

SECOND REPORT
of the
MINNESOTA
STATE ADVISORY COMMISSION ON
SCHOOL REORGANIZATION



to the
FIFTY-SEVENTH LEGISLATURE
of the
STATE OF MINNESOTA

January, 1951

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LETTER OF TRANSMITTAL

To the Senators and Representatives
of the 1951 Minnesota Legislature:

We submit to you herewith our second report on school district reorganization. This report covers the period from January 1, 1949, to December 31, 1950, and is made pursuant to the provisions of Minnesota Statutes, Section 122.50, which read as follows: "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."

State Advisory Commission
on School Reorganization

STATE ADVISORY COMMISSION ON SCHOOL REORGANIZATION

Charles Christianson, Chairman.....Roseau
Roseau County Superintendent of Schools since 1935;
Past President, Northern Division of Minnesota
Education Association

A. L. Almen.....Balaton
School Superintendent; Chairman, Committee on Education,
Senate; Past President, Minnesota Education Association;
Member, Governor's Committee on State Aids

C. E. Campton.....Two Harbors
Former City and County Superintendent of Schools;
Organized the first county unit in Minnesota

Joseph Daun.....St. Peter
Farmer; Former Member, Committee on Education, House
of Representatives; Member, Governor's Committee on
State Aids

J. S. Jones.....St. Paul
Executive Secretary, Minnesota Farm Bureau Federation;
Member, Board of Regents, University of Minnesota;
Member, Governor's Committee on State Aids

H. R. Kurth.....Hutchinson
Banker; Former President, Minnesota School Board
Association; Chairman, Hutchinson School Board; Past
President, Minnesota Bankers Association; Member,
Governor's Committee on State Aids

William B. Pearson.....Ogilvie
Master, State Grange; Member, Governor's Committee on
State Aids; Member, State Advisory Committee on Voca-
tional Education

Mrs. C. A. Rohrer.....Winona
Representative for Minnesota Congress of Parents and
Teachers; Former Grade, High School and College Teacher

Mrs. F. H. Stevens.....Alexandria
Local School Board Member 21 years; Former City
School Teacher, Rural School Teacher

Dean M. Schweickhard.....St. Paul
Commissioner of Education and Ex-officio Secretary
and Executive Officer of the State Advisory Commission
on School Reorganization

(Dr. A. E. Jacobson, Chairman of Commission from July 1, 1947
to August 1, 1950; now a member of the State Board of Educa-
tion.)

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INTRODUCTION

Only one state in the nation has a larger number of school districts than Minnesota. The existence of so many small and weak local school units in our state continues to deprive hundreds of boys and girls of an education of an improved quality such as might be theirs if the inefficiencies and inequalities of the present school district organization were removed.

The necessity for school district enlargement has been recognized for many years. Prior to 1947 any enlargement was initiated chiefly under the early consolidated school district laws, and efficient reorganization was rather slow. The 1947 Minnesota Legislature gave new impetus to the movement by providing for the optional survey of the educational services and facilities in each county and for the subsequent reorganization of school districts. The provisions of this act, with the amendments made by the 1949 Legislature, assigned to the elected county committees the responsibility for making the survey and the submission of the recommendations to the people of the county. The final determination of reorganization is given to the local people at special elections.

The State Advisory Commission on School Reorganization is charged with the responsibility of guiding and directing the program. This report includes a summary of the activities of the Commission during the 1949-51 biennium, together with recommendations for legislation to facilitate school district reorganization and the smoother functioning of the local reorganized district. Included in this report is also a chapter on the work of the county school survey committee. It is encouraging to note the progress which has been made and the new interest in district enlargement that is evident.

Grateful acknowledgment is given the many citizens of the state who are serving as members of survey committees. Acknowledgment is given also to those individuals who have served on advisory committees and on appeal boards, and in various other capacities in the study of the school problems. The county superintendent has often been the key person in the reorganization program within the county. The interest and cooperation shown by many groups, such as, the farm organizations, educational associations, P.T.A., women's clubs, civic and service organizations and other groups, has resulted in much wholesome discussion from which comes a better understanding of the benefits of school district reorganization.

THE LEGISLATURE AND THE SCHOOLS

The principle of free public education in America had been practically established by the time that Minnesota came into being as a Territory in 1849. With the adoption of the State Constitution in 1857, education was made a sovereign right and obligation of the state through the declaration in Article VIII that "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."

From the very beginning public schools were placed among those activities of the state which were considered of first importance to the well-being of its citizens. Minnesota legislatures have through the years adhered to this basic principle of state responsibility for public schools, delegating certain powers to and prescribing the duties of the officials of the local districts. The legislature has further created the state department of education under the direction of the State Board of Education for the general administration and executive control of public education in the state. As the costs of public school education have increased over the years, the state has contributed more money to the support of local schools.

Following the 1945 Legislature a committee of forty-four representative citizens was named by the then Governor Edward J. Thye to study "State Aid to Public Schools." This group released the report of its study in June of 1946 with suggestions for the improvement of the state aid program and other matters pertaining to the schools. The following statement, contained in the Letter of Transmittal, summarized the thinking of the members on the subject of school district organization as it relates itself to state aid to schools:

"The Committee feels that very definite attention should be given to such reorganization of school districts as would effect more economical and efficient operating units."

The report contained other significant references to the reorganization of the existing small school districts of Minnesota.

Earlier legislatures in Minnesota had made provisions for the merging of school districts into larger and stronger units through the consolidation procedure outlined in Minnesota Statutes, Section 122.18 to 122.27, inclusive, and through the procedure of dissolution and annexation as provided in Minnesota Statutes, Section 122.28. Some noteworthy enlarged school districts were established under these laws, yet progress was not sufficient to meet the increased educational demands.

Conscious of the existing financial and educational inequalities in the public schools of the state and the difficulty of allotting state aids equitably to them under the existing district organization, the 1947 Legislature unanimously approved Chapter 421 for the survey of schools by locally elected committees and the reorganization of districts upon the vote of the people at special elections. The 1949 Legislature by enacting Chapter 666 extended the reorganization law with appropriate refinements growing out of the operation of the 1947 law. Under the provisions of the 1949 law the expiration date for the county school survey committees and for the State Advisory Commission on School Reorganization was fixed for July 1, 1953. Reference can be made to Minnesota Statutes, Sections 122.40 to 122.57, inclusive, for the complete law on school district reorganization.

And so, through the medium of local initiative and with the incentive of a better educational program, the people are slowly working out a reorganization of stronger local school districts in Minnesota. The numerous problems faced by local leaders, including the school building problems, the tax on agricultural property, the lack of more tangible incentive, and others, will be the concern likewise of the 1951 Legislature to the end that "a general and uniform system of public schools" may become a reality in Minnesota.

THE FUNCTIONS OF THE STATE ADVISORY COMMISSION

The 1947 Legislature made provisions for a State Advisory Commission on School Reorganization consisting of nine members appointed by the State Board of Education. The Commissioner of Education was made ex-officio secretary and executive officer of the State Commission, and he assigned the general direction of the program of surveys and school district enlargement to the director of rural education.

The duties of the State Commission are set forth in Minnesota Statutes 122.50 as follows: 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." The 1949 Legislature amended Minnesota Statutes, Section 122.48 by adding Subdivision 3, which provides for the appointment of appeal boards by the Commission to review recommendations made by the county school survey committees under certain conditions.

After the adjournment of the 1949 Legislature, the Commission met and authorized the revision of the original manual prepared by the Commission in 1947 for the use of the county school survey committees. The revised manual contains the amended statutes relating to school district reorganization, a clarification of the procedures to be used by the county survey committees, suggestions for the committees, and information on procedures for dissemination of data to the people. The manual also contains statements of the aims, goals, and principles which are essential to surveys and recommendations for public school district reorganization.

Several series of regional conferences have been held for the members of county survey committees, and at these meetings information relative to the amendments to the law, changes in procedures and other matters relating to school district reorganization have been presented. The conferences have proved helpful to the survey committees in the solution of many of the local problems. To assist the local survey committees the State Advisory Commission has provided consultative service which has proven to be an invaluable aid. The consultants have met regularly with the survey committees at their monthly meetings and at special meetings when it has been necessary. When requested by the survey committees, the consultants have assisted at public meetings to provide information on the procedures relating to school district enlargements.

The survey consultants have attended approximately 500 regular and special meetings of survey committees during the past two years and have held more than 700 special conferences with superintendents, committee members and other interested persons, and have participated in more than 300 public meetings at which there was an estimated total attendance of 40,000 persons. Such attendance figures do not include the hearings and public meetings held by the survey committees in the school districts prior to an election on a proposal.

The State Advisory Commission was required to receive the tentative reports as prepared by the county school survey committees and examine such reports with a view to offering suggestions for the improvement of the recommendations. The Commission members devoted considerable time to the study of

these tentative reports and the preparation of suggestions for the improvement of the recommendations, which suggestions were submitted to the survey committees. In many cases the survey committees accepted such suggestions and incorporated them in the final reports.

The Commission at its various meetings has approved the annual and quarterly budgets in the disbursement of the funds granted by the Legislature for the conduct of the activities in connection with the program of school district reorganization.

The Commission has received amendments to the final reports from the various county committees, with the request that, approval be given to the revised recommendations, and has taken action to approve such revised recommendations where it was justified. Many problems and issues relating to the survey and reorganization, consolidation or merger of districts have been referred to the Commission for its advice and recommendations. The Commission has devoted considerable time to discussing needs for the improvement of the general program of education in the school districts throughout the state, and has provided general guidance and direction for the entire program of school district enlargement, which includes also consolidation and dissolution-annexation of school districts. At various meetings the Commission members have given much time to the discussion of proposed legislation which will improve the procedures in the reorganization and consolidation of school districts. The recommendations included in this report in Chapter V are a culmination of their thinking regarding the program on school district enlargement. The proposals for amending the statutes relating to school district reorganization, consolidation, and dissolution-annexation have been prepared with the advice, guidance, and approval of the State Commission.

In case the people of any district felt aggrieved by any division of the district, or by the assignment of their district to another proposed district other than the one which includes a high school by which they have been previously served, or by assignment to a proposed district which in the opinion of the people would create a gross injustice, the school board of such district was given the opportunity of appealing to the State Advisory Commission by filing a

request that a review be made of the assignment of its district. In order that proper consideration might be given to such grievances, the State Advisory Commission was empowered by law to appoint appeal boards consisting of five members. In making the appointments to the appeal boards, the Commission requested the school boards filing the complaint and the county survey committee involved to submit a list of names of competent people whom they felt would render fair and impartial judgment in the review of the recommendations. The Commission members also secured the names of competent people from other sources to make up a cumulative list of names from which the appeal boards could be chosen. Under such arrangements twenty appeal boards have been appointed. Seventy-one appeals have been filed up to October 1, 1950. Thirteen of these have been withdrawn as the local survey committees amended their reports as requested. The appeal boards have granted the requests of fifteen of the school districts appealing and have denied the appeals of thirty-two districts. There are eleven appeals pending. See Table No. III in the Appendix for details.

The Commission members, in addition to their quarterly and special meetings, have participated in a large number of local, county, regional and state meetings at which time they discussed the purposes of the program of surveys and reorganization. Their participation in such programs has further emphasized the need for a study of the educational services and facilities.

In addition to the Revised Manual for County School Survey Committee, supplementary bulletins, leaflets, and newsletters have been prepared for general distribution. A number of bulletins relating to school surveys were furnished to the committees, some were purchased and others were secure without cost. Circular letters and brief reports have been prepared and distributed to the county committees to keep them informed on the progress of the survey program.

COUNTY SCHOOL SURVEY COMMITTEES AND THEIR WORK

The statute enacted by the 1947 Legislature, Chapter 421, Section 3, provided for the holding of meetings of school board members in each county of the state for the purpose of presenting the information concerning the contents of the law providing for the survey and reorganization of school districts. At these meetings in the fall of 1947, sixty-two counties voted to establish such committees. The 1949 Legislature in Chapter 666 provided that the twenty-one counties which had not organized survey committees should vote on the question a second time. As a result of such second vote, only one county decided to organize a school survey committee. At the present time there are sixty-three counties with survey committees which are functioning. See Chart I, and see also Table I in the Appendix for the list of counties which have survey committees.

In the counties which voted to organize survey committees, the membership of each committee consists of five persons from the rural portions of the county and four from the urban school districts. The term of such committees was extended until July 1, 1953, by the 1949 law. The county superintendent serves on the committee in an ex-officio capacity as executive secretary to the committee.

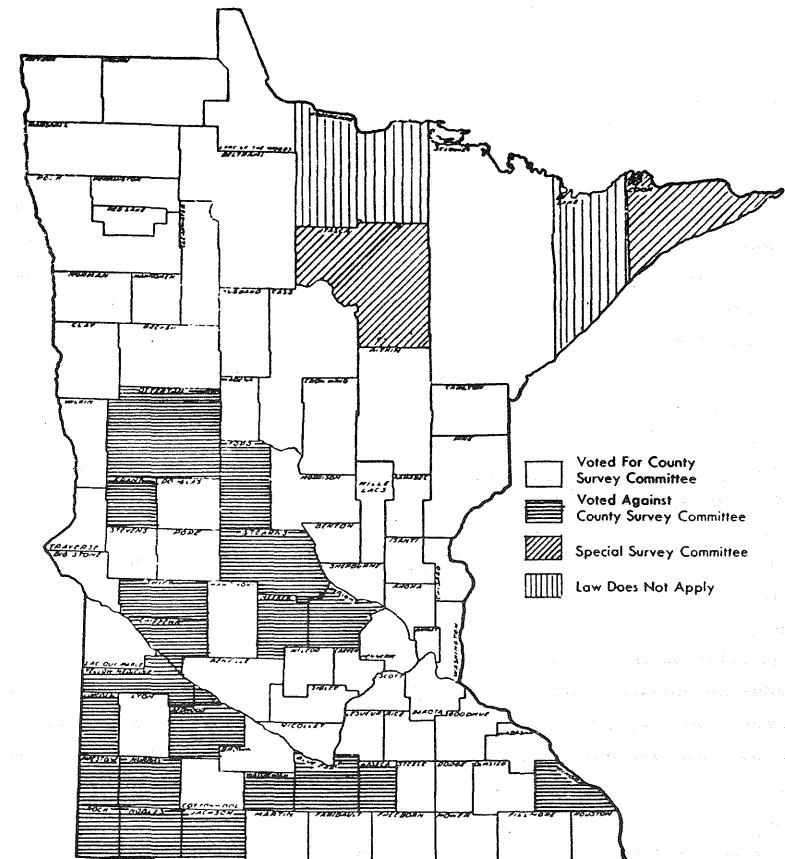
When counties voted in favor of establishing school survey committees under the provisions of Chapter 421, the committees were charged with certain responsibilities as set forth in Section 7. One of the duties of the county survey committees was to make a study of the school districts of the county for the purpose of gathering the data relating to the present types of organization and also the present educational offerings. After the committees had gathered the data, such committees were to analyze the data and study possible solutions to the problems discovered. Following a thorough study of the problems the committees were required to submit reports to the school board members of the county and to the State Advisory Commission regarding their findings and recommendations. In the conduct of their survey, the county survey committees were requested to confer with the local

The map reproduced below will give a graphic picture of the results of the county elections on the formation of county survey committees.

CHART I

ORGANIZATION OF COUNTY SURVEY COMMITTEES

State of Minnesota

State Department of Education
and

State Advisory Commission on School Reorganization

school authorities and the residents of each district within the county and to hold public meetings at which time the people might be informed of the problems of the survey and proposed reorganizations.

After the tentative reports had been examined by the State Advisory Commission and the school board members, and the public hearings had been held in the county, each committee was required to prepare a final report which included the recommendations for any proposed reorganization to be submitted to the people for acceptance or rejection. The 1949 legislature amended the reorganization law authorizing school survey committees to revise their final reports when there seemed to be need and justification for such action.

In their study of school problems in the respective counties the sixty-three school survey committees have been guided by the principal aims of school district enlargement as adopted by the State Advisory Commission. These aims are to provide:

1. Better educational opportunities for all the pupils and inhabitants of the county.
2. More equitable, efficient and economical administration of public schools.
3. More equitable distribution of public school revenues and costs of education.

The findings of the surveys and studies as given in the reports reveal many glaring inequalities existing between school districts of the same county. Some of these variations are in the cost of instruction per pupil in average daily attendance for both high school and elementary school, curriculum offerings, types of school buildings, enrollments by schools and by grades, qualifications of teachers, assessed valuation, tax rates for school maintenance, road conditions, and transportation services. Space in this report will not permit going into a detailed discussion of each report. Copies of such reports are on file in the offices of the State Department of Education and the county superintendent and are available for inspection by the public. Each school board member of the county was provided with a copy of the report.

The most general type of recommended district was that based upon the present high school area, thus providing a type of district that would furnish complete education from grades one through twelve, with everyone becoming a resident of a high school district. This assures to each child a high school education, with his parents participating in the control of the school through the ballot and supporting the school through taxation. In a few cases proposed districts included two high school districts and adjacent rural districts and in some cases the reorganization of school districts for elementary purposes only was recommended. Four committees failed to make any recommendations for school district reorganization, five others made only limited recommendations, and the other fifty-four county committees submitted recommendations which included most of the existing districts of the county in some type of proposed school district.

A tabulation of the recommendations as made by the county survey committees will be found in Table No. II in the Appendix.

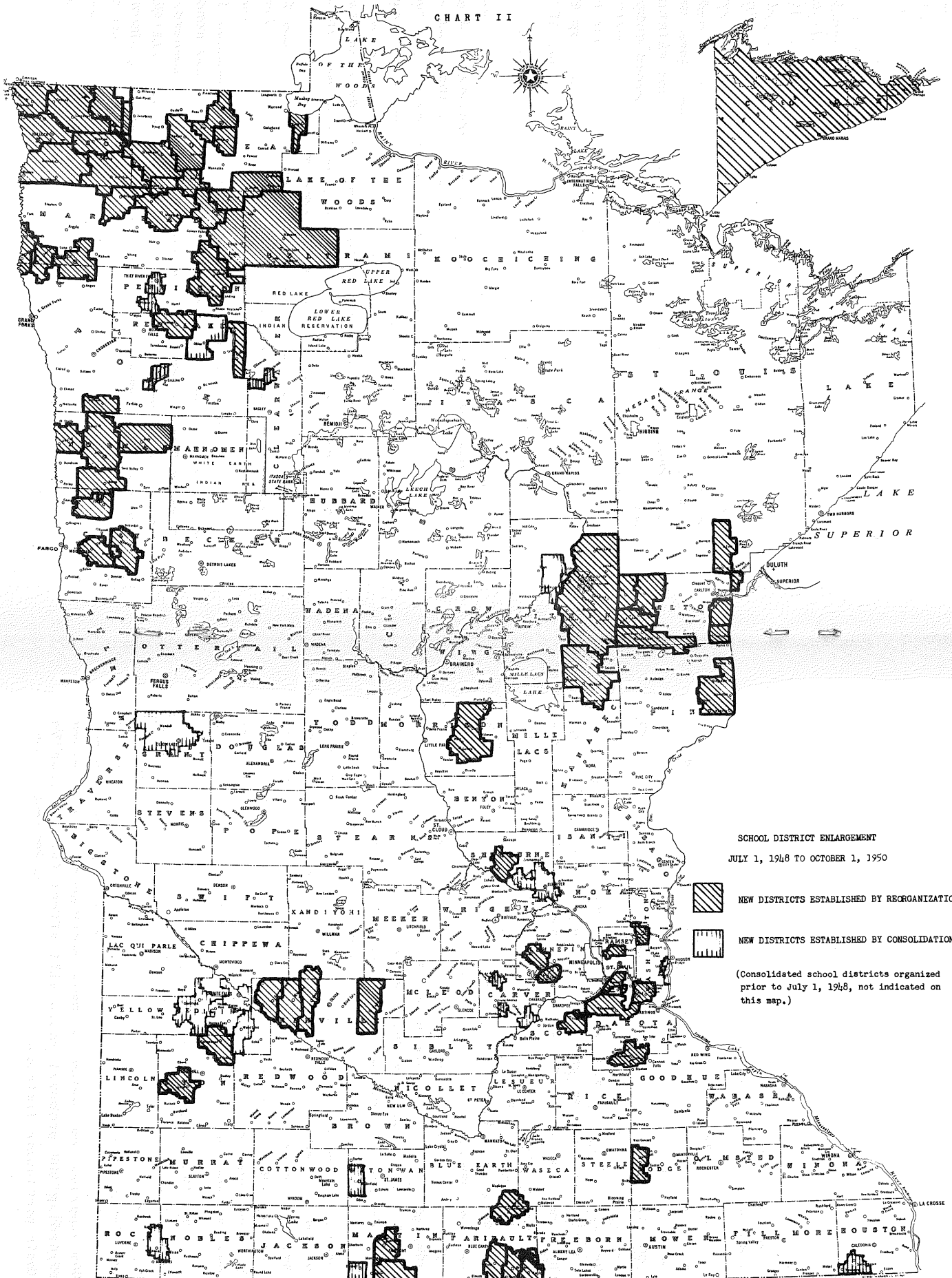
The county survey committees as a rule have held monthly meetings and on many occasions have held special meetings. They have devoted much time to the execution of their duties as prescribed by law. At their meetings the survey committees have requested the attendance of the state survey consultants to advise them relative to the legal interpretation of various statutes as they relate to school district enlargement, state aids, organization and management of the schools, and other problems which must be taken into consideration by such committees in drafting recommendations for proposed reorganizations.

The school survey committees are to be commended for the fine work they have done in their study of local school problems and for their vision and foresight as evidenced by their recommendations. The future will show how well they planned for a sound educational program for our girls and boys

CHART II

- 12 -

- 13 -



CHAPTER IV

PROGRESS IN SCHOOL DISTRICT ENLARGEMENT

Steady progress is being made in the reorganization of school districts of Minnesota. More and more districts are following the old axiom "In Union There Is Strength" and are combining their resources to create larger and stronger local districts that can provide an improved type of educational program. Progress in the enlargement of school districts is being made at a reasonable rate.

The program of school district enlargement in Minnesota is not new since prior to 1947 there were two procedures set forth in the statutes, consolidation and dissolution-annexation of school districts. The 1947 Legislature in the enactment of Chapter 421 provided for a third procedure. The period 1915 to 1925 was the era when a large number of school districts merged to form consolidated districts. These were small in area because of road conditions and type of transportation equipment available at that time. Since 1925 several factors have entered into the retardation of this program. But the interest of the people has always been for better education for their boys and girls. The Legislature has been most generous in its grants of state aids, which, added to the local levy, has provided the districts with sufficient funds to maintain the schools. As has been pointed out in the surveys, with 7,500 districts in the state, there are bound to be inequalities and many problems. A simplification in the distribution of state aids can only be made if there is a reduction of school districts. The improvement of the educational program so as to provide more equal educational opportunities can be accomplished by enlarging the districts so that there is a larger tax base for the support of the local school.

The 1949 Legislature in amending the original law on reorganization provided that before the election was held on any proposal it would be necessary to hold public hearings for the purpose of discussing the final recommendations in each school district. Such provision is very desirable and has supplied the people in these meetings with information regarding the proposal which will affect the children in their particular district.

The county superintendent, with the advice of the survey committee, will designate the date of the election to be held for the voting on a proposal on reorganization. Not until 30 days after the final public hearing within such proposal may the date for such election be determined. The school board members of the district are required to serve as election judges and the elections are to be held in the school buildings if available.

Up to October 1, 1950 elections had been held on 111 recommendations as prepared by the county school survey committees. There are 219 recommendations remaining which are to be submitted to the people for final action. Of the recommendations which have been acted upon by October 1, 1950, 65 have carried and 46 have failed. The successful elections provided for the merging of approximately 673 school districts into 65 larger districts. Of this number, 49 districts were previously listed as consolidated districts. Therefore, the boundaries of such existing consolidated districts have been extended beyond those which existed as of July 1, 1948. In the group of school districts listed in Table IV in the Appendix there are 16 new districts which meet the minimum requirements as consolidated districts.

In the twenty counties of the state where there are no survey committees, interest in school district enlargement has developed because of the activity in the neighboring counties where survey committees are functioning. It is necessary for these people to follow the old procedures of consolidation or dissolution-annexation. These procedures were also used in counties which do have survey committees. When these procedures are used there is no definite over-all plan which will include all the districts which logically belong to a unit. These methods are also cumbersome and frequently require considerable time in order to complete all processes as required by the statutes. A summary of the actions under consolidation and dissolution-annexation procedures from July 1, 1948 to October 1, 1950, is given in Table No. V in the Appendix.

Chart II of this report presents a graphic picture of where the reorganizations and consolidations have taken place in Minnesota from July 1, 1948 up to October 1, 1950. The individual district consolidations or dissolutions have not been indicated on this chart.

Summary: Number of reorganization recommendations approved.....	65
Number of reorganization recommendations not approved.....	46
Approximate number districts merged by reorganization.....	673
Approximate number districts merged by consolidation and dissolution-annexation....	210
Total approximate number districts merged...	883

Total Districts in Minnesota

Number of districts as of July 1, 1948.....	7,518
Approximate number of districts united with others.....	818
Approximate total number of districts as of October 1, 1950.....	6,700

Many satisfactory enlarged districts have been established. In the suburban area near Minneapolis and St. Paul new enlarged districts include Roseville in Ramsey county, Minnetonka (Excelsior-Deephaven) in Hennepin county, and West St. Paul and Rosemount in Dakota county. Good units established in other parts of the state include those at Ceylon, Plummer, Ada, McGregor, Claremont, Bricelyn, and others. Kittson county has reduced the number of districts from 70 to 7. In Renville county enlarged districts have been established at Danube, Hector, Sacred Heart and Renville. Cook county has established one school district for the entire county. Marshall, Carlton, Norman, Faribault and Roseau are among the counties which are having considerable success in the program. Excellent larger districts have been established at Cottonwood, Elbow Lake, and Spring Grove through the consolidation procedure.

The fruits of reorganization of school districts are not achieved immediately. It will take from three to five years before the new school board of a newly reorganized school district will have the opportunity to study the conditions of such district and outline a satisfactory program relating to the educational services and facilities that are to be offered to the boys and girls within this area. In some of the districts, such as in Roseau, Norman, Ramsey and Hennepin counties, some results are already noticeable. In these districts the educational services have been improved to a great extent in keeping with the recommendations made by the survey committee. Other achievements will be noticeable in the future when the school authorities have had the opportunity to execute their formulated plans.

RECOMMENDATIONS

In the school enlargement program county survey committees and school board members have found a need for further legislation affecting the establishment and functioning of the new enlarged districts. Suggestions that have been received from survey committees and other groups have been given careful consideration by the state commission.

The State Advisory Commission on School Reorganization submits the following recommendations for consideration by the 1951 Legislature of Minnesota:

1. That any enlarged district formed by reorganization, consolidation or dissolution-annexation become effective on July 1 next following the election upon reorganization or consolidation or following dissolution-annexation by action of the county board of commissioners.
2. That the law pertaining to election on reorganization be amended to provide that all urban districts or portions of urban districts included in a recommendation vote as a unit and that an urban district be defined as a school district which maintains a graded elementary or secondary school as classified by the State Board of Education.
3. That no change in the boundaries of a newly reorganized district by detachment of land on petition of the owner or otherwise shall be made by the board of county commissioners until a three-year period has elapsed following the establishment of the newly reorganized district, except by mutual consent of the school boards of the districts involved.
4. That provision be made for both urban and rural representation on the new school board elected in reorganized districts.

5. That petitions for consolidation be required only from districts that do not maintain graded elementary or secondary schools as classified by the State Board of Education.

6. That the law (Minnesota Statutes, Section 127.05) providing for limitation of tax rate on agricultural lands be amended to provide:

(a) That the provisions of this law apply only in districts maintaining secondary schools and unorganized territory.

(b) That the rate for school maintenance on agricultural lands, including the personal property situated thereon, shall not exceed one half the rate for school maintenance on non-agricultural property up to 50 mills and that thereafter a uniform additional levy may be made which shall apply on all property.

(c) That the 10 per cent limitation be eliminated and that the limitation upon agricultural property apply regardless of the number of common school districts in the county.

7. That consideration be given to a differentiation in the amount of basic aids granted to districts maintaining only an elementary program and to school districts providing a complete twelve-year program.

CONCLUSION

The optional survey of schools by elected county committees as set up first by the 1947 Legislature has had the general effect of making people in the State more school-minded. Even in those counties with no survey committees, the people are more school conscious because of the indirect contact with the reorganization program. This awareness of school problems is the first step in their solution.

There are numerous areas of the State facing very serious school problems which call for immediate solution. Postponement of action makes the boys and girls in those areas the victims of the indecision and delay. However, under the procedure of enlarging and strengthening local school districts adopted for Minnesota, reorganization can move no faster than the determination of the people who are to make the decisions.

Minnesota today has approximately nine hundred school districts less than in 1948. This means that each of the affected local units has been made correspondingly stronger and better able to provide the necessary education. Such progress is a tribute to the vision and work of local leadership in those communities. Consideration might well be given to the setting up of greater incentives for such larger community districts and to the curtailment of subsidies which might tend to perpetuate local units that remain weak and inefficient.

1. The first part of the report is a general statement of the purpose and scope of the study. It is followed by a brief review of the literature on the subject. The next section is a description of the methods used in the study. This is followed by a presentation of the results of the study. The final section is a discussion of the results and their implications.

2. The second part of the report is a detailed description of the methods used in the study. This includes a description of the subjects, the materials, and the procedures. It also includes a description of the data collection and analysis methods. This section is followed by a presentation of the results of the study. The final section is a discussion of the results and their implications.

APPENDIX

Group 1 (63)

County	County	County	County
Aitkin	Dakota	Lake of the Woods	Polk
Anoka	Dodge	Le Sueur	Pope
Becker	Douglas	Lyon	Ramsey
Beltrami	Faribault	McLeod	Red Lake
Benton	Fillmore	Mahnomen	Renville
Big Stone	Freeborn	Marshall	Rice
Brown	Goodhue	Martin	Roseau
Carlton	Hennepin	Millie Lacs	St. Louis
Carver	Houston	Morrison	Scott
Cass	Hubbard	Mower	Sherburne
Chisago	Isanti	Nicollet	Steele
Clay	Kanabec	Norman	Sibley
Clearwater	Kandiyohi	Olmsted	Stevens
Cottonwood	Kittson	Pennington	Traverse
Crow Wing	Lac qui Parle	Pine	Wabasha
			Wadena
			Washington
			Wilkin

Counties with Special School Survey Committees

Cook Itasca

Blue Earth	Meeker	Redwood	Waseca
Chippewa	Murray	Rock	Watonwan
Grant	Nobles	Stearns	Winona
Jackson	Otter Tail	Swift	Wright
Lincoln	Pipestone	Todd	Yellow Medicine

Counties to which the Statute is Not Applicable

Kooschiching Lake

TABLE II

TABULATION OF FINAL RECOMMENDATIONS BY
THE COUNTY SCHOOL SURVEY COMMITTEES

County	Number School Districts 1947-48	Number Larger Administrative Units Recommended	Number Districts Unassigned **
Aitkin	97	4	
Anoka	56	3	
Becker	133	5	1
Beltrami	55	5	1
Benton	64	2	
Big Stone	60	5	
Brown	82	2	63
Carlton	34	10	
Carver	64	0	64
Cass	23	6	
Chisago	49	5	
Clay	102	7	80
Clearwater	50	3	
Cook	7	1	
Cottonwood	75	5	5
Crow Wing	96	6	
Dakota	102	7	
Dodge	82	6	
Douglas	96	5	
Faribault	118	10	
Fillmore	174	10	
Freeborn	128	4	
Goodhue	155	7	
Hennepin	90	10	12
Houston	105	5	
Hubbard	56	7	1
Isanti	68	2	
Kanabec	56	2	
Kandiyohi	110	0	110
Kittson	66	7	2
Lac Qui Parle	104	0	104
Lake of the Woods	11	1	
Le Sueur	89	5	8
Lyon	98	7	
McLeod	83	6	1
Mahnomen *	21	*	*
Marshall	137	11	30
Martin	110	8	
Mille Lacs	59	4	
Morrison	139	6	

County	Number School Districts 1947-48	Number Larger Administrative Units Recommended	Number Districts Unassigned **
Mower	115	4	
Nicollet	62	1	52
Norman	98	6	
Olmsted	120	4	38
Pennington	75	3	34
Pine	108	7	1
Polk	210	10	162
Pope	90	7	26
Ramsey	30	5	
Red Lake	36	3	8
Renville	131	10	3
Rice	106	4	
Roseau	53	16	2
St. Louis	28	4	15
Scott	67	0	67
Sherburne	52	6	
Sibley	80	6	
Steele	86	4	
Stevens	68	8	1
Traverse	60	3	3
Wabasha	97	5	
Wadena	60	5	
Washington	64	6	5
Wilkin	80	4	
Totals	5,280	330	899

* Report delayed.

** Amended recommendations are not included in the above tabulation.

TABLE III

REPORT ON DECISIONS OF APPEAL BOARDS

October 1, 1950

County	School Dist. No.	Date of Hearing	Decision
Carlton	15	April 17, 1950	Petitioners request granted
Cottonwood	16	August 17, 1950	Petitioners request granted
	61	December 20, 1949	Survey committee sustained
	77	November 28, 1949	Petitioners request granted
	66	September 20, 1950	Petitioners request partially granted
	29, 35	March 21, 1950	Petitioners request granted
	3, 13, 18, 22, 37) 38, 39, 41, 44, 59)	(March 16, 17 and (April 16, 1950 (July 12, 31, 1950	Survey committee sustained
Crow Wing	5, 44, 45, 47) 60, 62, 86) 93, 102, 110)	(October 25, 26, 31 (1949	Survey committee sustained
Faribault	3, 5, 20Jt., 27	(September 21, 22 and (October 3, 4, 1949	Petitioners request granted
	49	September 27, 1949	Survey committee sustained
	97	November 14, 1949	Petitioners request granted
Hennepin	96	October 5, 1949	Survey committee sustained
	135	September 29, 1949	Survey committee sustained
Marshall	55	December 2, 1949	Survey committee sustained
Martin	13	October 5, 1949	Survey committee sustained
	91	December 14, 1949	Petitioners request granted
Renville	42, 61	September 23, 1949	Survey committee sustained
Wadena	79-19Jt.	September 22, 1949	Survey committee sustained
Jackson	28, 115, 121	September 26, 1950	Survey committee sustained
Murray	27, 53, 111	July 17, 1950	Petitioners request granted

* * * *

APPEALS PENDING

County	Dist. No.	
Faribault	32	From Delavan to Blue Earth
	47	From Delavan to Easton
Lake of the Woods	91, 111	Tabled by State Advisory Commission
Mower	9, 11, 13, 15) 57, 90 and) 125 Freeborn Co.)	Delayed to see if a consolidated district can be worked out

* * * *

APPEALS WITHDRAWN

Anoka	14, 69	Martin	50, 109
Cottonwood	58, 75	Pine	13, 20
Houston	5, 7, 9	Wadena	7
Kittson	54		

* * * *

Summary: No. of Hearings - 20
 No. of appeals granted 9, involving 15 school districts
 No. of appeals denied 11, involving 32 school districts
 No. withdrawn - 13
 No. Pending - 11

Total - 71

TABLE IV

RESULTS OF ELECTIONS ON RECOMMENDATIONS
FOR SCHOOL REORGANIZATION

October 1, 1950

1. Successful Elections

County	Place	County	Place
Aitkin	McGregor	Cook	County Unit
Aitkin-Kanabec		Dakota	Rosemount
	McGrath		West St. Paul
Beltrami-Marshall		Dakota-Goodhue	
	Grygla		Randolph
Carlton	Cronwell	Dodge	Claremont
	Holyoke	Faribault	Bricelyn
	Kalevala		Frost
	Moose Lake		Kiester
	Wright		Minnesota Lake
Clay	Felton	Hennepin	Excelsior-
	Glyndon		Deephaven
	Hawley		Maple Plain-
			Long Lake

TABLE IV - Cont'd.

County	Place	County	Place
Kittson	Hallor	Pennington-Marshall	Goodridge
	Humboldt		East Pine Area
	Karlstad	Pine	Beltrami
	Kennedy	Polk	Gully
	Lake Bronson		Roseville
	Lancaster	Ramsey	Plummer
	No. VII (rural)	Red Lake	Danube
Lyon	Lynd	Renville	Hector
Lyon-Yellow Medicine			Renville
	Cottonwood		Sacred Heart
Marshall	Gatzke	Roseau	Badger
	Middle River		Malung-Pencer
	Strandquist		Roseau
Marshall-Polk			Swift
	Alvarado	Roseau-Kittson	
	Oslo		Greenbush
	Warren	Roseau-Marshall	
Martin	Ceylon		Grass Lake (90 Jt.)
	Welcome		Strathcona
Morrison	Pierz	St. Louis	Proctor
Norman	Ada	Sherburne	Becker
	Borup	Washington	Mahtomedi
	Gary		Newport-St. Paul Pk.
	Halstad		

2. Unsuccessful Elections

County	Place	County	Place
Anoka	St. Francis	Houston	Spring Grove*
Becker	Frazee	Hubbard	Akeley
Beltrami	Blackduck	Isanti	Braham
Carlton	Barnum	Le Sueur	Le Center
	Carlton	McLeod	Lester Prairie
	Wrenshall	Marshall	Argyle
Gass	Remer	Martin	East Chain
Clay	Hitterdal		Granada
	Ulen		Triumph-Monterey
Clearwater		Mille Lacs	Onamia
	Gonvick	Morrison	Swanville
Crow Wing	Nisswa		Upsala
Faribault	Delavan	Nicollet	North Mankato
	Elmore	Ramsey	New Brighton
	Wells		North St. Paul
Fillmore	Peterson	Red Lake	Red Lake Falls
Freeborn	Freeborn	Roseau	Haug-Leo
Goodhue	Goodhue		Warroad
Hennepin	Hopkins	Sherburne	Big Lake
	Mound		Clear Lake
	Osseo		Elk River*-Zimmerman
	No. 10		Haven
	No. 17		Santiago
		Wadena	Menahga

*Revised project carried by consolidation.

TABLE V

CONSOLIDATIONS AND DISSOLUTIONS-ANNEXATIONS

July 1, 1948 to October 1, 1950

County	Place
Aitkin	5 Districts (D), attached to Aitkin
	6 Districts (C), Palisade
	9 Districts (D), attached to McGregor
	1 District (D), attached to Swatara
	1 District (D), attached to Dist. No. 41 (rural)
Anoka	3 Districts (D), attached to Centerville
	1 District (D), attached to Columbia Heights
Beltrami	3 Districts (D), attached to Unorganized Territory
	1 District (D), attached to Dist. No. 92 (rural)
	1 District (D), attached to Dist. No. 29 (rural)
	1 District (D), attached to Solway
	2 Districts (D), attached to Dist. No. 113 (rural)
Blue Earth	2 Districts (D), attached to Rapidan and Good Thunder
Carlton	1 District (D), attached to Wrenshall
Carver	6 Districts (C), East Union
	3 Districts (C), Bongaards
	5 Districts (C), Mayer
	1 District (D), attached to Dist. No. 12 (rural)
Cass	1 District (D), attached to Nisswa
Clay	1 District (D), attached to Averill
Clearwater	1 District (D), attached to Shevlin
	2 Districts (C), Clearbrook
	1 District (D), attached to Unorganized Territory
Faribault	2 Districts (D), attached to Wells
	8 Districts of Waseca and Blue Earth Counties (C), Minnesota Lake
Freeborn	2 Districts (D), attached to Conger
Grant	4 Districts (D), attached to Herman
	21 Districts (C), Elbow Lake
Houston	11 Districts (C), Spring Grove
Hubbard	1 District (D), attached to Carr Lake
	1 District (D), attached to Hubbard
	1 District (D), attached to Unorganized Territory
Isanti	1 District (D), divided among several districts
Itasca	1 District (D), attached to Grand Rapids
Kanabec	1 District (D), attached to Ogilvie
Kandiyohi	4 Districts (C), Danube
Koochiching	Dist. No. 84, Nett Lake, given rights and privileges of consolidated district beginning with school year, 1949-50
	1 District (C), International Falls
Lake of the Woods	1 District (C), Williams
Lincoln	3 Districts (D), attached to Ivanhoe
	5 Districts (D), attached to Tyler

TABLE V - Cont'd.

County	Place
Lyon	1 District (D), attached to Tyler
Mahnomen	6 Districts (D), attached to Mahnomen
Marshall	4 Districts (D), attached to Holt 1 District (D), attached to Middle River
Martin	4 Districts (C), Dunnell
Mower	1 District (D), attached to Austin
Nicollet	3 Districts (D), attached to District No. 44 (rural)
Otter Tail	1 District (D), divided among several districts 1 District (D), attached to Parkers Prairie
Pennington	3 Districts (D), attached to St. Hilaire 2 Districts (C), St. Hilaire
Polk	1 District (C), Mentor
Rock	4 Districts of Nobles and Rock Counties (C), Magnolia 7 Districts (C), Hardwick
Roseau	2 Districts (D), attached to Warroad
St. Louis	1 District (D), attached to Unorganized Territory
Sherburne	1 District and parts of 2 districts (C), Big Lake 5 Districts of Anoka, Sherburne and Wright Counties (C), Elk River
Swift	1 District (D), attached to Clontarf
Washington	6 Districts (C), Afton-Lakeland
Watonwan	4 Districts (C), Butterfield
Wilkin	1 District (D), attached to Kent 2 Districts (D), attached to Wolverton
Winona	2 Districts (D), attached to Unorganized Territory
Yellow Medicine	5 Districts of Chippewa and Yellow Medicine Counties (C), Granite Falls 9 Districts (D), attached to Clarkfield 6 Districts (C), Wood Lake
Total	210

Key: (C) - Consolidated
(D) - Dissolution-Annexation

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