Warroad	Urban Rural Rural Rural Rural Rural Urban Urban Urban
	Sec. Charles Christianson	Roseau	Co.Supt.
ST. LOUIS <sup>1</sup>	Dr. T. P. Mankervis (Chm) Carl A. Berg (V-Chm) Mrs. Eva Kehtel Mrs. Frederick Harlow Mrs. Adolph Abrahamson F. A. Emanuelson Clark Kennedy W. W. Raihala John E. Gillis	Eveleth Twig Rt. 1, Duluth Gnessen Orr Babbitt 310 W. 1st St., Duluth Floodwood Hibbing	Urban Rural Rural Rural Rural Rural Urban Urban Urban
	Sec. W. W. Salmi	Duluth	Co.Supt.
SCOTT <sup>4</sup>	Joseph Shea (Chm) Frank Strunk (V-Chm) Emil Gerdes Edward Gerold Math. Marschall J. J. Zweber Henry J. Morlock Louis Leiske John F. Bruzek	Prior Lake Shakopee Belle Plaine Shakopee Shakopee New Market Jordan Belle Plaine New Prague	Rural Urban Rural Rural Rural Rural Urban Urban Urban
	Sec. B. A. Herzog	Shakopee	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>3</sup>Counties assigned to B. N. Hendrickson

<sup>4</sup>Counties assigned to Eugene Meyer

County	Name of Committee Member	Address	Group
SHERBURNE <sup>1</sup>	J. H. Weis (Chm)	Rt. 1, St. Cloud	Rural
	George Jenkins (V-Chm)	Elk River	Urban
	Mrs. Audrey Mordahl	Rt. 1, Elk River	Rural
	Alva Moses	Big Lake	Rural
	Lawrence Goenner	Clear Lake	Rural
	R. A. Wallace	Rt. 1, Elk River	Rural
	Enock Howard	Clear Lake	Urban
	W. H. Johnston	Big Lake	Urban
	Joseph Stumvoll	Becker	Urban
	Sec. Harry W. Nystrom	Elk River	Co.Supt.
SIBLEY <sup>3</sup>	O. S. Vesta (Chm)	Arlington	Urban
	H. A. Knobel (V-Chm)	Gaylord	Urban
	Henry Thies	Arlington	Rural
	Edwin Wolff	Glencoe	Rural
	Victor Boeder	Buffalo Lake	Rural
	Abdon Lager	Winthrop	Rural
	Fred P. Michaletz	Greene Isle	Rural
	P. M. Paquette	Winthrop	Urban
	Edgar Schrupp	Henderson	Urban
	Sec. W. C. Schueler	Gaylord	Co.Supt.
STEELE <sup>4</sup>	W. H. Diers (Chm)	Medford	Urban
	Guss Coulter	Rt. 2, Owatonna	Rural
	Olaf Monson	Rt. 5, Owatonna	Rural
	Mrs. Albert Webb (Sec.)	Rt. 4, Owatonna	Rural
	Wm. Dusek	Rt. 4, Owatonna	Rural
	Art Willert	Meriden	Rural
	G. S. Thorson	Blooming Prairie	Urban
	Robert Barnard	Owatonna	Urban
	E. G. Ertel	Ellendale	Urban
	Sec. Melvin H. Jenke	Owatonna	Co.Supt.
STEVENS <sup>3</sup>	C. B. Dyer (Chm)	Morris	Rural
	George Hallman (V-Chm)	Chokio	Rural
	Fred Bruns	Morris	Rural
	Mrs. Peter Erdahl	Donnelly	Rural
	Ed. Marguart	Chokio	Urban
	William Grossman	Hancock	Urban
	Harvard Olson	Morris	Urban
	Mrs. Harris Gausman	Alberta	Urban
	Sec. Norene Hanson (Mrs.)	Morris	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>3</sup>Counties assigned to E. N. Hendrickson

<sup>4</sup>Counties assigned to Eugene Meyer

<u>County</u>	<u>Name of Committee Member</u>	<u>Address</u>	<u>Group</u>
TRVERSE <sup>3</sup>	Mrs. Kenneth Rydeen (Chm) Palmer Hanson (V-Chm) A. W. Smith Clarence Dehlin Fred Lichtsinn O. H. Torgerson Walter Johnson John M. Keaveny Edward Hanson	Wheaton Browns Valley Beardsley Graceville Dumont Wheaton White Rock, South Dakota Tintah Wheaton	Urban Urban Rural Rural Rural Rural Rural Urban Urban
	Sec. Cora A. Terner	Wheaton	Co.Supt.
WABASHA <sup>4</sup>	Wm. Erickson (Chm) Don Harrington (V-Chm) Kenneth Steffen Henry Hermann George Graff Mrs. Oscar Palmer Dr. A. A. Carlson F. John Siems Frank Durrant	Millville Plainview Plainview Zumbro Falls Kellogg Lake City Wabasha Mazeppa Lake City	Rural Urban Rural Rural Rural Rural Urban Urban Urban
	Sec. Verma Olin (Mrs.)	Wabasha	Co.Supt.
WADENA <sup>1</sup>	Fred R. Miller (Chm) Mrs. Julia Rowe (V-Chm) Gordon E. Blume Tom Dempsey Anton Kuefler Roger Button Willard Neal Clerton Potter Robert Cary	Sebek Wadena Verndale Menahga Rt. 1, Wadena Aldrich Rt. 2, Staples Rt. 2, Wadena Rt. 3, Menahga	Urban Urban Urban Urban Rural Rural Rural Rural Rural
	Sec. H. K. Bluhm	Wadena	Co.Supt.
WASHINGTON <sup>4</sup>	Wm. Benitt (Chm) Bruce M. Brink (V-Chm) Wendell Johnson George Jungblat Mrs. Clay Newman J. E. Slaughter Merle Oltman Ray Holl Vernon Robinson	Hastings Rt. 4, Stillwater Scandia Hugo Stillwater Stillwater St. Paul Park Forest Lake Mahtomedi	Rural Rural Rural Rural Rural Urban Urban Urban Urban
	Sec. Grace McAlpine (Mrs.)	Stillwater	Co.Supt.

<sup>1</sup>Counties assigned to W. E. Hanson

<sup>3</sup>Counties assigned to B. N. Hendrickson

<sup>4</sup>Counties assigned to Eugene Meyer

<u>County</u>	<u>Name of Committee Member</u>	<u>Address</u>	<u>Group</u>
WILKIN <sup>3</sup>	Axel Nielsen (Chm)	Wolverton	Urban
	Mrs. Arthur J. Larson (V-Chm)	Rothsay	Rural
	Lloyd Erickson	Doran	Rural
	Walter Baker	Breckenridge	Rural
	George Buth	Wolverton	Rural
	Loren Braton	Barnesville	Rural
	Richard Steenblock	Campbell	Urban
	Omar Stowman	Rothsay	Urban
	Mrs. Eugenia Kellogg	Breckenridge	Urban
	Sec. Linna V. Gordhamer (Mrs.)	Breckenridge	Co.Supt.

#### SPECIAL COUNTY SCHOOL SURVEY COMMITTEES

COCK <sup>6</sup>	H. T. Stickney (Chm)	Schroeder	
	Sherman Roe (V-Chm)	Lutsen	
	Arthur Sundquist	Hovland	
	W. Andrew Hedstrom	Grand Marais	
	John Twiest	Grand Marais	
	Glen Austin	Schroeder	
	Alton Bramer	Grand Portage	
	William Kerfoot	Grand Marais (Gunflint Resort Area)	
	Albert Ingberg (Ex-officio)	Grand Marais (City Superintendent)	
	Ade Toftey (Ex-officio)	Grand Marais (Newspaper Editor)	
	Sec. Olga Soderberg	Grand Marais	Co.Supt.
ITASCA <sup>6</sup>	A. S. Reisinger (Chm)	Nashauk	
	L. L. Huntley (Secretary)	Grand Rapids	
	E. L. Valmquist	Grand Rapids (City Superintendent)	
	Arthur Muench	Grand Rapids	
	R. J. Scofield	Coleraine (City Superintendent)	
	William C. Holt	Calumet	
	Laurance Evans	Deer River (City Superintendent)	
	Dr. C. M. Tucker	Deer River	
	W. O. Anderson	Nashauk (City Superintendent)	
	Philomon Goodell	Cohasset	
	Dudley Haigh	Goodland	
	Sec. Gertrude H. Hall	Grand Rapids	Co.Supt.

<sup>3</sup>Counties assigned to B. N. Hendrickson

<sup>6</sup>Counties assigned to T. C. Engum

FILE COPY

FOR YOUR INFORMATION

## LEAGUE OF WOMEN VOTERS OF MINNESOTA

832-33 LUMBER EXCHANGE BUILDING

MINNEAPOLIS 1, MINNESOTA

Atlantic 0941

October 4, 1948

Dear League President:

The tentative report of the Committee on School District Reorganization in your County is, no doubt, ready for consideration by the public. If you have heard nothing of these reports in your locality, get in touch with the county superintendent of schools, who is a member ex-officio of this committee.

The committee's tentative report is perhaps being sent to your school board members. As I understand the procedure, a meeting should be called in each district to discuss the reports and acquaint the people in the district with the recommendations of the committee, after which the recommendations will be submitted to the voters of the affected areas for approval or rejection, in the event the committee's final report recommends reorganization, establishment or change in the boundaries of any school district. If any individual, organization, or school district wishes to make a request of the Committee, it is well to have this request put in writing and present it at the regular hearing scheduled for your community - a spokesman for a group might present the request at the hearing.

After the School District meetings are held, scheduled hearings are arranged for the different communities in the county. League members should be in attendance at these meetings and show active interest in the reorganization plans. After all, remember how hard we worked for passage of the Reorganization Law of 1947 which makes it possible for districts to unite!

In the interests of the youth of Minnesota and improved educational facilities, these reports deserve study and attention. It is your privilege and your obligation to approve or disapprove. Some committees may come through with good suggestions, others may have been more timid about recommending any changes. Here is your opportunity to get the facts before your membership and others in your community so everyone will be familiar with the recommendations before they are called upon to vote.

The final report of the Survey Committee will be compiled from the tentative report plus or minus any recommendations the committee may wish to add or subtract following these scheduled hearings. The final report is due in the state on or before November 1, 1948. Within nine months following this date, an election will be held in each county submitting a report, giving the people an opportunity to accept or reject the final report of their committee.



Affiliated with the  
League of Women Voters of the U.S.

The minimum requirements for a School District Unit are listed in the Manual for County School Survey Committees issued by the State Department of Education (write the Education Department or your County Superintendent of Schools for a copy). In brief, these requirements are:

**A. ATTENDANCE UNITS**

(The geographical and population area served by a single school and may be only a small part of an administrative unit. The attendance area includes all children attending or eligible to attend a single school. The area will probably vary from locality to locality, depending on road and climatic conditions, population, age of the children involved, educational leadership, and other related factors.)

**1. Elementary Attendance area**

a. Should be large enough to make possible an elementary school with at least 1 teacher per grade with a ratio of approximately 30 pupils per teacher

b. Elementary pupils should not have to walk more than 1 mile to or from school, or ride on a school bus more than 1 hour.

(U. S. office of Education recommends a grade school of not less than 175 pupils including kindergarten through 6th grade and not less than 7 teachers).

**2. High School Attendance area**

a. Should be large enough to make possible a four-year high school with a minimum enrollment of 100 pupils; or a junior-senior or six-year high school with a minimum enrollment of 150 pupils.

b. The high school pupils should not have to walk more than one and one-half mile to or from school, or ride a school bus more than one and one-half hours.

(The U. S. Office of Education recommends a minimum enrollment of 300 pupils for a four- or six-year high school.)

**B. ADMINISTRATIVE UNITS**

(Area under a single system of local administration; that is, under the direction of one school board - made up of one or more attendance units. An administrative unit may include part of a county, a county, two or more counties or cities, or a city and part of a county)

An Administrative Unit should be large enough to:

1. Warrant provision of all the essential and desirable administrative and supervisory services except those provided directly by the state. Ordinarily several elementary and junior-senior high school attendance units will be involved.

2. Provide an adequate tax base for support without undue burden of an adequate educational program from grades 1 through 12.



October 4, 1948

3. Provide a degree of permanency.

We, as League members, know that an interest needs to be created among citizens to accept the fact that education is at the cross-roads, and some changes are necessary to help it move forward in the right direction. Few of our citizens are willing to continue with horse and buggy transportation. Why, then, should not some progress come in the organization of our School Districts?

Good luck to you as you work in your respective communities.

Sincerely yours,



Mrs. G. V. Chapin  
Chairman Reorganization  
of School Districts

MBC:s

Minneapolis Public Schools

Minneapolis 13, Minnesota

MAR 04 1949

March 3, 1949.

Miss Barbara Stuhler  
84 South Tenth Street  
Room 417  
Minneapolis, Minnesota

Dear Miss Stuhler:

In accordance with our telephone conversation,  
I am enclosing a copy of the Attorney General's  
opinion, which I referred to.

If you discover some further opinion that has  
been given to South St. Paul, I shall appreciate  
knowing about it.

Sincerely yours,

*Charles A. Sawyer*

Charles A. Sawyer  
Assistant City Attorney  
assigned to Board of Education

CAS:msp  
Enclosure

EDUCATION - Schools - Consolidation under M. S. A. 122.40 - 122.54 as applied to special school districts.

May 13, 1948

Mr. Dean M. Schweickhard  
Commissioner of Education  
STATE OFFICE BUILDING

Dear Mr. Schweickhard:

Your letter of May 7 calls for consideration of Laws 1947, Chapter 421. This is an act to provide a survey for reorganization of school districts and appropriating money therefor.

There are several distinct steps outlined in this law, M.S.A., Secs. 122.40 - 122.54. The law provides for the election of a school survey committee. Sec. 122.45. It is the duty of the committee to make a report. Sec. 122.48. It is provided in Sec. 122.52 that in the event the final report of the committee recommends reorganization, establishment or change in the boundaries of any school district, then the question of reorganizing, establishing or changing the boundaries of any such school district, as recommended by the committee, shall be submitted to the voters in the territory affected. The method of determining the result of the election is provided.

Your letter calls attention to the fact that in the state several special school districts exist. One of these is at Brainerd. Special school districts are such as are defined in M. S. A., Sec. 122.01, Subd. 3.

The 1924 Report of the Attorney General in opinion No. 131 shows that the attorney General had for consideration the question whether the boundaries of an existing school district, which was created by special act of the legislature, could be changed in proceedings provided by G. S. 1913, Sec. 2677, M. S. A., Sec. 122.09. In that opinion Minn. Const., Art. IV, Sec. 33, was considered. Without the statement of the basis for the opinion, it was concluded therein that although the legislature could not change the boundary line of a special school district, it could enact a general law which would enable such change and the special school district by availing itself thereof could actually change its boundaries by the same procedure as a school district not created by special law.

Consistent with that opinion, acting under authority of the 1947 law, supra, the boundaries of the Brainerd school district may be changed by observing the procedure outlined in the 1947 law. The question then arises how the school district thus enlarged will be governed. If the change in the boundaries results in including a greater area than was included within the Brainerd school district boundaries before the change, is the new and enlarged district a special school district governed by the special act which now governs the Brainerd school district, or is it an independent school district governed by the general laws relating to districts of that type?

M. S. A., Sec. 122.52, furnishes the rules of procedure for the election at which it is determined whether the survey committee's report shall be adopted. It provides for the election held and the vote canvassed and reported, in accordance with the provisions of M. S. A., Sec. 122.21, for the submission of a similar or like proposal. By the terms of the 1947 act, M. S. A., Secs. 122.23 - 122.27, also apply.

May 13, 1948

Sec. 122.23 states that when consolidation is effected by a vote of two or more districts or parts of districts, the new district shall thereby become an independent district with the powers, duties, and privileges now conferred by law upon independent districts. But, in view of the fact that the Brainerd district is a special district and that it will continue to be a special district, it appears to me that this section must be read that the territory embraced within the new boundaries will be governed as required by the special laws relating to the government of the Brainerd district.

It appears to me that the 1947 law was not written, having in mind its effect upon special school districts, but the public officers charged with the administration of this law must do as well as they can with the law which the legislature furnishes.

Yours very truly,

J. A. A. Burnquist  
Attorney General

CHARLES E. HOUSTON  
Assistant Attorney General

CEH: MR

over

LEAGUE OF WOMEN VOTERS OF MINNESOTA

832-33 LUMBER EXCHANGE BUILDING

MINNEAPOLIS 1, MINNESOTA

Atlantic 0941

March 9, 1949

Mrs. Edmund Dunlop  
152 Shadywood Ave.  
Mankato, Minnesota

Dear Mrs. Dunlop:

This letter is being sent to the ten leagues located in Special School Districts. The Board would like to support legislation creating Independent School Districts, in the interest of simplified and uniform procedure in effecting school district reorganization, provided that leagues in these districts have no objection to this position.

Special School Districts are those that operate under a home rule charter or a special act of the legislature. Since education is the responsibility of the state it seems desirable to have a uniform structure within which local systems function as an integral part of the state school system.

Legislation whose support we are considering provides for:

1. A fiscally independent school board, which would adopt a budget, control expenditures, and determine the tax levy for school purposes without review of the city council. *we have*

2. The school board to choose building sites without referendum. *he has that right*

3. Approval of the voters for bond issues. *that is necessary*

4. A board of six members, except where the community prefers seven. *Have to*

5. A three-year term. *2 yr*

6. The school election to be held concurrently with the municipal election. *It should be held 3rd Sat in July.*

In the simplest terms the question reduces to whether the Board of Education should be an independent unit of local government responsible only to the electorate. Unless we hear a different opinion from our leagues in special districts, this is the position we shall take.

Sincerely,



Affiliated with the  
League of Women Voters of the U.S.

*(over)*  
*Missed Hargraves*

Mrs. Malcolm Hargraves  
President

I called the secretary of the School Board  
and got these answers, perhaps you had all  
of them. I'm sure our League would be  
glad to have our system qualify as an  
Independent system, especially the part  
of having school board elections held  
concurrently with municipal elections.

Sincerely,

May Duvlop

Mr. Edmund D.

SURVEY FOR REORGANIZATION OF SCHOOL DISTRICTS\*

Laws 1947, Chapter 421, as amended by Laws 1949, Chapter 666, Senate File No. 675.

An Act Relating to the Survey for Reorganization  
of School Districts; Amending Laws 1947, Chapter  
421, Sections 1, 2, 4, 6, 8, 9, 12, 13, and 14, and  
adding Three New Sections, Numbered 16, 17 and 18.

Be it enacted by the Legislature of the State of Minnesota:

WHEREAS, because of population trends and educational demands it becomes necessary to give consideration to the establishment of sound educational units, and

WHEREAS, because of universal demand for high school training, necessitating larger facilities and teaching staffs, which in many instances is beyond the financial means of many small high school districts, and

WHEREAS, many rural school districts find new buildings necessary and attendance so low that the continuance of such districts is not feasible, and

WHEREAS, by the process of reorganization high school districts may be shaped into sound economic units, making available to all communities a good high school education, and

WHEREAS, we permit and encourage attendance units especially in lower grades in rural areas within reasonable distance of rural children,

NOW, THEREFORE, BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Subdivision 1. For the purposes of this chapter, unless a different meaning is indicated by the context, the words, terms, and phrases defined in this section shall have the meanings given them:

Subd. 2. "Committee" means the school survey committee hereinafter authorized to be created in all counties of the state.

Subd. 3. "State Commission" means the state advisory commission on school reorganization herein created.

Subd. 4. "Rural School District" means a school district which maintains an ungraded elementary school as defined in Minnesota Statutes, section 131.01, subdivision 2, (2).

\* See note on last page.

Subd. 5. "Urban School District" means a school district which maintain a graded elementary or secondary school as defined in Minnesota Statutes, section 131.01, subdivision 2, (1), (3), (4), (5), (6), (7), and (8).

Subd. 6. "Reorganization" means the merger, consolidation or union of two or more school districts or the change of boundaries of any school district or school districts.

Sec. 2. A school survey committee of nine members may be created in any county of the state, the members of such committee to be selected within the time and in the manner hereinafter set forth. The members of the committee shall be voters of the county. Members of the committees and the committees elected hereafter shall hold their office for a term beginning on the date of their election and expiring July 1, 1953.

In case of any vacancy on the committee, the remaining members shall select some qualified person to fill the vacancy until the next county meeting of school boards.

Sec. 3. Not later than December 1, 1947, the county superintendent of each county shall hold a public meeting of all members of school boards within such county. In case a school district lies in more than one county the school board members of such district shall attend the meeting in the county in which the school building or buildings thereof are situated; provided that in case the buildings of any such district are situated in more than one county then the school board members in such district shall attend the meeting in the county in which the major portion of the area of such district is located. The county superintendent shall give notice of the time, place and purpose of such meeting at least ten days prior thereto by publication in one or more newspapers having general circulation in the county and by mail addressed to each school board member in the county.

At such meeting the county superintendent shall have the provisions of this act explained, and shall afford an opportunity for discussion of the question whether or not a school survey committee shall be established in the county in accordance herewith.



The county superintendent, at such meeting or an adjourned meeting of the school board members of the county, held not later than December 15, 1947, shall submit the question of the establishment of a county school survey committee. If a majority of such school board members voting shall be favorable thereto, the county superintendent shall forthwith divide the school board members into two groups and shall appoint a chairman and a secretary for each group. One group shall consist of all the school board members of the county from rural school districts and the other group shall consist of all the school board members of the county from urban school districts. A meeting of the members of each such group may be held immediately following the adjournment of the joint county wide meeting or the county superintendent may fix the time and place for, and call, a meeting of the members of each such group for some certain day not more than thirty days thereafter, and in such case the county superintendent shall give at least five days' written notice thereof.

Each county superintendent shall notify the commissioner of education not later than December 20, 1947 as to whether or not a school survey committee is to be established for his county.

In counties in which no official survey committees were organized prior to December 15, 1947, the county superintendent shall hold a public meeting of all school board members within such county prior to December 1, 1949. At such meeting or adjourned meeting held not later than December 15, 1949, the provisions of Laws 1947, Chapter 421, as amended by the 1949 Legislature, shall be explained to the school officers and the question of the establishment of a survey committee shall be submitted. The notices of the meeting, voting on the creating of a survey committee and other applicable provisions of Laws 1947, Chapter 421, Section 3, are made effective to December 20, 1949. In case the survey committee of a county has failed to file a final report, then the school board members of such county at a county meeting held prior to December 1, 1949, may vote on the question of continuing such committee.

(Laws 1949, Chapter 666, Section 17)

Sec. 4. At the meeting of the rural members not less than five persons shall be elected to the committee, one committeeman from each commissioner district not exclusively urban. If any commissioner district is exclusively urban, no committeeman residing therein shall be elected by the rural members but they shall then elect a committeeman at large in lieu thereof. The urban members shall at their meeting elect four committeemen of whom not more than one shall reside in a single urban school district unless there shall be less than four urban school districts in the county, when not more than two shall be from a single urban school district. Such nine committeemen shall constitute the committee. None of the members of the school survey committee shall be persons who are professionally engaged in education or elective state or county officers or who are employees of any school district. Subject always to the limitations and qualifications above stated, nominations for members of the committee may be made from the floor by any school board member in the respective groups. Twenty-five per cent of the school board members in each group shall constitute a quorum at any meeting and a majority of those present at any meeting shall control the action and proceedings of the group. Election of members of the committee shall be by secret ballot. A majority vote shall be necessary to elect. Where necessary to cast a second or more ballots for any specific membership for said committee, the person receiving the lowest vote on any announced ballot shall be removed from the succeeding ballot, until election has resulted. The persons so elected shall be certified by the chairman and secretary of the group to the county superintendent.

Sec. 5. Each school district shall have one vote for each member of the committee to be elected. Voting by proxy shall not be allowed. In the event a quorum of either group should not be present at the time and place fixed by the county superintendent for the first meeting of the school board members, the meeting of that group shall be adjourned to a date not more than 10 days later and the county superintendent shall give each of the school board members notice of the time and place of the meeting.

Sec. 6. Subdivision 1. Within ten days after the election of members of the school survey committee in any county the committee shall meet at the call of the county superintendent at a time and place within the county fixed by the county superintendent. At such meeting the committee shall organize and shall elect one of its members as chairman and another of its members as vice-chairman. Annually thereafter, at a meeting to be held in January, the committee shall elect a chairman and a vice-chairman. The county superintendent, ex-officio, shall serve as executive secretary of said committee. Members of the committee shall serve without compensation but shall be reimbursed to the extent moneys are available, from the fund hereinafter provided, for their actual expenses incurred in the discharge of their duties as members of the committee. The county superintendent shall provide clerical assistance and supplies and other facilities for the committee to the extent that the same are available in his office and necessary expenditures for additional clerical assistance and supplies and facilities for the committee shall be paid from the fund hereinafter provided.

The committee shall meet regularly on a day and at a time and place to be fixed by the committee. Special meetings of the committee may be called by the chairman and shall be called by the executive secretary upon request in writing signed by three members of the committee. A majority of the members of the committee shall constitute a quorum for the transaction of business.

Subd. 2. When there are proposed districts which include territory in more than one county, the school survey committees of such counties shall organize subcommittees of three members from each county survey committee who shall cooperate and work with the subcommittees of the adjoining counties and shall prepare recommendations for the improvement of school districts for the consideration of their respective county survey committees.

Subd. 3. When a proposed larger administrative district should extend into one or more counties and one or more of such counties have no official survey committee,

then the survey committee of the adjoining county in which a portion of such proposed district will lie may request the superintendent of schools of the county having no survey committee to call a meeting of the school board members of the school districts that logically belong in the proposed larger administrative district for the purpose of organizing a committee to represent the area in the county without an official committee which is proposed to be included in the larger district. Within 20 days after receiving such request the county superintendent shall call a meeting of the school board members of the districts concerned.

The matter of establishing a committee of three members to represent the area and to work cooperatively with the subcommittee of the adjoining county in the preparation of a joint recommendation for the reorganization of school districts shall be presented to the school board members of the districts affected. The question of establishing such a committee shall be submitted to the school board members, and, if a majority of the school board members present and voting shall be in favor thereof, a committee of three members shall be elected. The three committee members shall be elected in the manner prescribed in this statute for the election of members of county survey committees.

The committee elected shall cooperate with the subcommittee of the adjacent county or counties in developing recommendations to be submitted to the people in the proposed district in the same manner as provided for regular school survey committees, and the vote on the recommendations shall be in accordance with the provisions of the act providing for the reorganization of school districts.

Sec. 7. The committee shall have power and it shall be its duty: (1) To study the school districts of the county and their organization for the purpose of recommending desirable reorganization which in the judgment of the committee will afford better educational opportunities for the pupils and inhabitants of the county, a more equitable, efficient, and economical administration of public schools and a more equitable distribution of public school revenues; and (2) To confer with school authorities and residents

of the school districts of the county, hold public hearings, and furnish to school board members and to the public information concerning reorganization of school districts in the county; and (3) To make reports of its study and recommendations, including a map or maps showing existing boundaries of school districts and the boundaries of proposed or recommended school districts, concerning the reorganization and financing of the school districts of the county.

Sec. 8. Prior to December 1, 1950, the committee shall prepare a tentative report with recommendations and shall file the same in the office of the county superintendent of schools and furnish a copy thereof to each member of a school board in the county. No change shall be made in the tentative recommendations by the county school survey committee for any proposed area until after completion of the hearings affecting that area. Fifteen copies thereof shall also be filed with the commissioner of education, who shall forward a copy to each of the members of the state commission. The county superintendent shall give notice by publication at least once in one or more newspapers of general circulation in the county of the filing of such tentative report and that the same may be examined in his office, and shall fix the time or times not less than 15 days after the filing thereof with the county superintendent, of the place or places at which any resident of the county desiring to be heard with reference to the report or any part thereof may appear before the committee. Upon the date so fixed by the county superintendent of schools and such subsequent dates as may be necessary the committee or subcommittee thereof shall hold a public hearing or hearings at which residents of the county shall be afforded an opportunity to appear before the committee and be heard with reference to such tentative report. At such hearing, the committee shall explain the benefits and advantages and any disadvantages resulting from the reorganization of the district as the same appear to the committee. Any resident of the county or of any affected district shall at his request be heard with reference to the reorganization of any such district. Voters of the affected rural districts may petition the survey committee indicating their desire

for and justified need of available attendance units in rural areas.

The committee shall also receive and consider such suggestions as may be made by the state commission concerning the committee's tentative report and the recommendations made therein.

Sec. 9. Subdivision 1. The committee shall consider the matter presented at the several hearings held by it and the recommendations of the state commission and shall prepare a final report. On or before June 1, 1951, the final report of the committee with recommendations and with a map or maps showing the boundaries of the present school districts in the county and the boundaries of the proposed school districts in the county shall be filed with the county superintendent. Fifteen copies of such report shall at the same time be filed with the commissioner of education and a copy thereof shall be furnished to each school board member in the county by the county superintendent of schools. The report shall be available for public inspection in the office of the county superintendent and the office of the commissioner of education.

Subd. 2. The county survey committee may amend its final report at any time not later than 90 days before the notice for election is given.

Subd. 3. In case the people of any district feel aggrieved by the proposed division of the district, or by assignment to a proposed district other than the one which includes the high school by which they have previously been served, or by assignment to a proposed district which in their opinion would create a gross injustice, the school board of such district may appeal to the state commission by filing a written brief of such grievances, a copy of which shall be filed with the survey committee in the county or counties affected. Such appeal must be made within 60 days after the passage of this act, or filing of the final report or any revision or amendment to the final report.

The state commission upon receipt of such brief shall provide for a hearing before a board of appeal to be selected by the state commission. Such board of appeal shall

consist of five competent members who are not residents of the county or counties affected, but who shall come from the section of the state affected. It shall be the duty of such board of appeal to consider the facts in the case and to render a decision. A copy of the decision shall be furnished to each affected school district, to the survey committee of the county or counties affected, and to the state commission. The survey committee shall make any changes necessary to incorporate the findings of the board of appeal in the proposal which is to be submitted to the voters.

Members of the board of appeal shall be entitled to compensation of \$10 per day plus sustenance and traveling expense, which, together with necessary clerical help, shall be paid 50% from state funds and 50% from the funds of the district or districts initiating the appeal.

Sec. 10. The state advisory commission on school reorganization is hereby created, consisting of nine members appointed by the state board of education. The members of such commission shall be citizens of this state who are well informed concerning the problem of Minnesota schools and school organization, shall be representative of the various sections and interests of the state, and shall be appointed after consultation with persons and representatives of organizations interested in the reorganization and improvement of the school system of the state. No more than three members of such commission shall be persons who are professionally engaged in education or employees of any school district. Such commission shall elect a chairman from its membership. The commissioner of education shall be ex-officio secretary and executive officer of the state commission. Members of such commission shall hold office until January 1, 1953, at which time the commission shall terminate. The state board of education is authorized to fill any vacancies which may occur in the membership of such commission. Members of such commission shall serve without compensation but may be reimbursed for their necessary expenses incurred in attending meetings of the commission or while engaged in work authorized by the commission.

The term for the members of the state advisory commission on school reorganization is hereby extended until July 1, 1953, and the commission shall continue to perform the duties as prescribed by Laws 1947, Chapter 421, as amended by the 1949 Legislature, until that date. (Laws 1949, Chapter 666, Section 18)

Sec. 11. The state commission shall assist the commissioner of education in formulating the aims, goals, principles and procedures of public school reorganization in Minnesota. The commissioner of education with the assistance and advice of said commission shall prepare a manual setting forth principles and procedures for the use of the county school survey committees in performing their duties. Such commission shall review the tentative reports of the several county school survey committees and make such suggestions to the respective committees concerning their reports as may seem appropriate, giving due consideration to the educational needs of local communities, to economical transportation and administration, to the future use of existing satisfactory school buildings and sites, to the convenience and welfare of pupils, to the ability of the several communities to support adequate schools, to equalization of educational opportunity and to any other matters which in their judgment seem to be advisable. In the employment of personnel to work with the several committees and in the allocation of state funds for work in the several counties, the commissioner of education shall advise with and consult the commission.

Said commission shall file a report of its activities and recommendations concerning school reorganization with the legislature at each regular session thereof, during the life of said commission.

Sec. 12. To the extent that he has available personnel and facilities the commissioner of education shall, upon request, assist the school survey committees in the respective counties in the discharge of their duties and provide them with information. He shall inform in writing the county school survey committees concerning the recommendations and suggestions of the state commission.

Sec. 13. (1) In the event the final report of any committee recommends the



reorganization of school districts, then the question of reorganizing such school districts, as recommended by the committee, shall be submitted to the legal voters residing in the proposed district only, at an election to be called prior to April 1, 1953, by the county superintendent of the county in which such district or territory, or the major portion thereof is located. When a recommendation includes an existing joint district, a part of which lies in a county which has no survey committee, the entire joint district shall be included in the proposed larger school district by the survey committee making the recommendations. The county school survey committee shall hold public hearings for the purpose of discussing the final recommendations in each school district in the area affected and wherever possible in the school building thereof, and the election date shall not be determined until at least 30 days after the last public meeting on such recommendations. A notice of election shall be given, the question submitted, the election held and the vote canvassed and reported in accordance with the provisions of Minnesota Statutes, section 122.21, for the submission of a similar or like proposal except that the filing of a petition shall not be required, and the ballot shall read "For Reorganization" and "Against Reorganization", and the entire area of such proposed district or territory shall vote as a unit; provided, that if any school district maintaining a graded elementary or high school, or both is located within any such proposed district or territory, then one or more voting precincts shall be established wholly within the limits of such urban school district and one or more voting precincts shall be established wholly within that part of the district or territory lying outside the limits of such urban school district and the proposition to reorganize such school district shall not be deemed to have received a majority of the votes cast on the proposition or to carry, unless a majority of the votes cast within such urban school district and a majority of the votes cast in such territory outside of such urban school district, the count to be taken separately, each are in favor

of establishing such school district.

(2) The county superintendent, with the approval of the county survey committee, shall determine the date of the election, the number of voting precincts, the polling places where such voting shall be conducted and the hours the polls will be open. Wherever possible the election shall be held in the school building of the school districts included in the proposal. The polls shall be open for a least two hours, and may be open for a longer period, not to exceed 12 hours, if so designated in the posted and published notices. The county superintendent, with the approval of the county survey committee, shall appoint three election judges who shall be school board members if available for each polling place, which judges shall act as clerks of election, and canvass the ballots cast and thereafter submit the same to the county superintendent and the county survey committee.

(3) In case an election for reorganization has been held in accordance with the provisions of this act, and such election has failed, the county superintendent, with the approval of the county survey committee, may call another election in any proposed district at which time the same recommendation or a revised recommendation, approved by the state advisory commission, shall be submitted to the voters. Such election shall be conducted in accordance with the provisions of this act.

(4) If a majority of the votes cast be for reorganization, the county superintendent within ten days thereafter shall make proper orders to give effect to such vote and thereafter transmit a copy thereof to the auditor of each county in which any part of any district affected lies, and to the clerk of each district affected, and also to the state commissioner of education. The order shall specify the number assigned to the reorganized district.

Sec. 14. When two or more existing districts or parts of districts, however organized, including a common, independent or special, are reorganized into a larger school district under the provisions of this act, the reorganized district shall

thereby become an independent school district.

Districts organized under the provisions of this act having the land area specified in Minnesota Statutes, Section 122.19, shall have the powers, duties and privileges of a consolidated district.

In case of the reorganization of two or more districts or parts of districts into a larger district, any portions or parts of divided districts which have less than four sections of land shall be attached to one or more adjoining districts by the board of county commissioners upon due notice and hearing as provided in Minnesota Statutes, Section 122.03.

When two or more existing districts or parts of districts are united by proceedings herein authorized, Minnesota Statutes, Section 122.16, Subdivisions 5 and 6, and Sections 122.17, 122.18, 122.25, 122.26, and 122.27 as modified by this act shall apply.

In the event the final report of any county survey committee established and organized under the provisions of Laws 1947, Chapter 421, recommends that a reorganized or consolidated district, to be established upon a recommendation of said survey committee, should assume the liability for bonded indebtedness originally incurred by one or more of the districts which would become a part of such new reorganized or consolidated district, the voters of the reorganized or consolidated district may, after its formation by a majority vote take over and assume liability for the payment of the bonded debt of each district or part of district entering into the reorganization or consolidation and the recommendation of the county school survey committee shall be the authority for the school board of the reorganized or consolidated district to call such an election within 90 days after the establishment of the new reorganized or consolidated district. Such election to be conducted in the manner prescribed in Laws 1947, Chapter 421, Section 13 (1). The clerk of the reorganized or consolidated district shall, in case such bond assumption vote carries, give proper notice thereof

to the auditor of each county in which any part of such reorganized district is situated.

Sec. 15. The county board shall, and is hereby authorized to levy sufficient taxes in excess of any existing limitations to defray the necessary expenses incurred under the provisions of this act by the county superintendent and the county survey committee including travel expenses, sustenance or clerical assistance, forms, reports, publications and other expense in connection with the conduct of the survey.

Sec. 16. Subdivision 1. Upon reorganization, candidates for school board may be nominated in the manner provided in Minnesota Statutes, Section 124.05, the superintendent of the county who issued the order of reorganization performing the duties therein specified to be performed by the clerk.

Subd. 2. Not later than 30 days following the order of reorganization, the county superintendent shall give notice for election for the purpose of electing a school board for terms as specified in Minnesota Statutes, Section 124.02, Subdivision 3, Clause (4). The distribution of the representation of the first school board shall provide for one member residing within the incorporated villages or cities and one residing outside the incorporated villages or cities of the new district for the short term; the board members elected for the middle-length term shall be elected in the same manner; and the board members elected for the long term shall be elected without regard to place of residence within the reorganized district. Following the first election, the distribution of board representation shall be on the basis of two from the rural areas, two from the incorporated villages or cities, and two from the district at large. If the reorganized district is exclusively rural or is wholly within the corporate limits of cities or villages, all six members shall be elected at large.

Subd. 3. In the conduct of the special school board election, the county superintendent shall, with the approval of the county survey committee, determine the date of election, the hours the polls shall be open, the number of voting precincts, the appointment of three election judges, and provide the official ballots. The election

judges, who shall serve as clerks of the election, shall return all marked ballots with a certificate of the results of the precinct election to the county superintendent and the county survey committee for canvass and tabulation.

Subd. 4. No election of a new school board shall be held within 60 days prior to the annual election for independent districts. In such case the election of the new school board members shall be held at the time of the annual election, the third Tuesday in May. The filings and the election shall be held in the manner prescribed in this section.

Approved, April 25, 1949.

Note: The above-quoted law includes the sections of Laws 1947, Chapter 421, which have been retained and includes all amendments to such statute as enacted by the 1949 Legislature. All the underlined material are amendments approved by the 1949 Legislature and material which was deleted by action of the Legislature has not been included in the above.

Reorganization of School Districts  
RESULTS OF ELECTIONS ON RECOMMENDATIONS FOR SCHOOL REORGANIZATION  
December 31, 1949

1. Successful Elections

<u>County</u>	<u>Place</u>	<u>County</u>	<u>Place</u>
Aitkin-Kanabec	McGrath	Lyon-Yellow Medicine	Cottonwood
Beltrami-Marshall	Grygla	Marshall	Gatzke
Carlton	Cromwell		Middle River
	Holyoke	Marshall-Polk	Alverado
	Kalevala	Morrison	Pierz
	Wright	Norman	Ada
Clay	Felton		Borup
	Glyndon		Gary
	Hawley		Halsted
Cook	(County Unit)	Pennington-Marshall	Goodridge
Dakota	West St. Paul	Pine	East Pine Area
Faribault	Bricelyn		(Cloverton-Markville)
Hennepin	Excelsior-Deephaven	Polk	Beltrami
	Maple Plain-Long Lake	Ramsey	Roseville
Kittson	Hallock	Red Lake	Plummer
	Humboldt	Roseau	Badger
	Karlstad		Roseau
	Kennedy	Roseau-Kittson	Greenbush
	Lake Bronson	Roseau-Marshall	Strathcona
	Lancaster		Grass Lake (No. 90Jt.
	No. VIII (rural)		

2. Unsuccessful Elections

<u>County</u>	<u>Place</u>	<u>County</u>	<u>Place</u>
Beltrami	Blackduck	Hubbard	Akeley
Clay	Hitterdal	Marshall	Warren
	Ulen	Morrison	Swanville
Cass	Remer	Ramsey	North St. Paul
Fillmore	Peterson	Red Lake	Red Lake Falls
Freeborn	Freeborn	Roseau	Haug-Leo
Goodhue	Goodhue		Warroad
Hennepin	Mound	Washington	Newport-St. Paul
	Osseo		Park
	No. 17 (Proposed)		

Total number of elections carried	40
Total number of elections failed	18
Total number of districts merged	387

Mrs. Anderson

Code XXXII-B-6

FACTS ABOUT OPTIONAL  
SCHOOL DISTRICT REORGANIZATION  
IN MINNESOTA



State of Minnesota  
DEPARTMENT OF EDUCATION  
and  
State Advisory Commission on School Reorganization  
St. Paul  
1949

FACTS ABOUT OPTIONAL SCHOOL DISTRICT  
REORGANIZATION IN MINNESOTA

This is a series of questions and answers on Laws 1947, Chapter 421, as amended by Laws 1949, Chapter 666, pertaining to surveys for school district reorganization. Each series covers a particular phase of the project. It is hoped that these questions and answers will aid in clarifying the law so that there will be a better general understanding of school district reorganization by the citizens of Minnesota.

Series I

STATE AND COUNTY ACTIVITIES

1. Does the State Constitution Provide for the Establishment of a Uniform System of Public Education?

Yes. Article VIII, Section 1, of the State Constitution states: "The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the legislature to establish a general and uniform system of public schools."

2. Is Minnesota's Present System of Public Schools Uniform?

No. It is not uniform in that it fails to provide equal educational opportunity for all Minnesota youth. This inequality has been recognized for a long time and the 1947 and 1949 legislatures made provisions for the improvement of our educational system by enacting a school district reorganization law.

3. What Can the People of Minnesota Do to Improve School District Organization?

The 1947 and 1949 sessions of the legislature in enacting the school district reorganization law provided a thoroughly democratic means whereby the school district organization of Minnesota may be studied. This law further permits the reorganization of school districts where conditions are found to warrant it, if the voters in the affected areas approve of such reorganization.

4. Is the Reorganization of School Districts Mandatory?

No. This law provides that the people and their representatives in each county shall determine whether a study of school district organization is to be made and whether any reorganization is to be undertaken.



**5. What Type of Organization Is Provided to Study School District Organization?**

a. A State Advisory Commission of nine members has been appointed by the State Board of Education.

b. The Commissioner of Education is the executive secretary for the Commission.

c. Provision is made for the election of a nine-member school survey committee by the school board members in each county if the school board members vote to establish such committee.

d. The county superintendent of schools is the executive secretary for the county school survey committee.

**6. Who Are the Members of the State Advisory Commission at Present?**

The personnel of the Commission at present is as follows: Dr. A. E. Jacobson, Chairman, past president of the Minnesota School Board Association; Mr. A. L. Almen, superintendent of schools at Balaton, chairman of Senate Education Committee, and past president of the Minnesota Education Association; Mr. C. E. Campton, former city and county superintendent of schools of Lake county; Mr. Charles Christianson, Roseau county superintendent of schools and president of the northern division, Minnesota Education Association; Mr. Joseph Daun, former member of committee on education, House of Representatives; Mr. J. S. Jones, executive secretary, Minnesota Farm Bureau Federation, and member of the Board of Regents of the University of Minnesota; Mr. William B. Pearson, Master, State Grange; Mrs. C. A. Rohrer, representative for Minnesota Congress of Parents and Teachers and former grade, high school and college teacher; Mrs. F. H. Stevens, local school board member for 21 years, former city school teacher and rural school teacher for past two years. Mr. Dean M. Schweickhard, Commissioner of Education, is secretary and executive officer of the Commission.

**7. What Are the Duties of the State Advisory Commission?**

The State Advisory Commission serves in an advisory capacity in the general conduct of the program and aids and assists the county committees. Specific duties of the Commission as given in the law are:

a. To advise in the preparation of a manual, setting forth aims, goals, principles and procedures of public school reorganization.

b. To advise in the employment of personnel.

c. To review the reports of committees.

d. To appoint appeal boards.

e. To advise the commissioner of education on matters relating to school district reorganization.

f. To approve revised recommendations before submission to the voters after the first election on reorganization has failed to carry.

**8. What Are the School Survey Committees?**

In those counties where the school board members vote to establish a survey committee on school district reorganization, the school board members elect the members of said committee. The survey committee, after a thorough study of local conditions, draws up recommendations and provides an opportunity for hearings, after which such proposals are submitted to the voters of the affected areas for approval or rejection.

**9. How Many School Survey Committees Have Been Established?**

During the fall of 1947 the school board members of 62 counties voted to establish survey committees and elected the committee members. The 21 counties without committees will vote again during the fall of 1949 whether or not to establish survey committees. The law does not apply in four counties which have previously reorganized.

**10. What Reports Are Required of the Survey Committees?**

The committee is required to file a tentative report and hold public hearings on such report. After the final report has been filed, the committee will arrange to hold meetings in each school district for the purpose of explaining the final recommendations to the voters.

**11. May the People of a District Appeal from the Recommendations of the Survey Committee to a Higher Authority?**

Yes. The 1949 legislature included a provision for an appeal for school districts which might be aggrieved by the division of a district, the assignment to a new proposed district other than the one which included the high school which formerly served the district, or the assignment to a proposed district which in their opinion would create a gross injustice. The school board of such district may file a brief of such grievances with the State Advisory Commission within 60 days after the filing of the final report or any amended recommendations. A board of five impartial members shall be appointed by the State Advisory Commission to review the facts relating to the recommendation and submit its decision. Such decision shall be made a part of the final recommendations of the committee. Fifty per cent of the costs in conducting such a hearing shall be paid by the school district requesting the review and the other fifty per cent shall be paid from state funds.

**12. Who Makes the Final Decision on the Recommendations of the Survey Committees?**

All final recommendations of survey committees must be submitted to the voters residing in the proposed district for their decision. No proposal is made effective unless there has been a majority vote of all the people residing in the rural districts and a majority vote of all the people residing in the urban areas.

**13. Where May Additional Information be Secured Relating to School District Reorganization?**

Additional materials may be secured from the State Department of Education, State Office Building, St. Paul 1; local county survey committees; county superintendents; county agents; Extension Division, St. Paul Campus, University of Minnesota, St. Paul 8; and from other states by writing to the state departments of education or their universities.

**Series II**

**NEED FOR REORGANIZATION**

**1. Why Consider School District Reorganization?**

Minnesota has 7,605 school districts. Such a large number of districts leads to unneeded duplication of facilities and makes it difficult to provide an adequate educational program in an efficient and economical manner. Only two other states exceed Minnesota in the total number of school districts.

**2. Why Is District Reorganization Needed?**

Population and school enrollments in rural areas have been declining for a number of years. As a result of the decreased enrollments the per pupil costs of schools in many areas have increased considerably. Twenty-five per cent of the school districts in Minnesota have enrollments of less than 10 pupils, and 72 per cent have less than 20 pupils.

**3. How Many Ungraded Elementary Schools Are There in Minnesota?**

Minnesota has about 5,000 open ungraded elementary schools. Of that number 65 per cent have an enrollment of less than 20 pupils. Naturally schools with enrollments of less than 25 to 30 pupils will have a high per pupil cost and the taxpayer gets less educational value received for each school dollar spent. District reorganization would make possible schools having larger enrollments and reduced per pupil costs.

**4. Why Is Population in Rural Areas Declining?**

Rural population is decreasing because of the smaller farm families and the trend toward fewer and larger farms, brought about largely by increased use of power and mechanization.

**5. Is School Enrollment in Rural Areas Declining?**

Yes. Because of the general decrease in rural population, school enrollments have likewise diminished. In some school districts the enrollment has gone down to a point where it is no longer economical to maintain a school.

The enrollment in Minnesota districts maintaining ungraded elementary schools decreased from 221,951 in 1909-10 to 120,310 in 1947-48. This is a decrease of 45.7 per cent during the 38-year period from 1910-1948.

**6. Have Rural Children Had Equal Educational Opportunities in the Past?**

No. Only 18.7 per cent of the rural people 25 years of age and older have gone beyond the eighth grade, and in comparison 48.2 per cent of the urban people have. Only 6.2 per cent of the rural people 25 years and over have finished high school but 18.9 per cent of the urban people have finished high school.

**7. Is the Need for Reorganization Limited to the Ungraded Schools?**

Not only are some ungraded schools uneconomical to operate, but the same condition prevails in many small high schools. In 1947-48, 23 of the 477 high schools of the state had an enrollment of less than 50 pupils, 116 had less than 100 pupils and 201 less than 150 pupils. Several such small units could in many instances be combined to form a larger school capable of providing all the essential services at reduced cost.

**8. Do all Minnesota High Schools Provide Desired Vocational Departments?**

No. Many Minnesota high schools do not meet the needs of the boys and girls in regard to special vocational departments. It is desirable that every high school maintain departments in agriculture, home economics, industrial arts and commercial. During the school year 1947-48, 122 of the 477 Minnesota high schools maintained no vocational departments and only 86 provided all four vocational departments. High schools offering vocational courses in addition to the academic work have a much greater holding power for rural boys and girls.

#### 9. What is Recommended as Minimum High School Enrollments?

The state department of education recommends a minimum size of 100 pupils for a four-year high school and 150 pupils for a six-year high school. The United States Office of Education recommends a minimum enrollment of 300 pupils for a satisfactory high school. It is quite evident that Minnesota has many high schools that are too small to provide efficiently and economically an adequate educational program and essential related services. Per pupil costs in small high schools usually are very high and the educational offerings are meager.

#### 10. Are There Many Nonresident High School Pupils in the State?

Of the total high school enrollment for Minnesota, about 32 per cent are nonresident pupils; that is, the pupils are transported from some district which does not maintain a high school. In one-half of the counties 50 per cent or more of the pupils attending high school are nonresidents. The ideal situation, of course, would be to have each pupil a resident of some high school district. This is possible of attainment through sound reorganization. Every boy or girl would thereby be assured of a high school to attend. No other state has a larger proportion of nonresident high school population than Minnesota.

#### 11. What Are Some of the Deficiencies that May Be Discovered in Existing Districts?

Inequality of educational opportunity as revealed by low average daily attendance, low local income, old or inadequate buildings, buildings improperly located, low assessed valuation per pupil, health hazards, inadequate educational program, lack of satisfactory high school opportunities, rapidly declining or increasing population, poor roads, and the like.

#### 12. What Per Cent of the Farm Boys and Girls Are Attending High School?

Rural pupils make up about 24 per cent of the present high school enrollment, while about 50 per cent of the children of high school age reside in rural areas. Reorganization of districts will provide more rural pupils with an opportunity for a high school education.

#### 13. Do Teachers in Rural Ungraded Schools Have Training Comparable to that of Teachers in Larger Schools?

In 1948-49, 3,811 teachers out of a total of 5,144 teachers in ungraded elementary schools had less than two years of training; 2,648 teachers had only one year of training in a high school

training department; 418 teachers held temporary certificates and 455 teachers taught on limited emergency permits. To point out the contrast, many of the teachers in graded elementary schools in towns and cities had two to four years of training. Rural pupils are entitled to teachers as well trained. The present teacher shortage is most critical in the rural field.

#### 14. What Is the Length of Teacher Tenure in Ungraded Elementary Schools?

It is commonly recognized that the teacher turnover is much greater in the ungraded elementary schools than it is in the graded schools. About 28 per cent of the rural teachers who were teaching school in 1947-48 left the teaching profession at the end of the year, while about 15 per cent of the graded elementary and high school teachers left the profession.

### Series III

#### OBJECTIVES OF DISTRICT REORGANIZATION

##### 1. What Recommendations Might the School Survey Committee Make?

Varying conditions in different areas may result in recommendations of a number of kinds, among which might be one or more of the following:

a. Establishment of a community school offering instruction in grades 1 through 12, as a result of merging a number of smaller districts into a larger one under one board of education.

b. Establishment of a larger district which might consist of several elementary attendance centers or schools at various strategic locations, and a centrally located high school, all under one school board's direction.

c. Combining nearby small high schools with present enrollments of less than 100 pupils each.

d. Combining a number of districts to contain one or more elementary attendance centers.

e. Future establishment of a junior college and adult education program on a regional basis.

f. Establishment of an area vocational school.

##### 2. What Are the Advantages of School District Reorganization?

More equal educational opportunity for all Minnesota youth, better opportunities for high school education, more equitable

distribution of school costs, more diversified education, better trained teachers, improved administration and supervision, elimination of duplication of facilities are but a few of the advantages to be gained by reorganization.

### 3. Will Reorganization of the School Districts Tend to Improve Supervision?

Yes. By decreasing the number of schools that need to be visited by the county superintendent and other supervisors, they will be enabled to spend more time at each school they call on, less time will be spent in traveling, and a larger number of pupils may be supervised at one time.

### 4. Will the Reorganization of School Districts Tend to Eliminate the Duplication of Facilities?

Yes. Larger enrollment makes possible more pupils per teacher and better utilization of building space. By eliminating some smaller schools fewer sets of library books, reference materials, visual materials, and the like would be needed.

### 5. Will Reorganized Larger Districts Have Greater Permanency?

Yes. Fluctuations in the general population and in school enrollments are less extreme in larger districts; consequently, the school is less apt to reach a point where it needs to be abandoned.

### 6. Is It Democratic for Districts to Close School and Transport Their Pupils?

When a closed school district transports pupils to another district they are expected to pay the cost of instruction and transportation. However, the residents of the closed district have no voice in the kind of school that is to be provided or in how the school is to be run. This is in effect taxation without representation and is undemocratic. The solution to the problem in many instances lies in merging the closed district with the one to which they are transporting their pupils and thus gain a voice in the management of the school.

### 7. Is the Proposed Process for the Study of Possible School District Reorganization in Minnesota Democratic?

Yes. The survey committees, elected by the school board members, will provide opportunity for any resident of the county to express his opinion and to ask questions. The proceedings of the survey committee will be widely publicized and in the event they recommend reorganization of the school districts, the proposed changes will be submitted to the voters of the affected areas for their approval or rejection at a special election called for that purpose.

### 8. Is There a Trend in Other States Toward Larger School Districts?

Yes. No less than 27 states are reorganizing local school administrative units in some degree. Fifteen of these, including Minnesota, are reorganizing as a result of a formal reorganization act which describes the machinery under which that reorganization shall take place. The states included in the latter group are California, Idaho, Illinois, Indiana, Iowa, Minnesota, Missouri, Montana, New York, North Dakota, Oklahoma, Pennsylvania, Washington, Wisconsin and Wyoming.

### 9. What Should Be the Final Goal in Studying School District Organization?

Equal educational opportunity for all Minnesota youth in as far as local facilities and resources will permit. Reorganization will result in greater educational value received for each dollar spent.

## Series IV

### THE EDUCATIONAL PROGRAM

#### 1. What Kind of a School Do You Want for Your Children?

Should not boys and girls in all parts of the state regardless of where they reside have equal educational opportunity? Shall the community provide a school with grades 1-6, 1-8, or 1-12? What related services and facilities such as library, health, guidance, and the like are to be provided? How about kindergarten, junior college, and adult education facilities?

#### 2. What Is a Desirable School District?

A desirable school district should have sufficient population, valuation, and school enrollment to make possible the provision of an adequate educational program in grades 1 through 12 as a minimum.

#### 3. What Is an Attendance Area?

An attendance area is the geographical and population region served by a single school. It may be only one of many schools that make up a school district.

#### 4. What Is an Administrative District?

An administrative district is an area under a single system of local administration; that is, under the direction of one school board, and it is made up of one or more attendance centers or schools.

**5. What Is an Adequate Educational Program?**

An adequate educational program includes training in the academic courses and basic skills, cultural courses, vocational education, health and physical education, library and visual education facilities, pupil guidance, and such services as are needed in a school offering instruction in grades 1 through 12. In some instances it may also be desirable to provide for junior college, area vocational schools, adult education, and the like.

**6. Will Larger School Districts Make Possible a More Diversified Educational Program?**

Yes. Larger schools with greater enrollments make possible the obtaining of the services of personnel having specialized training. Larger schools can provide equipment and facilities for many activities that could not be supplied economically in small schools because the small enrollment would make the per pupil costs prohibitive. Fine arts, vocational education, visual education, and noon hot lunch program are but a few of many essential services that may be provided more economically by a larger district.

**7. What Disadvantage Is There from the Pupils' Standpoint in a Small School?**

A school with a small enrollment often fails to provide sufficient competition to make school work interesting and challenging to the pupil. In small schools children are sometimes denied the opportunity of associating with others of their own age. Organized play and recreation may be adversely affected if school enrollments are too small.

**8. What Is the Desirable Minimum Enrollment Size for an Elementary School?**

The minimum enrollment for a satisfactory elementary school should be large enough so as to not make it necessary for a teacher to have more than two grades with a total average enrollment of 30 pupils.

**9. What Is a Desirable Minimum Pupil-Teacher Ratio?**

About 25 to 30 pupils per teacher.

**10. Will Reorganization Tend to Increase the Opportunity for a High School Education?**

Yes. Where it is possible to combine districts maintaining elementary schools with a district that is providing or can provide

a high school, the result will be that all the pupils would be residents of a high school district and be entitled to attend on equal terms.

Many high schools now are becoming overcrowded as a result of pupils being transported to them from adjoining districts. These crowded high school districts can not be expected to tax themselves to provide new buildings for pupils from outside their districts. Reorganization would help to remedy this situation by spreading the cost of the buildings over the area deriving benefit from the school.

**11. Should Provisions Be Made for Junior College, Area Vocational Schools, Adult Education, and the Like?**

Where the economic status and population warrant these services it would be desirable to provide them. The primary objective of the school district reorganization program is to more nearly equalize educational opportunity in grades one through twelve.

**12. Are the Smaller Schools Offering an Adequate Health and Physical Education Program?**

No. Almost all of the teachers in ungraded elementary schools either have no or very little training in health and physical education.

In the graded elementary schools only a very few of the teachers have had more than one or two college courses in health and physical education.

In the small high schools (enrollment under 100 pupils) most of the teachers engaged in teaching health and physical education have had no training for that work. Most of these small schools offer no health instruction as a part of the physical education program. A large majority of small schools have the absolute minimum of two periods of physical education per week.

**13. Do the Smaller Schools Offer a Fine Arts Program?**

No. Many of the smaller schools offer little or nothing in the line of music and art. By reorganizing to form larger schools these activities can be made available to a greater degree.

**14. Do the Smaller Schools Offer an Adequate Noon Hot Lunch Program?**

No. About 2,000 schools in Minnesota have 14 or less pupils and only 73 of these have any type of noon lunch program.

## THE FINANCIAL PROGRAM

### 1. Will Reorganization of the School Districts Promote Greater Economy?

Yes. More pupils per teacher means more pupils instructed for the same amount of money. There will be fewer buildings to maintain. Fewer teachers will be needed. Duplication of equipment, facilities, and services will be eliminated.

It might be well to point out that reorganization may not always result in an actual cash saving, but in most instances it should result in getting more for the money spent.

### 2. Are Per Pupil Costs Higher in Smaller Schools?

Yes. In the matter of teachers' salaries alone it will cost more if one teacher is employed for every 10 pupils, than if there were 30 pupils per teacher. A small school needs as many reference books and other materials as a larger one, which necessitates the purchase of many sets for each small school thus creating a large duplication.

### 3. Why Is It Difficult to Secure Teachers for Rural Schools and to Hold Them?

The teachers seek positions in school systems which offer a stable tenure, a satisfactory salary schedule, and desirable working and living conditions.

### 4. Why Should Districts Merge to Form Larger Districts?

More than 2,600 districts have closed their schools and are transporting the pupils to other districts. Many other districts will probably close because of the teacher shortage. The transportation of the nonresident elementary pupils to the town schools has created overcrowded conditions. The districts receiving the nonresident elementary and high school pupils cannot be asked to tax themselves to construct new additions to the buildings to house the nonresident pupils.

### 5. Whose Responsibility Is It to Provide Housing for the Non-resident Pupils?

It is the responsibility of all districts of which the pupils are residents to provide housing for the pupils. Most of the districts now accepting nonresident pupils do not have sufficient valuation on which to float a bond issue of sufficient amount to provide for an adequate addition to the present building. It is essential,

therefore, that several districts merge their valuations to provide a sufficiently large taxable base on which a reasonable bond issue may be floated. The spread of the millage on a large valuation for retiring the debt will be reasonable.

### 6. Will School Costs Be More Equitably Distributed if Reorganized Districts Are Established?

Yes. The enlarged reorganized district will have greater assessed valuation; it will be better able to provide all the facilities needed, and the cost will be spread more evenly over a larger area.

### 7. If a District Without Debt Merges with a District with Bonded Indebtedness Are They Then Jointly Responsible for the Payment of the Same?

No. Debts contracted before a merger of districts must be paid by the original district that had incurred the debt. However, debts contracted after a merger must be paid by the whole new district.

### 8. If Rural Districts Join a District that Has a High School Building Do They Acquire a Share in the Ownership of that Building?

Yes. All existing buildings in districts merging become the joint property of the whole new district without any of the original joining districts being required to pay in any way for such buildings that may then be there. Of course, if new buildings or additions are built later (after the merger) the cost of such construction is borne by all parts of the new reorganized district.

### 9. Will Reorganization of School Districts Result in the Loss of Any State Aid?

No. The apportionment, income tax, basic, equalization, transportation and vocational aids will continue to be paid. When the total revenue from the state fund and local taxes are pooled in one account, such revenue can be expended more wisely and economically.

### 10. Is There a Tax Limitation for Maintenance on Agricultural Lands?

Yes. Agricultural lands located in school districts operating graded elementary or high schools cannot be taxed for school maintenance at a rate greater than 10 per cent higher than the average rate on agricultural lands in common school (ungraded elementary) districts in the county provided the county has 20 or more common school districts. In the case of a county with less

than 20 common school districts the tax rate for maintenance on agricultural land shall not exceed one-half the rate for school maintenance on nonagricultural lands in the same school district. If the new district levies a tax of 30 mills which with state aids does not meet the budget requirements, the school board can levy an additional tax in excess of 30 mills, which is spread equally over all property in the district. In such a case the rate on agricultural lands would be 15 mills lower than that on other property in the district.

**11. Will There Be a Decrease or an Increase in the Tax Rates Due to Reorganization of Districts?**

This is one of the most common questions raised regarding any program of public service whether it be for school, township, county or state service. It is a difficult question to answer in that one can never determine in advance what type of an educational program the people of a reorganized school district may demand.

If a number of school districts are merged into one large district and no new services were added or additions made to the buildings and the type of instruction kept on the same level as prior to reorganization, then there would be a reduction in the costs as duplications would be avoided.

In case the people of a reorganized district demanded additional services, high standards of training for their teachers, special departments and other features which are not now provided the pupils but should be made available, then there might be some increase in the amount of money to be raised locally. This again is dependent upon several factors such as the adequacy of the present buildings, the number of elementary and secondary school pupils and the amount of assessed valuation. In many of the proposals suggested by the survey committees, there is a possibility that the amount of money to be raised locally for the maintenance of the schools in the reorganized district may be reduced from the amount now raised by taxation.

**Series VI**

**TRANSPORTATION SERVICE**

**1. Will a Reorganized School District Qualify for Transportation Aid?**

A district with a minimum of 24 sections of land will be granted the rights and privileges of a consolidated school district and thus qualify for transportation reimbursement aid.

**2. What Is the Amount of Transportation Reimbursement Aid to a Consolidated District?**

For the biennium of 1949-51, the reimbursement aid for transportation or board and room shall not exceed an average of \$47.50 per pupil. Both the elementary and secondary school pupils may be counted for such reimbursement aid.

**3. Must the School Board of a Consolidated District Furnish Free Transportation for Resident Pupils?**

Yes. The school board of such district must provide for the free transportation of all elementary and secondary school pupils who reside two miles or more from the school building and may furnish board and room for pupils who cannot be conveniently transported. Most consolidated districts provide transportation for all pupils who live one mile or more from the school building and for all who live outside of the incorporated limits of the villages or cities.

**4. How Far May the Children Be Required to Walk to Meet the School Buses?**

The school board is required to route the buses in such a manner so that no pupil will be required to walk more than three-quarters of a mile to meet the school bus. In most cases the buses are routed as close as possible to the homes of the pupils.

**5. Who Controls the Routing and Scheduling of the School Buses?**

The routing of the school buses is a responsibility of the school boards and they also prepare the time schedules for the bus drivers.

**6. Will the Pupils Be Required to Ride for Too Great a Time on the Buses Before Reaching the School?**

This can be avoided by careful planning of the bus routes. The time the pupils ride on the buses shall be reduced to the shortest possible time so as to avoid any undue hardships. Where the buses pick up all the elementary and high school pupils along a route, a load of pupils will be gathered in a shorter time and distance, thus reducing both the length of the route and the time the pupils are on the buses.

**7. Must a School District Own Its School Buses?**

No. It is not essential that a school district own its school buses. The school board may either purchase and operate its own school buses for the transportation of pupils or it may contract

with private owners to furnish the equipment and the drivers. In either case, the direction, supervision and administration of the transportation service is under the jurisdiction of the local school board.

#### 8. Will Transportation Service Be Successful Because of Many Undeveloped Country Roads?

The road construction and maintenance program of state, county and township roads during the past 20 years has improved greatly. There is every reason to believe that this will continue. By reorganizing the school districts now, the proposed road construction and development can be carried out in harmony with possible school bus routing. The planning of school bus routes should be done in cooperation with the local county highway engineers.

#### 9. How Many Pupils Are Being Transported in Minnesota?

Transportation service in Minnesota is now accepted as one of the most essential extra services of larger school districts. Because of this fact and that it is proving successful, the number of pupils that are being transported each year is increasing. During the school year of 1947-48, there were more than 140,000 elementary and secondary school pupils transported to and from school. The number is increasing each year.

#### 10. Will the Transportation of Pupils By the School Boards Be of Any Saving to the Farmers' Personal Expense?

Yes. There is a direct saving in many instances. Many of the parents now transport their children in their own cars to and from school each morning and evening. They have a cost in operating their cars for this purpose. In addition to this there is an economy of time because it will not be necessary for the parents to interrupt their work each morning and each afternoon to drive over to the school building to transport their children.

#### 11. Is Public School Transportation Safe?

The safest means of transportation is on the public school buses. Minnesota has an excellent record of safe transportation of public school pupils in the specially designed, steel constructed buses operated by careful drivers. There are definite regulations which the bus drivers must observe in the transportation of pupils and violation of such regulations usually means the removal of the bus drivers.

#### 12. What Control Is There Over the Operation of the School Buses?

The immediate supervision of the operation of the school buses is by the local superintendent and school board. To provide assistance to the local authorities, the state department of education conducts a one-day school of instruction for the bus drivers in each county and at regular intervals the buses are inspected by the representatives of the state department of education, state highway patrol and the accident prevention division of the state industrial commission. All unsafe buses are removed from service.

### Series VII

#### EFFECTS OF REORGANIZATION

##### 1. Will the Creation of Larger School Districts Mean that Small School Will Be Closed?

In some of the reorganized districts many of the smaller buildings may remain in operation as attendance centers. There would, however, be only one school board for the larger district. In some instances where enrollments are low, it might be advantageous to close a small school and transport the pupils to some nearby building in the new larger district. A large district provides for flexibility, permitting the shifting of enrollments and teachers to meet the changing conditions.

##### 2. Does School District Reorganization Mean Increased State Control of Education?

No. Reorganized school districts if established would be under local control the same as local school districts now are.

##### 3. Do the Boundaries of Reorganized Districts Have to Follow Those of Existing Political Units?

No. Boundaries of reorganized districts do not have to follow the boundaries of existing school districts, high school areas, townships, or counties. Boundaries of new districts should include the natural, local economic and social area in so far as they meet the educational needs.

##### 4. Should Existing School Buildings Be Used When Possible?

Yes. When existing school buildings and equipment are adequate to meet the needs of a modern educational program, they should be utilized. Buildings that are in poor repair, and that do



areas than from town; however, no board member should ever think of himself as representing any small part of the district, but rather the best interests of the new district as a whole.

**4. Will Teachers Lose Their Jobs as a Result of District Reorganization?**

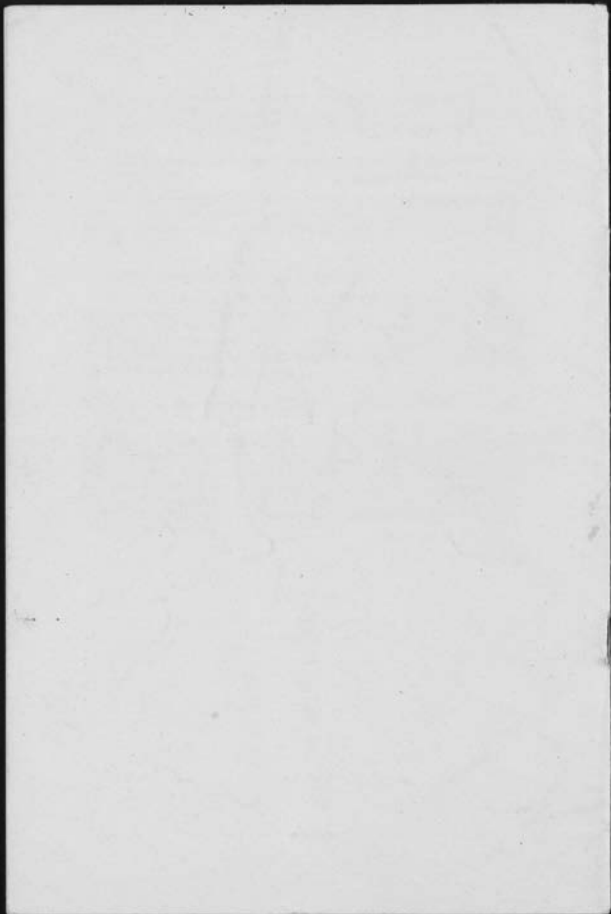
No. If reorganization procedures are carried out, well qualified teachers will actually have a chance to get better jobs in larger schools with a satisfactory salary schedule and more secure tenure.

**5. Is Transportation Safe and Practical?**

Yes. In most schools where the transportation of pupils has been attempted people have discovered that it works much better than they had thought possible. Children are usually safer when riding school buses than when walking. Experience has shown that school buses can be operated over roads more easily and with greater safety than a small car.

**6. Will Not the Schools Be Too Far from the Homes of the Children?**

Where the distances within the reorganized district make it impractical to transport children to the central school, it is recommended that the school board maintain elementary attendance centers close to the homes of the children, especially for the smaller children. It is also possible to maintain two or more satisfactory high school centers where the administrative district covers a large area.



*Edwin Galt*  
*Rory*

Supplementary Bulletin No. 8  
REVISED MANUAL FOR COUNTY SCHOOL SURVEY COMMITTEE, 1949

SUGGESTED MODIFICATIONS

PROCEDURES IN EXECUTING RECOMMENDATIONS FOR DISTRICT REORGANIZATION

Supplementary Bulletin No. 8 contains the modifications in the procedures as set forth on pages 41-46 in the 1949 REVISED MANUAL FOR COUNTY SCHOOL SURVEY COMMITTEE. These modifications were made necessary by recent Attorney General Opinions, and such modifications were approved by the State Advisory Commission on School Reorganization at its meeting on December 5, 1949.

The words, phrases or sections underlined are the modifications.

Section Ten

I. Election on Recommendations for Reorganization - No changes.

II. Rural and Urban Elections

The entire area of a proposed district or territory shall vote as a unit except when the proposal includes a school district maintaining a graded elementary or high school, or both, in which case the election shall be held as outlined below.

A. Urban Elections

One or more voting precincts shall be established for each urban school district or portion of urban district.

(Note: Urban group includes the voters residing within the boundaries of a school district in which graded elementary or secondary schools are located.)

(Note: A graded elementary school shall be a school giving instruction in the first six years of the public school course and employing at least three teachers devoting their entire time to elementary school work, or a school giving instruction in the first eight years of a public school course, and employing at least four teachers devoting their entire time to elementary school work.)

B. Rural Election

One or more voting precincts shall be established for each district or portion of district or territory lying outside the limits of such urban school district as defined in II-A above.

(Note: Rural group includes the voters residing in school districts which maintain ungraded elementary schools and are within the proposed larger district.)

C. Majority Vote of Elections

A majority of all votes cast within the limits of each urban school district or portion of district (as defined in II-A), and a majority the votes cast in the territory outside of the limits of the urban school district (as defined in II-B), the count taken separately, shall be in favor of establishing the new proposed district before it shall be deemed to have carried.

(Note: The votes of all the precincts established within the limits of one or more urban school districts located within the proposed new district shall be counted separately. The votes of all precincts for the rural districts included in the same proposal shall be counted as for one election. It shall require a majority of the votes cast in each urban district or portion of urban district and also a majority of the votes cast in the rural group to carry the election.)

- D. }  
E. } No changes

III. Procedures in Election

- A.  
1. }  
2. } No changes  
3. Select the polling places where such voting shall be conducted. Whenever possible the election shall be held in the school buildings of the school districts or parts of districts included in the proposal.  
4. }  
5. } No changes

- B. Notice of Election - No changes

C. Description of Precincts

If more than one precinct is planned for either the urban or rural portions of a proposed larger district, accurate descriptions of each precinct should be prepared and given publicity. In the rural group a precinct should be provided for each district or parts of districts. The descriptions may be included in the notice of election, or publicized in the local papers or mimeographed and distributed to the voters. Care should be exercised to see that voters are well informed as to their voting precincts.

- D. }  
E. }  
F. } No changes  
G. }

#### H. Canvassing of Ballots

The county superintendent and survey committee shall canvass the ballots returned to them by the officers of the precincts and tabulate the results. The ballots from the precincts in each urban election shall be totaled as to the number of votes "For Reorganization" and the number "Against Reorganization."

The ballots for the rural group shall be totaled separately from those of the urban election, and the results summarized as to the number of votes "For Reorganization" and the number "Against Reorganization."

If a majority of the votes in each urban district or portion of urban district is in favor of reorganization and also a majority of the votes in the rural group is in favor of reorganization, the county superintendent shall notify the proper officials. "See item V-Procedure by County Superintendent of Schools if Reorganization is Voted--in this section."

- I.    )
- J.    ) No Changes

#### IV. Disposition of Divided Districts - No Changes

#### V. Procedures by County Superintendent of Schools If Reorganization Is Voted

- A.    )
- B.    ) No Changes

##### C. School Board of the New District

- 1.    )
- 2.    )
- 3.    ) No Changes
- 4.    )

##### 5. The distribution of board representation shall be as follows:

All six members shall be elected at large

- a.    )
- b.    ) Delete

##### D. The county superintendent, etc. - No change

SAMPLE BALLOT

I. SHORT TERM - - To July 1, 19..

VOTE FOR TWO.....( )  
.....( )  
.....( )  
.....( )

II. MIDDLE-LENGTH TERM - - To July 1, 19..

VOTE FOR TWO.....( )  
.....( )  
.....( )  
.....( )

III. LONG TERM - - To July 1, 19..

VOTE FOR TWO.....( )  
.....( )  
.....( )  
.....( )

(Note: Provide two blank spaces for each term for write-in names.)

Reorganization of School Districts  
RESULTS OF ELECTIONS ON RECOMMENDATIONS FOR SCHOOL REORGANIZATION  
December 31, 1949

1. Successful Elections

<u>County</u>	<u>Place</u>	<u>County</u>	<u>Place</u>
Aitkin-Kanabec	McGrath	Lyon-Yellow Medicine	Cottonwood
Beltrami-Marshall	Grygla	Marshall	Gatzke
Carlton	Cromwell		Middle River
	Holyoke	Marshall-Polk	Alvarado
	Kalevala	Morrison	Pierz
	Wright	Norman	Ada
Clay	Felton		Borup
	Glyndon		Gary
	Hawley		Halstad
Cook	(County Unit)	Pennington-Marshall	Goodridge
Dakota	West St. Paul	Pine	East Pine Area
Faribault	Bricelyn		(Cloverton-Markville)
Hennepin	Excelsior-Deephaven	Polk	Beltrami
	Maple Plain-Long Lake	Ramsey	Roseville
Kittson	Hallock	Red Lake	Plummer
	Humboldt	Roseau	Badger
	Karlstad		Roseau
	Kennedy	Roseau-Kittson	Greenbush
	Lake Bronson	Roseau-Marshall	Strathcona
	Lancaster		Grass Lake (No. 90Jt.)
	No. VIII (rural)		

2. Unsuccessful Elections

<u>County</u>	<u>Place</u>	<u>County</u>	<u>Place</u>
Beltrami	Blackduck	Hubbard	Akeley
Clay	Hitterdal	Marshall	Warren
	Ulon	Morrison	Swanville
Cass	Romer	Ramsey	North St. Paul
Fillmore	Peterson	Red Lake	Red Lake Falls
Freeborn	Freeborn	Roseau	Haug-Leo
Goodhue	Goodhue		Warroad
Hennepin	Mound	Washington	Newport-St. Paul
	Osseo		Park
	No. 17 (Proposed)		

Total number of elections carried	40
Total number of elections failed	18
Total number of districts merged	387

# EQUALIZING EDUCATIONAL OPPORTUNITY THROUGH ADOPTION OF COMMUNITY SCHOOL DISTRICTS

MINNESOTA INSTITUTE OF  
GOVERNMENTAL RESEARCH, INC.

702 EMPIRE BANK BUILDING  
ST. PAUL 1, MINNESOTA

BULLETIN NO. 33 — OCTOBER 1953

The 1953 Legislature voted to continue the local school reorganization act until 1955. This legislation extends the opportunity of local school board members and school officials to place the local school organization on a more economical and effective educational basis.

Solution of this great governmental problem will save millions of school tax dollars and help obtain the type of education necessary to meet present world problems.

The Institute's report in 1949, "Improving Education In Minnesota By Reorganizing The Local School System", pointed out the need for a simpler local school system, eliminating of thousands of school districts. It suggested the school unit be centered around a natural trade center and be large enough to include sufficient children to justify an educational program extending from kindergarten through high school. It should have adequate financial resources to obtain qualified teachers and adequate buildings, and the schools therein should offer a broad educational program with related services.

For six years educational officials have been endeavoring to make progress with the reorganization of the local school system under the reorganization act. Progress has been slow and spotty. This report reviews the present status and the need for additional effort during the next two years.

## Advantages of a Larger Administrative Unit

Before analyzing the progress made in revamping the local school organization it is worthwhile to review the major arguments for the creation of a larger unit system of schools in Minnesota.

The National Education Association in its April, 1948 Bulletin on "Proposals For Public Education in Post War America" states the following in regard to the proper size and scope of modern unified administrative school units: "Basic school administrative units should be so organized that each will be large enough to include sufficient numbers of children to justify the provisions of an educational program extending from kindergarten through Grade XII, enough population to permit obtaining qualified school personnel, and adequate financial resources to meet its share of the cost of the state-prescribed foundation program."

## State Department of Education's Objective

Our State Department of Education says: "A desirable school district should be large enough so that

it has sufficient population, valuation, and school enrollment to make possible the provision of an adequate educational program with related services in grades 1 through 12 as a minimum. Where possible these facilities should be available to pupils without their having to walk more than one to one and one-half miles to or from school, or ride a school bus for more than one to one and one-half hours."

## All Types of Schools in a Single Unit

An effective administrative unit needs to operate a number of schools of different types, such as elementary schools, junior high schools, six year high schools, senior high schools, vocational schools, and even one-room schools in sparsely settled areas where good roads are not available. A school board and a professional superintendent of such an administrative unit are in a position to administer the business affairs involving the personnel, buildings, and equipment; to develop a complete program including academic, cultural, vocational, health, and physical education; and to provide library, visual education, pupil guidance and other services needed for instruction from grades 1 through 12.

Ten advantages to be gained from reorganization listed by Commissioner Schweickhard in the "Manual For County School Survey Committees" are as follows:

- (1) More equal educational opportunity for all Minnesota youth.
- (2) Better opportunities for high school education.
- (3) More equitable distribution of school costs.
- (4) More diversified education.
- (5) Improved library, health and other related activities.
- (6) More efficient administration and supervision.
- (7) Better trained teachers.
- (8) Less duplication of facilities in larger units.
- (9) Greater permanency in larger units.
- (10) Opportunities for vocational education."

## Equal Educational Opportunity Provided

In an enlarged community school district rural children have access to approximately the same quality of education as urban boys and girls. Equal educational opportunity becomes a fact rather than an ideal or a mandate in the state constitution.



### Broader and Richer Curriculum for Rural Children

A richer and a broader curriculum requires a larger administrative school unit than now prevails in most sections of the state, especially in rural areas. Small schools, whether high or elementary, limit the course of study. It is impossible to offer a variety of subjects in a high school of one hundred pupils with only three or four teachers. One cannot give additional teaching activities to the one-room rural teacher who is already teaching 25 to 35 classes a day.

Special subjects such as drawing, music, home economics, commercial subjects, industrial arts, vocational training, and physical education have enriched the educational offering of urban schools. These subjects can best be taught by special teachers, who may teach in several schools within the community area. Rural children are entitled to this type of a curriculum.

### Promotes Greater Economy

Finally, the larger district can obtain the maximum educational service for every dollar spent. There will be fewer teachers throughout the state as nearly every teacher will be carrying a full teaching load. In fact, over 2,700 teachers could be dispensed with. This would solve the teacher shortage problem. Thousands of school buildings could be dispensed with, saving operating and maintenance charges. These savings could be used to enrich the educational program without increasing taxes and to provide transportation and new buildings where necessary.

### Greater Tax Equity Possible

Educational costs would be spread over a wider area thus resulting in greater tax equity. Tuition for non-resident students would be eliminated. In fact, all taxpayers in the district would carry their proportionate share of the tax load. There would be less need for state aid for financially distressed school districts as a considerable degree of tax equalization automatically takes place in the larger school district.

### Community Life Enhanced

The village or city is now the center of community life. Rural people conduct their business there and in addition attend church, go to clubs, lodges, movies, etc. Centralizing school activities in the town will enhance the community interest materially by making rural people an integral part of the community life.

### Community School Used In Other States

The enlarged community school district has been adopted by practically every state in the union. Experience has proven its value, especially in improving rural education. Minnesota urgently needs a type of organization proved useful for broader and richer education without waste of tax dollars.

### State Advisory Committee Lists Advantages Obtained

The State Advisory Commission on school reorganization, as a result of field trips in the areas of

the state where reorganizations and consolidations had taken place, came to the following conclusions as to the advantages actually obtained in these consolidated areas.

1. There is much satisfaction within the reorganized districts with little if any desire to return to the smaller units.
2. The tax levies are moderate and on agricultural properties are very reasonable even when including a levy for building purposes.
3. Transportation is improved under district enlargement, with shorter schedules and more direct routes. Costs are considerably lower under district ownership than under private contract and service is more satisfactory.
4. Improvement has been made in the educational program and services following the enlargement of the district.
5. Housing is much improved, with a number of new buildings already constructed or in the process of construction. Better use is made of existing buildings within the larger district.
6. School board representation is well divided between the urban and rural residents of the district. Rural areas are receiving better service and conditions have been improved.
7. Local advisory groups of citizens have aided greatly in district enlargements. There is a definite need of continuing these groups even after enlargements have been effected.
8. Cooperation on a community basis has improved within the reorganized districts.
9. Much more needs to be done in the program of adult education. There has been an expansion of such activities in some of the enlarged districts.
10. Larger districts are definitely superior to the small units from both an educational and financial viewpoint. The program of district enlargement is now being accepted by the people on the progress and advantages demonstrated in various communities throughout the state.\*

### Minnesota Has Largest Number of Governmental Units

A recent report of the U. S. Census Bureau listed Minnesota as having more units of government than any other state. As of June 30, 1952, Minnesota had 9,026 units of government, Nebraska was next with 7,981, followed by Illinois with 7,723.

Thirty-one states have less than 2,000 units, and fourteen states have fewer than 500 units. Minnesota's position focuses attention on the urgent need for revamping the local government organization of this state. Our large number of governmental units is a major factor for our high ranking of fifth highest in the nation in per capita tax burden for state and local governments.\*

### Large Number of School Units

Of the 9,026 units of government in Minnesota, 6,227 were local school districts. Only Nebraska with 6,592 school districts exceeded Minnesota in num-

ber of districts. Twenty-two states had less than five hundred units. Maryland, Massachusetts, North Carolina, Rhode Island and Virginia have no separate school governmental units as education is made the responsibility of some other unit of government.

### The 1947 Legislature Determined To Act

A county survey committee act was passed in 1947, copied in large part from the model act prepared by the National Education Association. A number of states have this type of legislation. Under this act county survey committees are elected by local school board members. After surveys, consolidation plans are prepared, approved by a special state advisory commission and presented to the public for discussion. Consolidation plans must be voted on favorably by districts affected which often involve urban and rural units. While this follows the "home rule" principle in respect to school organization, wealthy districts often refuse to accept poorer units when consolidation is proposed. Secondly, rural tax rates may be raised slightly in many instances and this has caused many rural districts to vote against the proposed changes without giving consideration to the improvements in education offered to rural youth. Thus, many worthwhile plans have been voted down.

The Minnesota act does not follow the model act in all respects. The Minnesota law makes a county survey optional with local school board members. Twenty-one counties took advantage of this loophole and have failed to participate in the movement to eliminate school districts. Other states require all counties to make a survey even if the proposed plans may be turned down by the citizens concerned. The model act gives the state advisory commission the authority to prepare reorganization plans where a county fails to do so but no such provision was included in the Minnesota act.

### Progress In Reorganizing School Districts

Some progress has been made by this county survey method and by the stimulation given to the use of the older consolidation and annexation acts. The number of school districts has been reduced from 7,606 as of July 1, 1947 to 6,298 as of July 1, 1953. This is a reduction of 2,308 units or 30.3%. It was the result of unusual efforts of many citizens in the various counties and of members of the state advisory commission.

Counties with the largest percentage reduction in school units are Kittson (86.8%), Norman (86.4%), Ramsey (83.3%), Renville (84.7%), Faribault (89.0%), Cook (85.7%), Roseau (78.5%), Grant (78.7%), Aitkin (63.7%), Anoka (77.2%), Chisago (77.6%), Goodhue (70.3%), and Sibley (69.2%).

As of July 1, 1953 Faribault county had reduced its districts to thirteen, but two contiguous counties—Freeborn, to the east, had 110 districts, and Martin, to the west, had 81. In the western section of the state we find Grant with only 15 districts, but it is surrounded by counties with many times that number. Ottertail, which is substantially larger, just north of Grant has 237 districts.

Counties that have done little (5% or less reduction) or nothing in revamping their local school sys-

tem, are: Brown, Meeker, Benton, Becker, Pope, Swift, Lac Qui Parle, Stearns, Wabasha, Winona, Fillmore, and Olmsted.

### Progress In Reorganization of School Districts Lacks Uniformity

It is apparent that progress has been very uneven. In general the southern and west central parts of the state have made little progress in reorganizing their school districts though many of these counties are small in area, have good highways, and contain a disproportionate number of school districts, exceeding 100 in many cases.

While progress has been made, the biggest part of the job is still to be done. There are still five counties with over 125 school districts: Ottertail with 237 school districts, Stearns with 194, Fillmore with 167, Becker with 128, and Todd with 126. Seven other counties have over 100 districts, namely: Olmsted 120, Freeborn 110, Winona 109, Polk 107, Wright 106, Murray 103, and Lac Qui Parle 102. (See Map).

### Ideal Unit

If the community center type of school district is the ideal unit then even the larger counties should have no more than seven or eight districts. Only Cook, Lake, Itasca, Koochiching, and Ramsey can be listed in this group. Kittson, Lake of the Woods, Norman, Mahanomen, Cass, Carlton, Chisago, Grant, Anoka, and Faribault approach the ideal. On the whole, Minnesota has failed to approach the community center type of school. In the northern section of the state more counties might well follow Lake and Cook in adopting the county as the school unit.

### Reorganization Results In Other States

Fourteen states, including Minnesota, are using or have used the county survey method for reorganizing their local educational systems. Some have obtained far greater results than Minnesota. Others only recently enacted their laws so it is too early to judge the results. The state of Washington reduced its number of schools by 61.4% (from 1,451 in 1940 to 560 in 1952), and Kansas reduced its number of school districts from 8,000 to 3,800. Illinois now has 2,975 as contrasted with 11,998 in 1944. Missouri dropped from 8,429 in 1948 to 4,262. Oregon had 1,926 districts in 1942 but has only 1,109 now. New York with the use of other methods of consolidation has reduced 6,000 districts to 2,662. In fact, 80% of the area of New York state is included in 430 community type school districts.

### Districts With Closed Schools Abolished

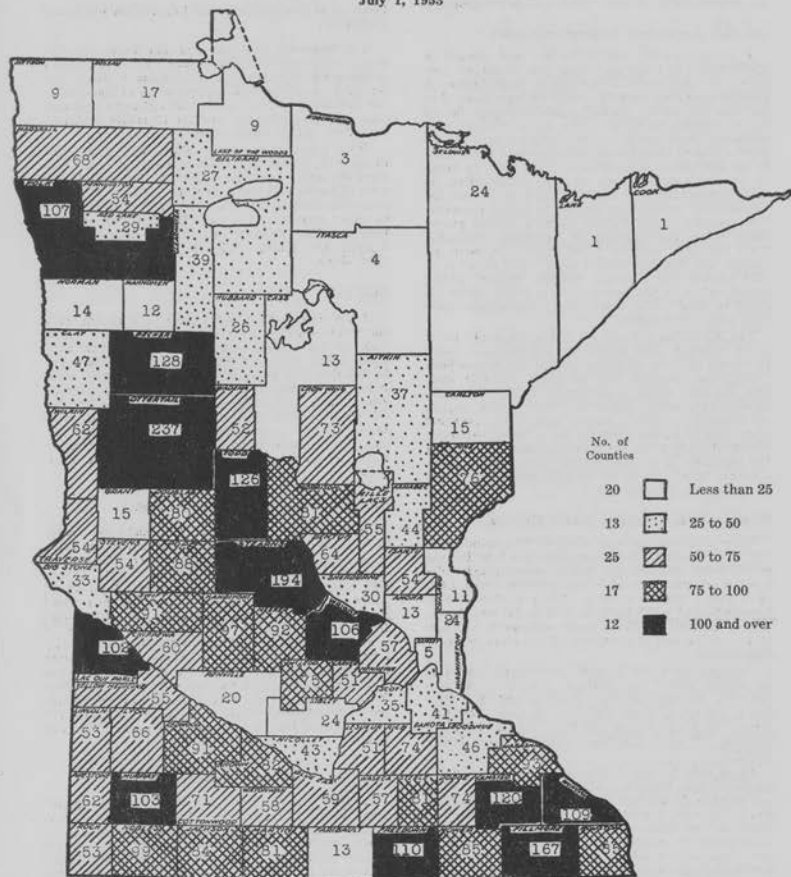
In 1949 Texas passed legislation requiring districts which had not operated a school for two successive years to be consolidated with operating districts. The 1953 Wisconsin state legislature enacted a law requiring that all districts with closed schools be annexed to other districts by 1955. The states of Illinois, Kansas, Montana, Oklahoma, and South Carolina have similar laws. Such a law in Minnesota would automatically abolish 2,138 school districts.

\*—Bulletin No. 9, Business News Notes, University of Minnesota—School of Business Administration, Table III.

\*—Model Act of National Education Association.

# NUMBER OF SCHOOL DISTRICTS

July 1, 1953



A law abolishing districts with closed schools is sound since the children in such districts are attending schools where their parents have no vote. Today citizens in much of the area of the state have no control over the type of school that their children attend. This is a poor way to build a better school system. Every part of the area of the state should be part of a school district that is operating a school. Further, every part of the area of the state should be in some school district operating a high school. Approximately 90% of the area of the state is not included in a high school district. Parents of non-resident high school students cannot vote for members of the board or have any control over school taxes or the type of the high school that is being operated. Usually they are not paying their proportionate share of the tax bill even though they do pay tuition. Such a situation is unjust and undemocratic.

## Other States Fix Minimum Size of School Districts

In a number of states the legislature created a county school unit system. As a result, Maryland has only 30 districts, West Virginia 55 districts, Georgia 187 districts (modified county plan). Kentucky does not permit a school district to have less than 250 pupils and so has only 232 school districts. Indiana requires a minimum of 350 pupils. In 1948 Arkansas passed an act, approved by the entire state electorate, abolishing all school districts having less than 350 pupils, making them a part of the county school districts. As a result, this state has only 422 school districts.

## Comparative Record Poor in Minnesota

The results of the county survey system and other methods used in other states indicate that Minnesota has not obtained comparable results. This is especially true as one notes what Illinois and Kansas have been able to do. This means that Minnesota school officials must put forth greater efforts during the next two years if we are to place our local school organization system on a sound basis. The problem is urgent as education is facing three major crises throughout the state, namely, much higher costs, a large increase in the number of pupils, and a scarcity of well trained teachers.

## High Per Pupil Cost of Education

Simplification of the local school system is also important in light of our high educational costs. Expenditure statistics released by the U. S. Office of Education showed that Minnesota ranked 14th highest of the 48 states in current operating expenses per pupil in average daily attendance for the school year 1950-51.

Minnesota with \$251 exceeded the U. S. average of \$224 by \$27 per pupil or 12%. In addition, we ranked in third place among such mid-western states as Illinois, Indiana, Iowa, Michigan, Ohio, and Wisconsin.

## Salaries Are A Major Cost

Teachers' salaries are the major cost in any educational program. If Minnesota were paying very high salaries, this might account for our high national ranking in per pupil costs. The average teach-

er's salary per year for the nation in 1950 was \$3,010<sup>1</sup>, while for Minnesota it was \$3,013 or approximately the same. In fact, eleven of the thirteen states with higher per pupil costs paid much larger salaries than Minnesota.

Thus, it is clear that high salaries are not a factor in high educational cost in Minnesota. We evidently have more teachers than necessary for the actual teaching load. This is shown by the thousands of one-room schools with teachers handling only five, ten or fifteen pupils, and over one hundred and thirty high schools with less than 150 pupils. It can be concluded that our high ranking in per pupil costs is not due to a more liberal educational program or to excessive teacher salaries, but to the high operating cost of these 2,700 small schools where teaching costs are exorbitant. This is a potent argument for a reorganization of the local school system.

## Cost of Education Compared With Income

Our high national ranking in educational costs per pupil takes on added significance as we note that our national ranking in per capita income is below the average of other states. We rank fourteenth highest in per pupil costs<sup>2</sup> for the school year 1950-51 and twenty-fifth in per capita income in 1950. Minnesota spent 2.5% of its total income for education. This is higher than the national average of 2.0%. Minnesota was also higher than Illinois (1.7%), Indiana (2.1%), Michigan (2.1%), Ohio (1.7%), and Wisconsin (2.0%). In other words, we have below average ability to support public education but actually we are spending more per pupil than all but thirteen<sup>3</sup> states.

## Large Number of Small One and Two Teacher Schools

It is true that over 2,300 school districts have been eliminated since 1947. However, over five thousand are still in existence and a majority of them are too small to provide an educational program adequate for present day needs and at a reasonable cost. This is indicated by the fact that during the school year 1951-52, a total of 5,826 ungraded elementary schools were maintained, of which 3,364, or 57.75 percent, were schools employing only one teacher.

## Standard School Unit of Twenty-five Pupils

It is accepted in educational circles that the ideal size of a one-room school with one teacher is twenty-five pupils. How does Minnesota meet this test after seven years of consolidation? There were 2,726 schools operating with less than 25 pupils, representing 81.8% of the total. In fact, 2,254, or 67.6%, had 19 or fewer pupils. Over 42.8% of the schools or 1,426 were operating with fourteen or fewer pupils. In other words, the services of over 2,700 teachers are not being used to the best advantage. This condition is not the fault of the teacher, but is due to the present type of school organization.

<sup>1</sup>—Source: Office of Education, Federal Security Agency, Statistics of State School Systems, 1949-50, page 14.

<sup>2</sup>—Source: U. S. Office of Education.

<sup>3</sup>—Massachusetts and Minnesota have the same per pupil costs.

This stands out more clearly when it is noted that 506 schools, or 15.2%, had less than ten pupils. No one can justify a school with only two pupils, yet there is one each in Carver, Scott, Redwood, and Yellow Medicine counties. There are three schools with three pupils (in Fillmore, Stevens, and Todd counties). Sixteen schools with four pupils were located in the following counties: 3 in Lac Qui Parle, 2 in Wilkin, and 1 each in Brown, Houston, Jackson, Lyon, Marshall, Martin, Nicollet, Olmsted, Ottertail, Pennington, and Pope. We are wasting more than three quarters of the efforts of these teachers.

#### High Percentage of Small Schools

It should also be noted that in many of the counties where little progress has been made there are still many school units where the percentage of the one-room schools with less than twenty-five pupils is very high. For instance, Becker has 76.2% of its schools in this class, Brown 90%, Blue Earth 92.3%, Goodhue 94.9%, Freeborn 78.8%, Meeker 79.7%, Murray 91.4%, Nobles 92.3%, Ottertail 91.3%, Polk 83.6%, Redwood 76.2%, Rice 85.4%, Stearns 69.2%, and Wright 88.2%.

#### Per Pupil Costs Excessive In Small Schools

The added tax burden resulting from the operation of these small one-room schools is serious. This becomes clear in an analysis of the actual per pupil maintenance costs by size of schools. Maintenance of such schools usually costs approximately three thousand dollars annually. A check of the actual cost of these schools with five pupils in 1952-53 ran from \$500 to \$1500 per pupil in average daily attendance. The average cost for all ungraded elementary schools was \$273 per pupil in 1951-52. The cost of these schools increases proportionately as the size of the school decreases. This waste of funds runs into hundreds of thousands of dollars.

#### Taxpayers Have Real Grievance

Minnesota taxpayers have a real grievance in respect to educational costs in this state. The added tax burden falls not only on citizens living in these small school districts but also on the state at large, since a sizable part of these local expenditures is financed with the assistance of state aids. In fact, if state aids were withdrawn from such schools, local taxpayers would demand that most of these school districts be promptly consolidated.

The small local district school unit is the weakest link in the entire educational chain in terms of costs and educational results. Well trained teachers will not accept appointments in these schools. In 1952, 2,523 out of 4,397 teachers (57%) in ungraded rural schools had only one year's training beyond high school.

#### National Education Association's Model School Unit

The National Educational Association in its report "Proposal for Public Education in Postwar America" recommended the abolition of the one teacher rural school and its replacement by the graded elementary school. In this way pupils would have the advantages of a broader curriculum and the other benefits of a larger school with far better trained teachers. Under this plan graded schools are

usually connected with high schools, and a larger number of pupils may be expected to continue their education beyond the eighth grade.

Any solution of the rural school problem must necessarily come from the creation of larger administrative school units in all sections of the state.

#### Rural High Schools A Serious Problem

The small rural one-room schools are not the only ineffective unit in our educational systems. The small high schools likewise are costly and far from adequate from an educational standpoint.

#### Most of Area Is Outside A High School District

Most of the area of the state is not included in any high school district. This is due to the fact that most rural areas remain outside a district operating a high school. Ideally, the entire area of the state should be included in high school districts. Rural children are entitled to a secondary education, and their parents should assist in paying their share of the cost. With the exception of several northern counties only a very small proportion of the area lies within a high school district. In fact, 51,419 or 39.0% of all students enrolled in high schools are non-residents of the district.

#### Overlapping Areas

The high schools that we do have are not well distributed throughout the state. Many are located too close together. When a circle with a five mile radius is drawn around the high schools of the state we find overlapping in nearly every instance. Some overlap two, three, or even four other high school areas. Examples are: Welcome High School in Martin County; Wood Lake in Yellow Medicine County; Kellogg High School in Wabasha County; Mahtomedi School in Washington County; Kasota High School in LeSueur County; Lyle High School in Mower County and Mantorville High School in Dodge County. There is considerable overlapping all along the Mesabi Range from Grand Rapids to Aurora.

#### Three Hundred Pupils Minimum Standard

The United States Office of Education recommends a minimum enrollment of 300 pupils for a satisfactory high school, and the National Education Association suggests the same figure for enrollment, with at least twelve persons engaged in teaching, counseling and library service. How does Minnesota measure up to these standards?

In 1953 out of 477 high school areas in Minnesota there are 315 or 66.0% with less than three hundred pupils. There are 138 high schools with less than one hundred and fifty pupils. There is little or no justification for a high school with 50 or fewer pupils, yet we find ten such schools in Minnesota as of July 1, 1953. They are Longville (Cass county) with 46 pupils, Hanley Falls (Yellow Medicine county) with 44, Beaver Creek (Rock county) with 37, Hackensack (Cass county) with 44, Humboldt (Kittson county) with 47, Clover Valley (St. Louis county) with 48, Kellogg (Wabasha county) with 34, Albion (St. Louis county) with 50, Hewitt (Todd county) with 50, and Wolverton (Wilkin county) with 31. For years Minnesota has had a low ranking in

the number of rural youths attending high school. This is due in part to the limited curriculum offered in the small high schools, inferior teaching, and improperly located schools resulting in excessive distances.

#### Reorganization Will Cure High School Problem

This problem of the small high school could be easily solved by adding considerable area and many common school districts to these high school districts. This would permit the adoption of the six-year high school plan in some areas, thus raising the enrollment to a point where a complete high school program could be offered. In other areas mergers are possible, with the use of one building as a junior high school. In fact, there are many possible solutions to this small high school problem if the new school districts are made large enough or planned around a trading center.

#### Legislature May Be Forced To Further Action

If no greater progress in the simplification of the local school organization is made during the next two years than was made during the last six years, then the 1955 legislature may force the issue by some drastic type of legislation. This legislation could take the form of denying state aid to elementary schools with fewer than fifteen pupils and high schools with fewer than seventy-five students. If local school boards insist on operating small and substandard schools with per pupil costs two and three times the average, they have no right to expect the state to assist them. Many states including Texas, Illinois, Kansas, Montana, Oklahoma, and South Carolina fixed such standards years ago.

School aids have increased from \$19,114,000 in 1942 to \$57,383,000 in 1952 or 200.2%. This trend of the last ten years of increasing school aids at each session of the legislature has no doubt materially delayed the reorganization program. In fact, the type of local school organization has been a large factor in the constant demand for larger and larger school aids. Larger aids do not solve the fundamental problem of an excessive number of school units.

Increases in state aids have been made possible by the accumulation of surpluses in the state income tax fund but as these now are being used up, the next legislature will find itself unable to continue present aids without increasing taxes for this purpose. This may force the issue of reorganizing small wasteful schools as well as that of a general revision of state aids for schools.

The 1955 Legislature may consider legislation that would give a bonus to consolidated schools. Some states have used this device with success. In other words, larger aids could be granted to school units that have been reorganized into so-called community schools as defined by the State Department of Education.

The next legislature might also consider a law similar to one passed in Wisconsin this year which requires the dissolution of all units with closed schools, and the assignment of the territory to an operating school district. This would eliminate over 2,000 school districts.

The state granted \$57,383,000 in aids to local school districts in 1952. In 57 counties the state aids amounted to more than 50% of the amount provided locally. In fact, in fourteen counties the state is supplying more of the funds than local taxpayers for the operation of the schools.

The state is paying 102% more than local taxpayers in Aitkin, 24.4% in Beltrami, 92.6% in Cass, 19.8% in Clearwater, 115.4% in Cook, 21.5% in Hubbard, 21.8% in Koochiching, 52.5% in Lake, 18.8% in Lake of the Woods, 84.3% in Mahanomee, 30.4% in Mille Lacs, 0.9% in Morrison, 11.1% in Pine, 75.9% in Roseau, and 0.5% in Sherburne. Certainly the legislature that is appropriating most of the funds has the right to require these counties to reduce the number of school districts. This could be accomplished by the same type of legislation adopted in Indiana which limits a school district to 350 pupils.

Also, it should be remembered that twenty-one counties failed to set up survey committees when given the opportunity by the legislature. Some of these counties made some progress by use of the consolidation law but in general little was done. The 1955 legislature might consider some legislation in so far as these counties are concerned.

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# LEAGUE OF WOMEN VOTERS OF OHIO

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MRS. FRANK H. SHAW

January 20, 1954

Dear *Mrs. Young*:

Ohio at long last is going to have a State Board of Education. The Ohio League has worked for generations to secure the passage of this amendment to the State Constitution. Success was ours last November. At the next session of the General Assembly in January, 1955, laws must be passed to set up this Board.

We are now using every means at our disposal to determine how the Board shall be composed, what its functions and duties shall be, etc. Other interested organizations in the state are likewise investigating these matters. Because we want to have the best possible board, we are trying to find out what the feeling is in other states.

It would be a tremendous help to us if you would fill out the enclosed questionnaire. For your convenience, we are enclosing a self-addressed, stamped envelope.

With kindest personal regards,

*A. A. Treuhaft*  
Mrs. A. A. Treuhaft  
President

of  
enclosures

*Edna J. Young*  
*Pres.*

February 9, 1954

Mrs. A. A. Treuhart  
President  
League of Women Voters of Ohio  
3494 Lee Road  
Cleveland 20, Ohio

Dear Mrs. Treuhart:

Congratulations on the successful passage of the amendment providing for a State Board of Education! I am sure the efforts of the League of Women Voters of Ohio were responsible.

I am returning the completed questionnaire you enclosed with your letter of January 20th.

Here in Minnesota our efforts in the field of education have been concentrated largely on the problems of finance, at both state and local level, and reorganization of school districts.

Philosophy regarding our State Board of Education has been that members should be chosen on the basis of the best qualified lay persons broadly representative of the general public, rather than representative of any special interest groups, although all interested groups are encouraged to submit suggestions to the Governor to aid him in making appointments, or even to express disapproval of any proposed appointment. While members are not appointed to represent any specific area, it has been generally accepted that not more than one member should be appointed from any one Congressional District.

By act of the 1951 Legislature, the number of members on our Board of Education was changed from 5 to 7, and the term of office from 5 to 7 years, with 1 member to be appointed each year by the Governor and confirmed by the Senate. It was felt that the longer overlapping terms and increased number of members would tend to assure continuity of policy and preservation of the non-partisan character of the Board, since it would be less likely that any one administration would be able to appoint a majority of the Board, even in the event of death or resignation of one member.

The system as we have it in Minnesota appears to be functioning very satisfactorily.

I hope this information will be of some help to you. Best wishes for your continued success, and if there is any further information we can give, we will be most happy to furnish it.

Sincerely,

Mrs. Basil Young  
President

1950 Convention at Minneapolis February 1, 2, and 3



## MINNESOTA

### School Board Association . . .

Office of Secretary-Treasurer—  
THIEF RIVER FALLS, MINN.

March 9, 1950

Barbara Stuhler, Organization Secretary  
League of Women Voters of Minnesota  
64 South Tenth Street  
Minneapolis 2, Minnesota

Dear Madam:

Your letter of January 31 addressed to Mr. Barbo has just been referred to me. You are seeking information with respect to the number of women that might be serving on school boards in our state.

The figure could be determined but it would require a tremendous lot of research to establish a somewhat accurate figure. There are 486 school districts in Minnesota under the jurisdiction of six member boards, some 20 districts having seven to twelve member boards, and then approximately 7,000 common school districts with three members on each board. In order to establish the actual number of women, I see no other way of securing that figure except by securing the official school officers lists from each County Superintendent in the state and then by personal study, determine the number of women members. This is not an impossible task and I should like to undertake to secure that information as it would be well worth while having for the records of the Association. You can appreciate, however, that this would take a considerable amount of time and if you are in need of this information now we are not able to supply it for you.

The best we can do at this time is to say that there is in Minnesota, according to late figures 22,560 school board members. This figure is subject to almost constant change because at the present time there is a great deal of activity with respect to reorganization and consolidation of schools. This means that each district that is merged with one or more other districts reduces the number of school officers. Perhaps it would be a fairly accurate figure to state that there is slightly over 20,000 school officers rather than the 22,500 figure.

If I continue in the office of Secretary, one of the projects that will be undertaken will be to conduct a census and determine an accurate figure as well as the proportionate number of men and women serving as school officers.

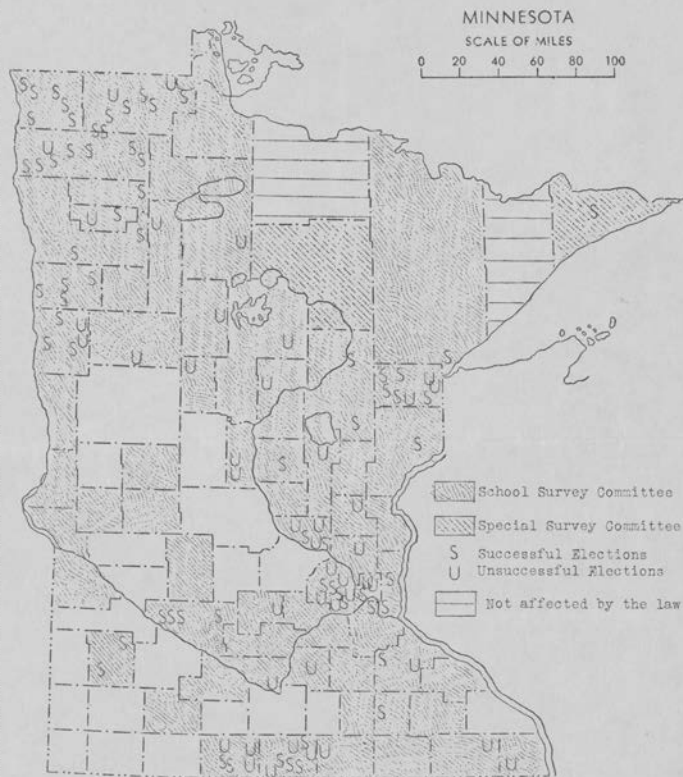
Sincerely yours,  
*A. E. Jacobson*  
Dr. A. E. Jacobson, Sec'y  
Minn. Sch. Bd. Assn.

*Edith Gail Ring*

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# SCHOOL DISTRICT REORGANIZATION =



Summary: Total number of reorganization elections carried. . . 65  
 Total number of reorganizations failed . . . . . 47

Approximate no. of districts merged by reorganization, 7-1-48 to 10-1-50	673
Approximate no. of districts merged by consol. & dissol.,	223
Total approximate no. of districts merged 7-1-48 to 10-1-50	896



April 14, 1967

STATEMENT TO THE SENATE COMMITTEE ON EDUCATION  
REGARDING SCHOOL CONSOLIDATION, SENATE FILE 446  
BY MRS. IRVING TALLMAN, LOBBYIST, LEAGUE OF WOMEN VOTERS OF MINNESOTA

Mr. Chairman and Senators, I am Mrs. Irving Tallman and I am here on behalf of the League of Women Voters of Minnesota to speak in support of the school consolidation bill.

The League of Women Voters is a non-partisan organization whose purpose is to promote political responsibility through study and action. There are 69 leagues throughout the State of Minnesota with a membership of over 5,500 women.

The League has just this last month concluded a state-wide study on consolidation of schools and the question of adequate high school size as it relates to offering an equal education to all Minnesota students. The conclusion of the study indicated overwhelming support for school consolidation to achieve this end.

From Leagues in areas where common schools still exist in large numbers our members indicated support for the principle of consolidation. Comments such as the following were received from some of these Leagues: "Yes, we have found problems in equality of opportunity in education where state action is necessary and desirable. We feel the State Commissioner of Education through the State Board should be given power to upgrade the quality of education by dissolving Common Districts and consolidating them. Bigness alone is no virtue, but each school district should be large enough to provide excellence in education yet small enough to allow for individuality and citizen participation."; from another League, "We feel that consolidation is a problem that would have to be solved by the legislature. It is too emotional for local districts to handle."

The League of Women Voters of Minnesota has taken the following position: "We believe that the State should work to achieve quality of opportunity in education through the organization and consolidation of elementary and secondary schools to create districts which meet state standards."

TIME FOR ACTION

CONSOLIDATION OF SCHOOLS

TO LEAGUES WITH SENATORS ON THE SENATE EDUCATION COMMITTEE:

Albert Lea (Hanson); Rochester (Krieger); Edina, Minnetonka (Bergerud); St. Croix Valley, Mahtomedi Area (Brown); Alexandria (Bursch); Red Wing (Conzemius); Moorhead (Dosland); St. Paul (Grittner); Minneapolis (Mel Hansen, Holsten, Wright); Duluth, Silver Bay (Higgins); North St. Paul, Maplewood, White Bear Lake (J. Hughes); St. Cloud (K. Hughes); Granite Falls (V. Jensen); Willmar (Johnson); Crookston (N. Larson); Bemidji, International Falls (Mammenga); Hibbing, Chisholm (R. Perpich); Worthington (Olson).

Our brand new consensus on equality in education says in part, "The League of Women Voters believes that the state should work to achieve equality of opportunity in education through the organization and consolidation of elementary and secondary schools to create districts which meet state standards."

A major bill to achieve consolidation has been wending its way through the legislative maze for some time now. It was debated at length in the House Education Committee and on the floor of the House. When the bill was heard in the House, the gallery was filled with people from the rural areas concerned with loss of local control. When the vote came on the bill, opposition was mainly from Representatives of these rural areas. It did, however, pass the House by 81 to 50.

The bill (S.F. 446) has now gone to the Senate. It is scheduled to be heard in the Senate Education Committee on April 14. It is expected to have substantial opposition. Senate authors are L. Larson, Mammenga and R. Hanson. Your letters are needed now urging Education Committee members to support passage of this bill in Committee. Write your Senator before April 14 telling him you support this bill. Get members to write. Think of other concerned groups or contacts in your area and ask for their support (PTA, newspaper editors, etc.). If you are interested in attending this hearing, it will be on April 14, Room 28, at 9:00 a.m.

THE SUPPORT OF OUTSTATE LEAGUES IS ABSOLUTELY ESSENTIAL. Your responses to Times for Action have been outstanding so continue your good work on this bill.

Additional Background:

Minnesota still has more than 850 common school districts. There are about 5000 one-room schools still operating in the state and over 700 of these are staffed by one teacher. There are another 200 schools that do not meet the graded school requirement of having at least one teacher for each two grades. Most of these schools are in common school districts. It is these districts, small in area, small in population and small in financial resources that are seen as the problem.

The concern of many rural parents that consolidation will mean loss of their local school and loss of local control is not well-founded. The State Department of Education estimates that most of the schools in current use will continue in use. The areas will be organized into larger units and will have a larger tax base and will thus stand a better chance of providing better facilities. People will have to relate to a larger area, but they also will have a vote and a voice in high school matters which they do not now have because their children are sent to high schools in neighboring districts; presently they cannot vote for school board members in these districts.