

1953-54

FOURTH REPORT
of the
STATE ADVISORY COMMISSION ON
SCHOOL REORGANIZATION



to the
FIFTY-NINTH LEGISLATURE
of the
STATE OF MINNESOTA

January, 1955

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LETTER OF TRANSMITTAL

To the Senators and Representatives
of the 1955 Minnesota Legislature

We submit to you our fourth report on school district reorganization. This report covers the period from January 1, 1953 to December 31, 1954, and is made pursuant to the provisions of Minnesota Statutes, Section 122.50, which reads 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." Some data for the seven-year period beginning July 1, 1947 is likewise included, and will indicate the comparative gains in school district enlargement since the effective date of this statute.

State Advisory Commission
on School Reorganization

STATE ADVISORY COMMISSION ON SCHOOL REORGANIZATION

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Roseau County Superintendent of Schools since 1935;
Past President, Northern Division of Minnesota
Education Association; Member, Minnesota State
Fair Board.
- A. L. Almen.....St. Paul
Former School Superintendent, Balaton; Chairman,
Committee on Education, Senate; Past President,
Public Relations Director, Minnesota Education
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- C. E. Campton.....Two Harbors
Former City and County Superintendent of Schools;
Organized the first county unit in Minnesota; Member,
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- Edwin Christianson.....St. Paul
President, Minnesota Farmers Union; Former Manager,
Farmers Cooperative Elevator; Former Member, Polk
County School Survey Committee.
- Joseph Daun.....St. Peter
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- H. R. Kurth.....Hutchinson
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- Mrs. F. H. Stevens.....Alexandria
Former Teacher in Ungraded and Graded Schools; Former
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INTRODUCTION

Significant progress has been made in Minnesota relative to school district enlargement since 1947. More than forty percent of the ungraded school districts have now been merged into larger school districts during the seven-year period from 1947 to 1954. Districts which have been enlarged during this period of time upon the recommendation of the school survey committees and local citizens committees have set a pattern for sound educational planning for other communities to follow in the future. Enlarged districts that have been in existence for several years have proven that they are now in a position to provide a broader educational program, improved building facilities, and a much improved transportation system at a reasonable cost to the community.

In Minnesota the people have three optional procedures that they may use for the enlargement of school districts, namely reorganization, consolidation and dissolution-annexation. Before 1947 the enlargement of school districts proceeded very slowly under the consolidation and dissolution-annexation procedures. The acceleration of school district enlargement since 1947 can be attributed to the reorganization law which was enacted by the legislature at that time and which provided for the optional reorganization of school districts after a study of the educational needs had been made within a county. The reorganization act, with amendments by the 1949, 1951 and 1953 Legislatures, assigned to the elected county school survey committees the responsibility for making the surveys and recommendations. The final decision on the kind of school district to be established is left in the hands of the local people.

The State Advisory Commission on School Reorganization is charged with the responsibility of guiding and directing the program of school district enlargement. This report includes a summary of the activities of the commission during the 1953-55 biennium, together with recommendations for legislation. A summary of the work of the county school survey committees is also included. It also contains a progress report for the biennium and for the seven-year period from 1947 to 1954.

The success of school district enlargement can be attributed to the fine work of the many citizens who are serving as

members of the survey committees throughout the state. Recognition too is given to those individuals who have served on local citizens committees and appeal boards. The county superintendents have contributed much of their time and effort in many areas in promoting sound school district organization within their respective counties. City superintendents and local school boards likewise have been key people in furnishing information which provided the impetus toward the enlargement of their own school districts. The interest and cooperation in school district enlargement as shown by many groups, such as farm organizations, educational associations, P.T.A., womens clubs, civic and service organizations and other groups has created a better understanding of the present school problems which have been a benefit to sound school district enlargement. Therefore the commission wishes to acknowledge the invaluable assistance given by these many people and organizations.

CHAPTER I

TRENDS AFFECTING SCHOOL DISTRICT ORGANIZATION IN MINNESOTA

Since school districts were first organized in the State of Minnesota many changes have taken place which have had a profound effect upon our educational system. The changes during these many years have made it necessary to make a new evaluation of our present school district organization. There are some significant trends relative to population, number of farms in the rural areas, enrollments and birth rates which directly affect our schools.

Population Shifts to Urban Centers

According to the 1950 census of population for Minnesota about 55 percent of our people live in areas classed as urban. The urban population comprises all persons living in places of 2,500 inhabitants or more, incorporated as cities, towns and villages of which there are 91 such centers in Minnesota. About 45 percent of the people live in the rural areas of the state. Of the people residing in the rural area, 14 percent live in 126 villages of less than 2,500 in population and about 31 percent in the open country. Between 1940 and 1950, 38 of the 87 counties in Minnesota increased in population, 48 lost in population and one had no change. From 1900 to 1950 the urban population rose from about 34 percent to 55 percent while the proportion of the rural population declined steadily from about 66 percent in 1900 to approximately 45 percent in 1950. Graph I on page 6 reflects the change in population percentage-wise between the rural and urban areas of the state since 1860.

Number of Farms Decrease

The change in the population pattern has had an effect on the number of farms in the state based upon the figures released by the State-Federal Crop and Livestock Reporting Service. With the advent of power machinery farms have become larger, which is a factor in the reduction of farms throughout the state. When farms become fewer in number, there is a corresponding effect upon the population in the farming area with its proportionate percentage reduction of people. In 1935 there

were 184,203 farms compared to 156,039 in 1953. This represents a decrease of 28,164 farms during the 18 year period. Exhibit I below gives the number of farms in Minnesota from 1935 to 1953. Graph II on page 7 shows that the number of farms in Minnesota is on the decrease.

EXHIBIT I

Trends in the Number of Farms

From 1935 - 1953

Year	Number	Year	Number
1935	184,203	1945	165,559
1936	181,259	1946	165,892
1937	178,431	1947	164,540
1938	175,143	1948	163,158
1939	178,341	1949	162,107
1940	178,196	1950	161,289
1941	178,965	1951	159,681
1942	176,951	1952	157,742
1943	173,651	1953	156,039
1944	168,433		

Small Schools Close As Enrollments Dwindle.

The population factor also is reflected in the enrollment trends throughout the state. In the graded elementary and secondary schools the enrollment more than doubled while it was constantly decreasing in the ungraded elementary schools. In 1909-10 there were 218,132 pupils enrolled in the graded elementary and secondary schools as compared to 499,840 pupils in 1953-54 or an increase of 281,708 pupils over this 45 year period. There were 221,951 pupils enrolled in districts maintaining ungraded schools in 1909-10 compared to 75,154 pupils for the year of 1953-54. For the year of 1953-54 approximately 87 percent of the pupils were enrolled in graded and high school districts and only 13 percent were enrolled in the ungraded schools. The decrease in school enrollment is posing a problem among the ungraded schools and small high schools located outside of the urban areas of the state. High schools that have been established in small rural villages find it very difficult to sustain adequate enrollment because of the decline in population in the area that they serve. In 1952-53 there were 51 small high schools with enrollments of 75 pupils or less. Low

school enrollment has been the cause for the closing of many ungraded schools. For the school year of 1953-54 there were 1,531 schools closed and approximately 2,537 open and operating schools in the rural areas. There are at the present time about 4,069 schools which have not merged with districts maintaining graded elementary and secondary schools. Graph III on page 8 on enrollment trends shows the rise in school enrollments in the graded and secondary schools and the decline in the ungraded schools from 1909 to 1954.

BIRTH RATE ON THE INCREASE

Since 1940 there has been a substantial increase in the birth rate in Minnesota. The impact of this rising birth rate is felt mostly in the urban centers of population. Many communities are now finding it very difficult to provide ample room for these youngsters. Exhibit II below gives the number of births since 1940.

EXHIBIT II

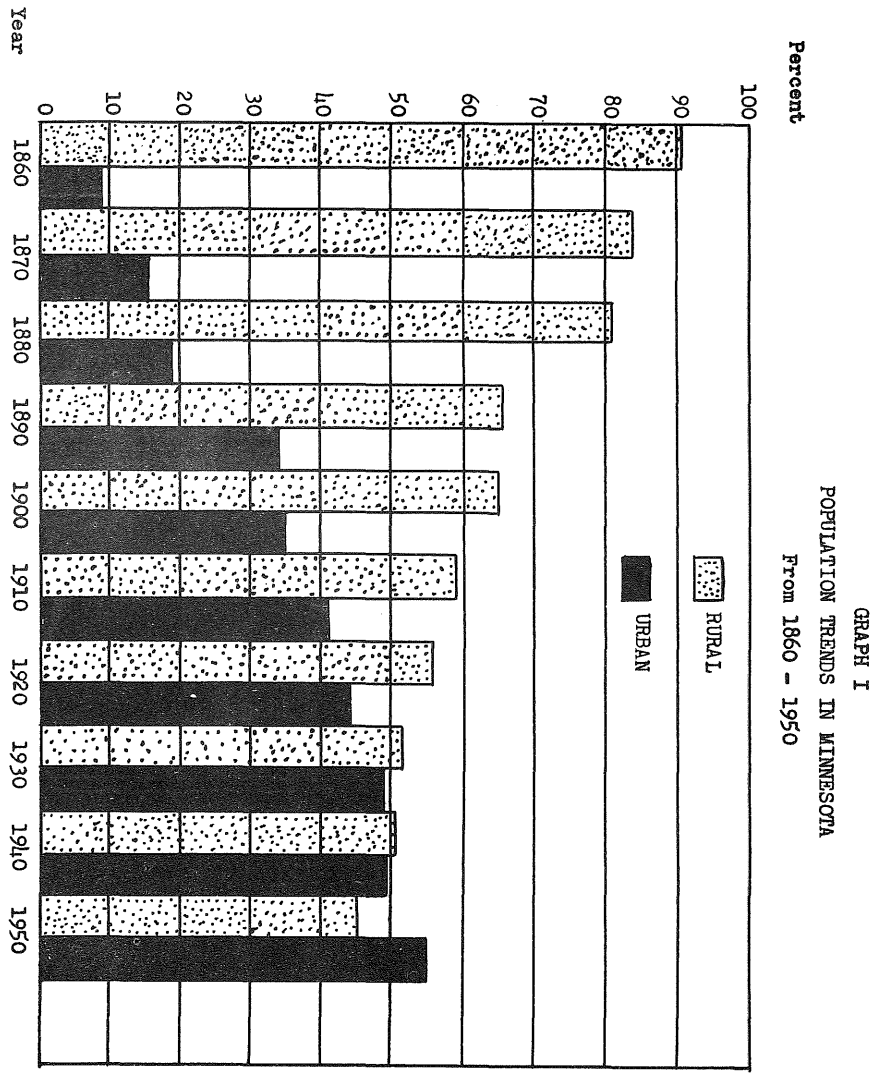
Number of Live Births in Minnesota

From 1940 to 1953

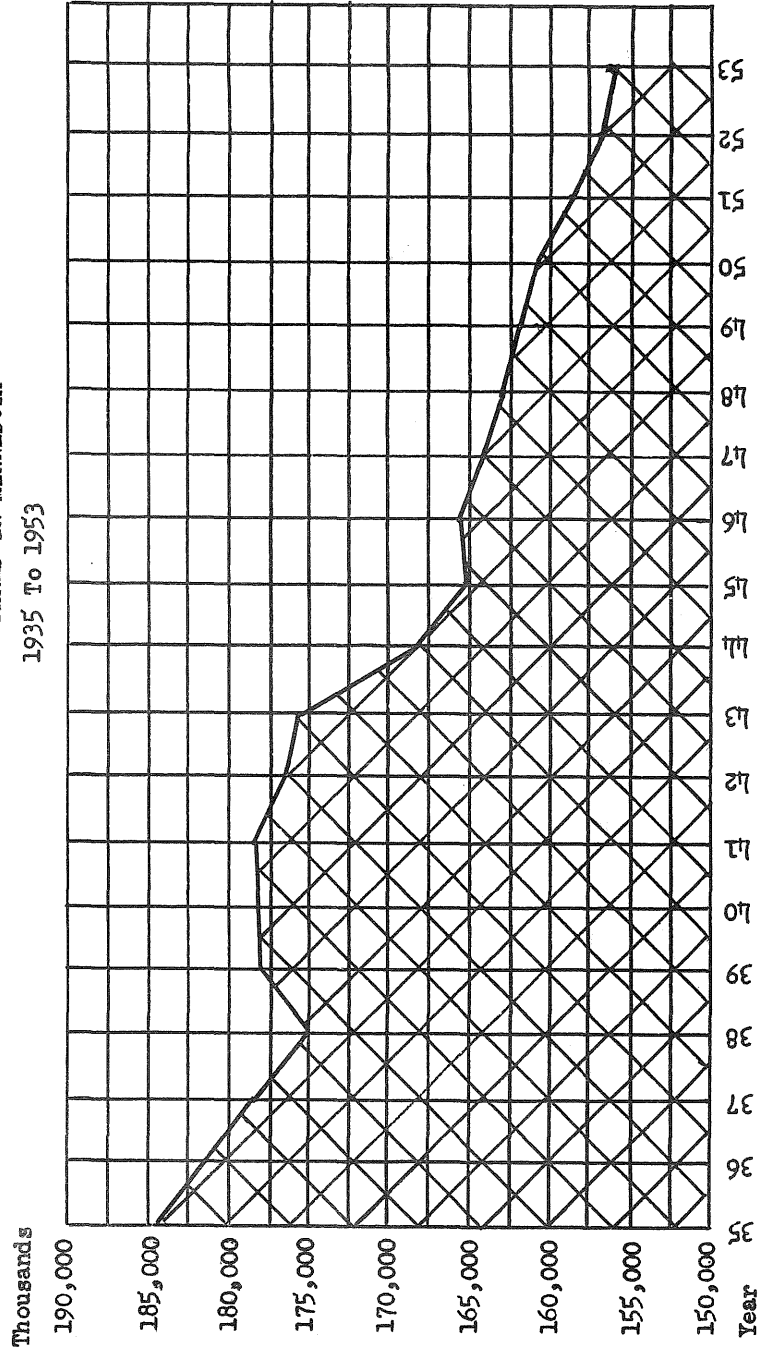
Year	Number	Year	Number
1940	53,177	1947	75,468
1941	54,542	1948	72,664
1942	58,867	1949	74,026
1943	58,361	1950	75,290
1944	55,750	1951	80,047
1945	54,143	1952	79,198
1946	67,303	1953	78,800

From 1945 to 1946 there was an increase of 13,160 births and between 1946 and 1947 a further increase of 8,165 births. Most of these children are now enrolled in the schools of the state. As a result several suburban communities have to operate their schools on half-day basis.

Based upon these trends in population and enrollments our schools have many adjustments to make in establishing large enough school districts to meet these rapid changes.



GRAPH II
NUMBER OF FARMS IN MINNESOTA
1935 To 1953



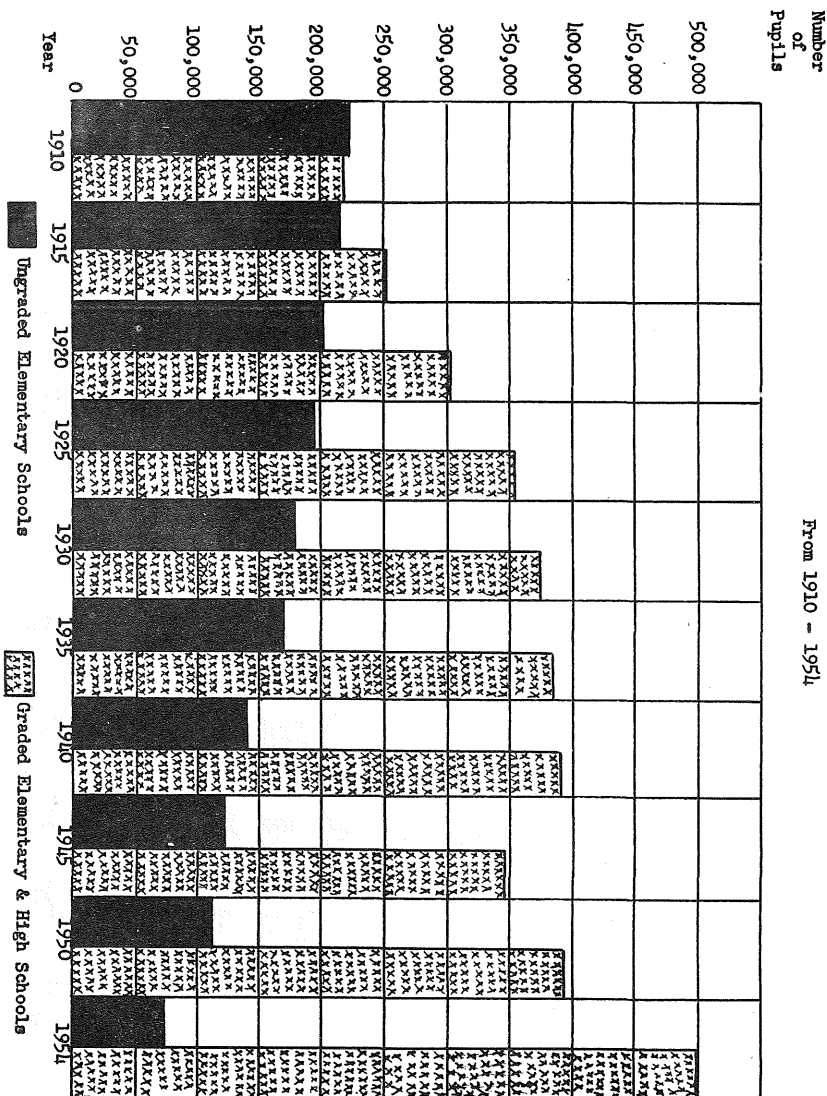
THE STATE ADVISORY COMMISSION AND ITS FUNCTIONS

A State Advisory Commission on School Reorganization was created in 1947, consisting of nine members appointed by the State Board of Education, with the Commissioner of Education as the ex-officio secretary and executive officer of the State Commission. Responsibility for directing the program of school district enlargement was assigned to the Division Director of Elementary and Secondary Education and under his supervision consultant service is made available to the county school survey committees and local citizens committees throughout the state.

The duties of the State Commission are set forth in Minnesota Statutes, Laws of 1953, Section 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."

In 1949 the Legislature amended Minnesota Statutes, Section 122.48, which provides for the appointment of appeal boards by the Commission to review recommendations made by the county survey committees under certain conditions. The 1953 Legislature amended Minnesota Statutes, Section 122.41 which provides that: "A survey committee upon the completion of its work and upon written request made to the state advisory commission may be disbanded by the commission before the expiration date of the terms of the members of the survey committee."

GRAPH III
ENROLLMENT TRENDS IN MINNESOTA
From 1910 - 1954



The State Advisory Commission has prepared manuals for the use of county school survey committees. Two survey manuals have been published by the State Advisory Commission, the first manual appeared in 1947 and the revised manual in 1949. The revised manual contains a clarification of the procedures for the conduct of the survey program as amended by the Legislature. This manual also contains statements of the aims, goals, and principles which are essential to surveys and recommendations for sound public school district enlargement.

School visitations were made during the last biennium by the State Advisory Commission for the purpose of gaining information from the citizens relative to the functioning of enlarged school districts which had been formed since the passage of the reorganization law. Enlarged school districts in the northern, central, south central and southeastern sections of Minnesota were observed by members of the Commission. The following schools were hosts to members of the Commission: Goodhue, Zumbrota, Vasa, Burnside, Farmington, Rosemount, Elk River, Becker, Hector, Renville, Sacred Heart, Belgrade, Swanville, Elbow Lake, Pelican Rapids, Mahanomen, Bagley, Moose Lake, Kettle River, Carlton, Cromwell, McGregor, Aitkin, Pine River, Nevis, Park Rapids, Lake Bronson, Lancaster, Humboldt-St. Vincent, Hallock, Kennedy, Warren, Fisher, McIntosh, Fosston, Northfield, Kenyon, Rushford, Spring Grove, Stewartville, Grand Meadow, New Richland, Mapleton, Winnebago, Blue Earth, Ceylon, Welcome, Bricelyn, Kiester, Wells, Minnesota Lake and Lake Crystal. In a summary of their findings the Commission members expressed the following observations:

1. Assessed valuations in all the areas visited appear to be adequate to support a good educational program.
2. School tax rates were reasonable. The feeling was general that more was gained from the tax dollar now than before the enlargement of the district.
3. Bond issues for new construction were generally within the limits of sound financial practices.
4. Ownership and operation of school buses by the district has been accompanied by lower transportation costs and generally improved transportation routes and schedules.
5. The pupil-teacher ratio was generally good, except in those cases where present conditions of overcrowding are the result of the unmet building needs.
6. Distribution of school board representation between the urban and rural portions of the districts varied from 5

urban and 1 rural to 1 urban and 5 rural. The feeling was quite general that the place of residence made little difference, if any, to good administration.

7. Provisions for adult education are still inadequate in most schools. Plans for extension of such classes are under way in many cases.

8. Citizens committees were generally effective wherever used, and lead to a community-wide, cooperative approach to the problems of the school.

9. The better use of present facilities have in some cases postponed the building crisis and permitted a more thorough study of the needs and planning for the building program.

10. A good representation of local people, generally farm folk, were present at each place visited. The majority expressed a feeling of genuine satisfaction over their district enlargement.

The State Board of Education with the recommendation of the State Advisory Commission has provided consultant service which has proven to be of great value to survey committees and local citizens committees in the planning for sound school district enlargement. During the biennium consultants have on request attended meetings of school survey committees, local citizens groups and school boards. They and other members of the State Department staff have been requested to speak at many public meetings for the purpose of explaining the procedure of reorganization, consolidation, dissolution-annexation and to present the advantages of sound school district organization. In addition many calls were made upon individuals and superintendents who were seeking information on this subject. The consultants have participated with other members of the State Department of Education at county school officers meetings and other conferences at which time problems pertaining to the merger of districts were discussed. Much time has been devoted to assisting local lay committees and school officials in the development of proposals for district enlargement in counties that do not have survey committees.

The State Advisory Commission on School Reorganization wishes to commend those professional staff members of the State Department of Education, especially the survey consultants, W. E. Hanson and B. N. Hendrickson; the director of school district reorganization, T. C. Engum; and the executive secretary, Dean M. Schweickhard, whose efforts have been of unfailing and tireless service to those seeking to strengthen the school district system in Minnesota, to the end that it may bring improved educational opportunity to the youth of the state.

From January 1953 to the present time the State Advisory Commission has received 21 amended or revised final reports from 14 county school survey committees. The commission has the responsibility of reviewing the amended or revised final recommendations so as to determine if these proposals are in the best interests of the children and the people residing within such areas.

The county school survey committees of Cottonwood, Ramsey, Renville and Sibley Counties requested the State Advisory Commission to disband their committees as the work on reorganization had been completed and by action of the Commission approval was given for their disbandment. Much time has been devoted by the commission to making a further study of educational problems in relation to those trends which affect school districts, such as population, birth rates, enrollments, teacher supply, building needs and assessed valuations. The functioning of present laws pertaining to school district enlargement has been given careful study by the commission so that recommendations could be made for the improvement of the reorganization, consolidation and dissolution-annexation procedures. The recommendations of the Commission for proposed legislation are presented in this report in Chapter V.

Under the provisions of Section 122.48, Subd. 3, the people of a school district have a right to make an appeal to the State Advisory Commission if they feel aggrieved by the proposed division of the district, or by assignment to a proposed district as recommended by the survey committee. When an appeal is filed the Commission will then appoint five impartial people to serve on an appeal board to hear the grievances of the districts involved. During the biennium two appeal boards were appointed by the Commission to hear appeals pertaining to the Lake Lillian Proposal in Kandiyohi County and to the Moorhead Proposal in Clay County.

The Commission has considered the annual and quarterly budgets and it has recommended to the State Board of Education the distribution of the funds granted by the Legislature for the conduct of activities in connection with the program of school district enlargement.

In addition the Commission has authorized the preparation of supplementary bulletins, leaflets, progress reports and newsletters which have been made available for general distribution.

CHAPTER III

COUNTY SCHOOL SURVEY COMMITTEES AND THEIR FUNCTIONS

County school survey committees were organized under the provisions of Minnesota Statutes, Section 122.42. As a result there were 63 counties that established school survey committees. Chart I on Page 17 indicates the counties in which committees were organized; also Table I in the Appendix gives a listing of the counties which have functioning survey committees.

The membership of the county survey committees consists of five persons elected from the ungraded districts of the county and four from the graded and secondary districts. County superintendents in each of these counties serve as an ex-officio member and executive secretary to the committee.

County school survey committees have had the responsibility of making a study of the school districts of the county and their organization, in the light of the services and facilities which they have available for the purpose of recommending desirable enlarged school districts which can provide an improved educational program for the boys and girls of the county. After a careful study of educational needs, the survey committees submitted reports of their studies and recommendations to the school board members of the county and the State Advisory Commission. Since the survey reports were released county survey committees have from time to time re-evaluated the proposals as recommended in the final reports on the basis of new data relative to assessed valuations, enrollments and building needs. In making a re-study of their recommendations they have continued to work with local school authorities, and with citizens committees in the affected areas. Survey committees have authority to revise or amend their final reports whenever they deem it advisable. In most cases reports have been revised or amended upon the request of the people residing within the affected areas. During the biennium, twenty-one proposals have been revised or amended by the various county school survey committees.

The three principal aims of school district enlargement as adopted by the State Advisory Commission have continued to be a guide for school survey committees and local school planning

groups in the development of sound school district enlargement. 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 1953 Legislature under the provisions of Minnesota Statutes, Section 122.553 made it possible for any county in which there is no county survey committee to elect such a committee upon the presentation to the county superintendent of a petition asking for the formation of a county school survey committee signed by at least 15 percent of the duly elected and qualified school board members within the county. During the biennium there were no new committees formed as a result of the change in the law. This section of the law also provides for an election to abolish an existing survey committee upon the presentation of a petition to the county superintendent signed by 15 percent of the school board members asking that a public meeting be called for the purpose of considering the question of whether the school survey committee should be abolished. There have been ten committees abolished by school board action during the biennium as indicated in Table I of the Appendix.

The reports prepared by the county school survey committees have served their purpose in focusing the attention of the people on the many problems that exist in their respective schools. These studies show a wide variation in costs of instruction, enrollments, assessed valuation, tax rates for school maintenance and transportation. These reports are on file with the State Advisory Commission and with the county superintendents.

The most general type of district recommended by county school survey committees is one that can provide a complete program of education for the children of the community from grades one through twelve. Districts that have been enlarged or are in the process of enlargement have followed the boundaries of the existing high school areas. Areas served by a community over the years have been the basis upon which survey

committees have made their recommendations for enlarged school districts. This type of district makes it possible for everyone living in the community to become a resident of the district which in turn gives them the right to participate in the control of the school district where their children attend. Community schools that have been developed by the people at the local level have served to improve the educational services for the entire area.

County survey committees have continued to hold meetings in carrying out the duties as assigned to them by the reorganization law. Considerable time has been given by each member of the survey committees to the conduct of hearings in individual districts before elections are held on reorganization. Since the last biennial report, school survey committees have held approximately 350 hearings on the several proposals submitted to the voters. The activities of the survey committees have had a stimulating influence on the district enlargement program as a whole. Even in counties with no survey committee the people have endeavored to gain some of the benefits of the reorganized districts by using the procedures of consolidation and dissolution-annexation. School survey committees are to be commended for the excellent work they have done in the development of enlarged school districts. They have made extensive studies of local school problems and as a result have made sound recommendations for stronger school districts, as evidenced by the fact that there are now 132 reorganized districts in operation. These districts are now offering a broader program of education, expanded vocational courses in agriculture, home economics, industrial arts and general business training, improved building facilities and better planned transportation for the girls and boys of their respective communities.

The enlarged district at Le Sueur is a good example of a community school which has improved its educational program. It was established under the reorganization procedure and has been in operation since March 20, 1951. In a report prepared by Supt. Irwin T. Mickelson of Le Sueur, he makes the following statements relative to their enlarged district: "Besides improving the physical facilities, the school board has improved the transportation system and looks forward to better service for the pupils. Previous to reorganization the children were riding as long as one hour and fifteen minutes twice a day. At

present no pupil rides more than forty minutes. Only five of the 546 pupils ride forty minutes. Five hundred forty-six students are transported by school buses with the medium length of ride being 18 minutes." The cost of transportation per pupil for the year was \$64.26.

"The present high school curriculum includes the regular courses in English, mathematics, history, science, languages and music. In addition there is a business education department, home economics, agriculture, and industrial arts. There is a guidance department, a full-time librarian and a part-time audio-visual director. The industrial arts and agriculture departments are housed in modern classrooms and in a combination industrial arts and agriculture shop in which the students get practical experience in farm mechanics, welding, metal work and mechanical drafting. The curriculum has been expanded to meet the needs of the students going to college as well as the students who goes to work when he leaves high school.

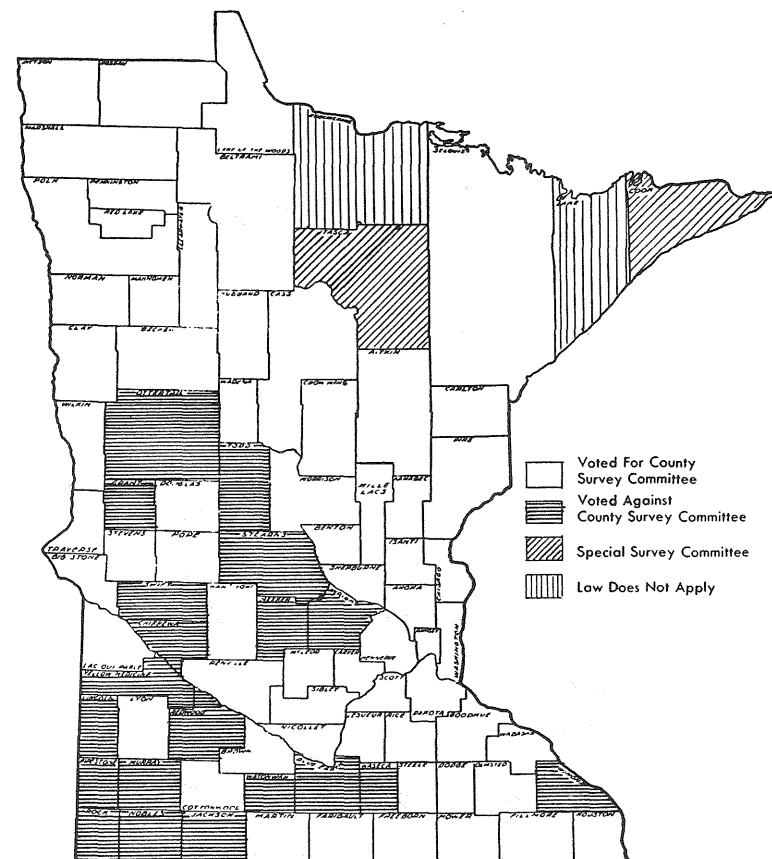
"The people of the community feel the pleasant effects of belonging to a district where there are modern buildings and a competent staff of teachers. Buildings, especially cafeterias, and auditoriums, are used by adults when school is not in session so the school is a community rather than a city center. Recreational facilities and a convenient meeting place for organizations are at the disposal of the people of the area.

"The general consensus of opinion would be that reorganization of the school districts has been beneficial to all concerned."

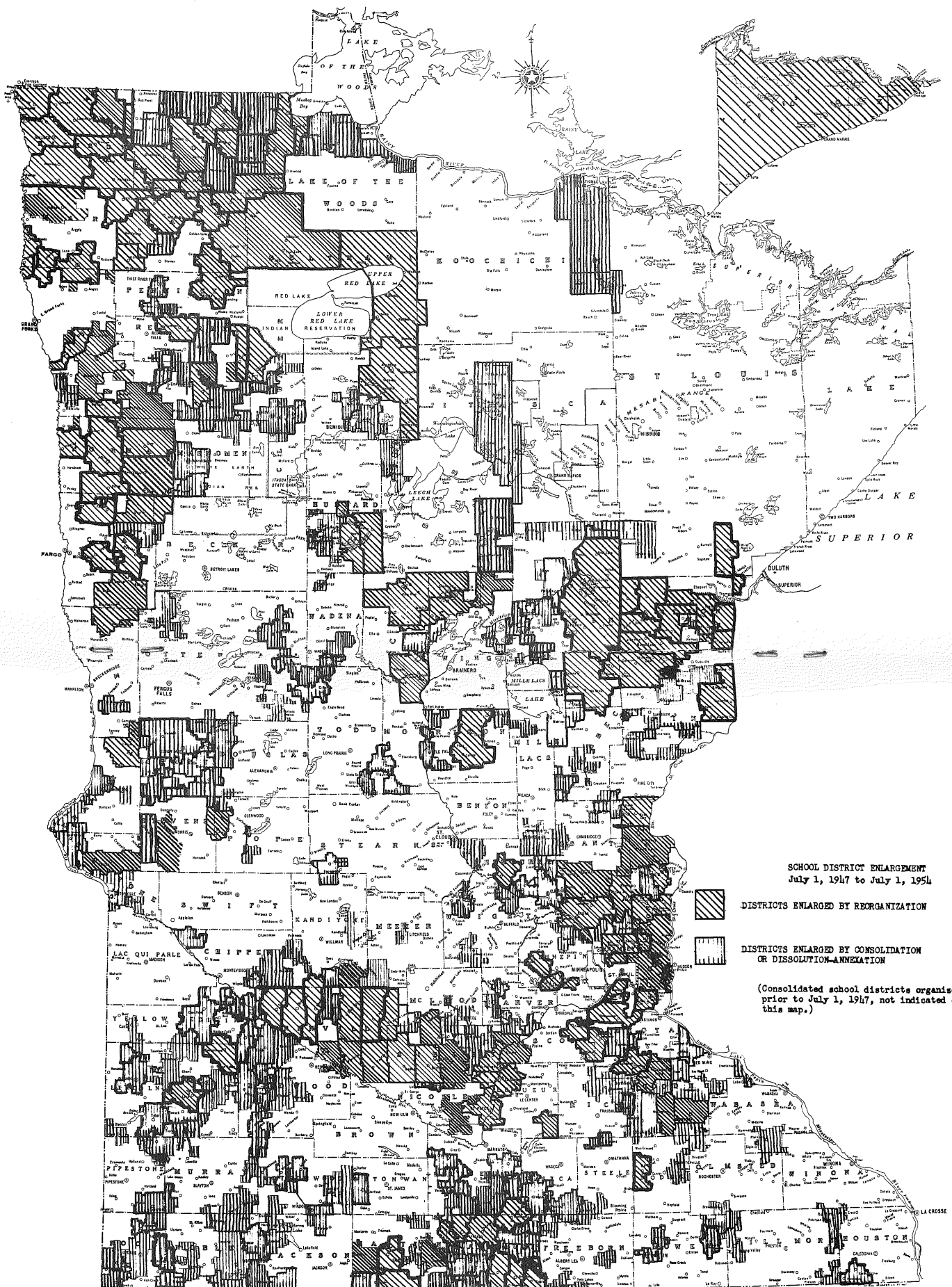
CHART I

ORGANIZATION OF COUNTY SURVEY COMMITTEES

State of Minnesota



State Department of Education
and
State Advisory Commission on School Reorganization



PROGRESS IN SCHOOL DISTRICT ENLARGEMENT

School district enlargement has many steady progress in Minnesota during the past biennium as indicated by the fact that many communities have now organized larger and stronger districts. Many small rural districts are finding it difficult to provide an adequate program of education because of increased costs, decreasing enrollments and low assessed valuations. Districts maintaining graded and secondary schools have problems in providing a complete program of education for the girls and boys of their respective communities because of excessively large classes as a result of increased enrollments plus limited classroom space along with an inadequate financial base. Due to these limitations, rural and urban areas have found it to their advantage to merge with one another to form larger and stronger districts. The trend toward establishing larger districts indicates a desire on the part of many communities throughout the state to provide a well-balanced program of education for their children from grades one through twelve.

The acceleration of school district enlargement can be attributed to the reorganization law which was enacted by the Legislature in 1947. The movement of school district enlargement developed more rapidly in the counties where county school survey committees were established under the reorganization law. In counties where school survey committees were not elected, the development of enlarged districts came about by the use of the consolidation and dissolution-annexation procedures. During the past biennium school district enlargement has made extensive progress in these counties as a direct result of reorganization which set the pattern for sound school district organization. In 1947 there were 7,606 organized school districts in the State of Minnesota. As of June 30, 1954, the number of districts had been reduced to approximately 4,722. This represents a total reduction of 2,884 school districts since July 1, 1947. During the past seven years over forty percent of the ungraded districts have merged into larger districts which maintain graded and secondary schools.

From December 1, 1952 to June 30, 1954 there was a reduction of 1,033 school districts. Table III in the Appendix gives the year-by-year reduction of school districts since 1947. Table II gives a summary of school district enlargement county-by-county up to July 1, 1954.

Summary of School District Enlargement

July 1, 1954

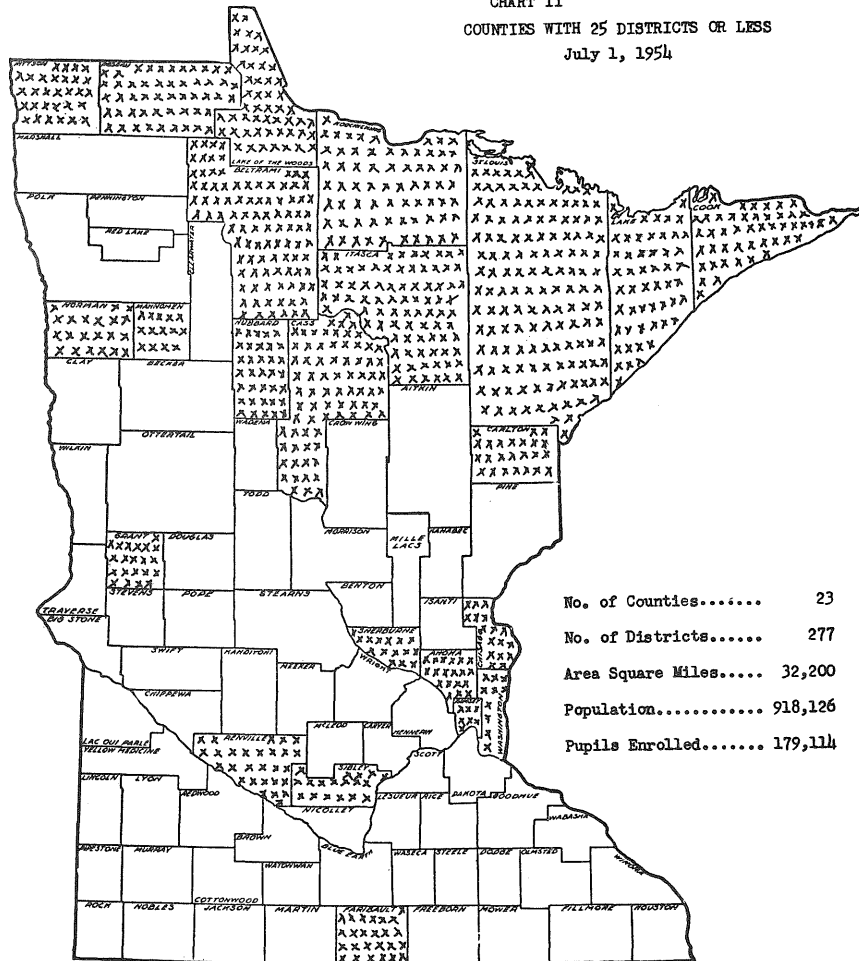
Number of School Districts, July 1, 1947.....7,606
 Number of School Districts, July 1, 1954.....4,722
 Total Number of Districts Merged.....2,884

Number merged by reorganization.....1,356
 Number merged by consolidation and
 by dissolution-annexation.....1,528

Chart II on Page 22 shows the counties which have 25 districts or less as of July 1, 1954. Table IV in the Appendix lists these counties relative to the number of districts in each county. Chart III on Page 23 shows the counties that have made reductions of 50% or more in the number of school districts, while Table V of the Appendix lists these counties with the percentage reduction in each. On July 1, 1954, nine counties had 100 or more school districts as listed in Table VI in the Appendix.

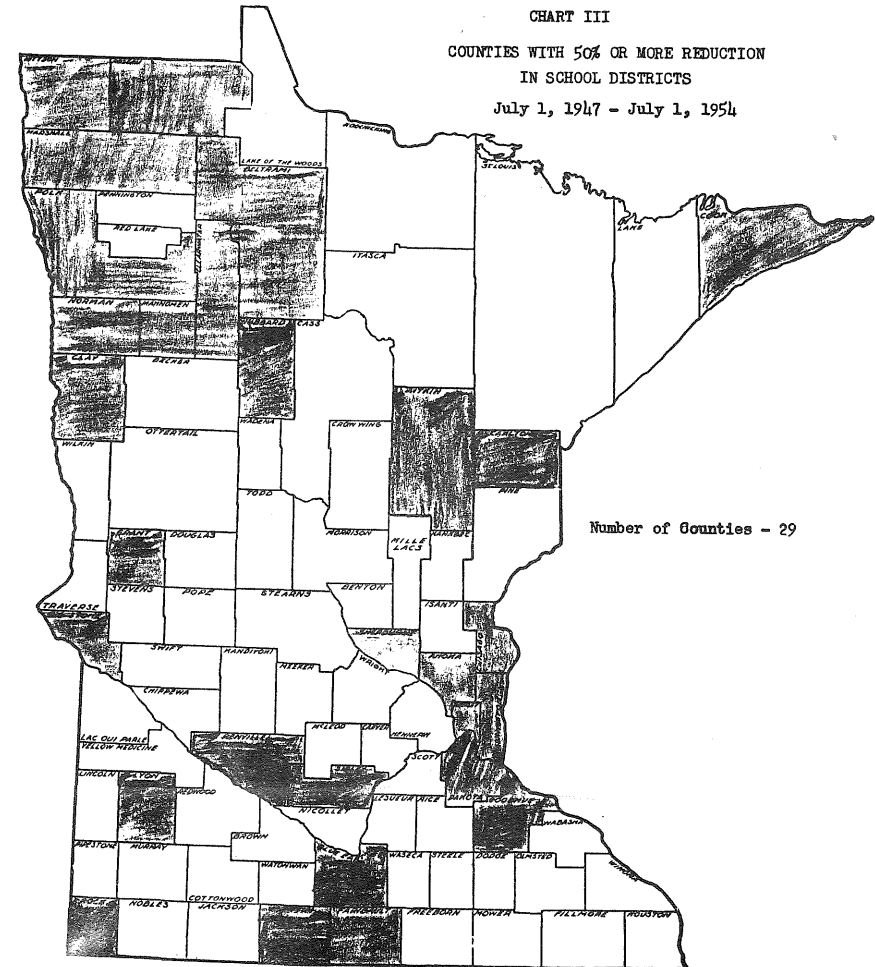
As a result of reorganization the number of school districts in the United States has been remarkably reduced from 127,529 in 1932 to 98,312 in 1948, to 66,472 in 1953. This is a reduction of almost half since 1932. From 1947 to 1953 there were over 37,000 small school districts merged into larger units. More than 6,200 reorganized districts have been formed within recent years throughout the United States. For the school year of 1952-53 there were 995 reorganized school districts established on a national basis. The most extensive reorganization during the past twenty years has taken place in Arkansas, Colorado, Idaho, Illinois, Kansas, Kentucky, Missouri, New York, Oregon, South Carolina, Washington and West Virginia. In the states of California, Minnesota, North Dakota, Wyoming, Michigan, Pennsylvania, Oklahoma and Wisconsin, definite efforts are now being made to establish larger school districts. The nation as a whole has experienced a 31.3 percent reduction in the number of school districts in the last five years. In the midwestern states of which Minnesota is a part, the program of school district enlargement has progressed more slowly than in other parts of the country. However, it is interesting to note that in terms of percentage reduction only, Missouri, Kansas and Minnesota exceeded the national average. As of July 1, 1954, Minnesota had a reduction of over 40 percent in the number of ungraded districts in the state.

CHART II
COUNTIES WITH 25 DISTRICTS OR LESS
July 1, 1954



No. of Counties..... 23
No. of Districts..... 277
Area Square Miles..... 32,200
Population..... 918,126
Pupils Enrolled..... 179,114

CHART III
COUNTIES WITH 50% OR MORE REDUCTION
IN SCHOOL DISTRICTS
July 1, 1947 - July 1, 1954



Number of Counties - 29

CHAPTER V

RECOMMENDATIONS

District enlargement has made considerable progress throughout the state. Suggestions received from county school survey committees, school board members, school administrators, and local planning committees indicate a need for further legislation which would improve existing laws that affect the formation of larger districts and their operation. The State Advisory Commission has made a careful study of the present laws pertaining to district enlargement in the light of the recommendations received from the people.

The State Advisory Commission herewith submits the following recommendations for consideration by the 1955 Legislature of Minnesota:

1. The State Advisory Commission should be continued after July 1, 1955, with powers and duties expanded to include advisory relationship with all procedures of district enlargement.

2. The reorganization procedure should be made a permanent part of Chapter 122, making available to the people a choice of several procedures.

3. A study committee should be required in every county where the organization of districts warrants a study. Authority should be given the State Board of Education to appoint such a study committee from a list submitted of recommended personnel with proper representation between rural and urban areas.

4. The procedure of dissolution-annexation should be integrated with the other procedures. A plat should be prepared by the county superintendent and approved by the Commissioner of Education and the procedures channeled through the county commissioners.

5. Consolidation procedures should be amended to permit division of districts as under reorganization with proper disposition of parts less than four sections in extent.

6. Consideration should be given to merging of districts which have been closed for two years or more with a nearby or adjacent district maintaining a secondary school.

7. The utilization of the services of county superintendents should be considered by the enlarged school districts in counties where reorganization of school districts is nearing completion.

CONCLUSION

There is a very definite need for the continuation of school district enlargement in Minnesota. The program of school district enlargement has gone ahead at a steady rate in our state since 1947 but there is much to be done as indicated by the fact that Minnesota ranks third among the states in the total number of school districts.

In comparing the progress of school district enlargement in Minnesota with other midwestern states, Dr. Howard A. Dawson of the National Education Association made some important comments in an article entitled "A Blueprint of Progress" which appeared in the October 1954 issue of the Phi Delta Kappan. In this article he made the following statement, "The State of Illinois has made phenomenal gains, reducing the number of school districts from almost 12,000 in 1947 to about 2,500 at the present time. Missouri, operating under a very satisfactory statute for school district reorganization has made outstanding progress, having reduced the number of school districts by 48.3 percent in five years. Minnesota, under a statute with excellent provisions for planning by local citizens and officials of the State Department of Education, but with extremely vulnerable provisions for enabling a majority of popular votes to become effective, has made steady improvement, with approximately 40 percent reduction in the number of school districts in five years."

He further states that the midwest states have problems that need to be solved and makes the following comments; "Eight states, Nebraska, Wisconsin, Minnesota, Michigan, Iowa, Missouri, Kansas and South Dakota, have 37,757, or 56.8 percent of the 66,474 school districts in the nation. They have 9,332, or 83.8 percent of the nation's school districts that no longer operate schools, districts that are monuments to anachronistic stupidity or havens for tax dodgers. They have 24,822, or 51.3 percent of the school districts that operate only elementary schools. They have 26,476 of the nation's 48,735 one-teacher schools.

"Most of these states are lagging behind the procession so far as efforts to establish efficient and equitable local school organization are concerned. While the nation as a whole

has experienced a 31.3 percent reduction in the number of school districts in the last five years, South Dakota has reduced them only seven-tenths of one percent; Iowa only 3.2 percent, Nebraska only 8.6 percent; Michigan only 12.8 percent, and Wisconsin only 13.7 percent. In terms of percentages of reduction, only Missouri, Kansas and Minnesota exceeded the national average."

Focusing our attention on the problems in Minnesota we find that there are now 4,722 organized districts. Of this number there are approximately 4,000 ungraded districts which have not as yet merged with a district which maintains a secondary school. As of July 1, 1954, there were 1,531 closed schools in Minnesota. The many closed schools remaining are not carrying their fair share of the costs of education. Ways and means must be found whereby these non-operating schools are made a part of an operating district which can provide a complete program of education from grades one through twelve. Wisconsin, Illinois, and Kansas have recently enacted legislation to abolish non-operating districts. The problem of the small high school still remains, as there were 51 during the school year of 1952-53 with enrollments of less than 75 pupils. These weak secondary schools cannot provide a well-balanced program of education at a reasonable cost per pupil. The local taxpayer is not receiving the maximum educational return for the dollar that is expended in the small district.

There are several counties that have made very little progress in the reduction of school districts. The following counties have reduced the number of school districts by 10 percent or less: Becker 4.5%; Benton 1.6%; Brown 0%; Lac Qui Parle 2.9%; Stearns 4.4%; Steele 8.1%; Swift 2.1%; Watonwan 6.4%; Winona 7.0%.

Many communities throughout the state have recognized that they had educational problems to be solved and have met the challenge through sound school district enlargement as evidenced by the fact that 2,884 school districts have now merged to form larger school districts. During the past seven years about 40% of the school districts have merged as a result of the excellent work performed by the survey committees and local citizens committees. These enlarged school districts are now providing better education for their children at a reasonable cost to the taxpayer.

A P P E N D I X

Group 1 (63)

Committees are Organized

* Committees Abolished by Vote of School Boards.
+ Committees Disbanded by Action of State Advisory Commission upon request.

Group 11 (2)

Counties with Special School Survey Committees

Itasca

Group III (20)

Counties Voting Against Organization of

School Survey Committees

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

Group IV (2)

Counties to which the Statute is not Applicable

Lake

TABLE II

SUMMARY REPORT ON SCHOOL DISTRICT ENLARGEMENT
July 1, 1947 to June 30, 1954

County	No. of Dists.		Total Reduc- tion	County	No. of Dists.		Total Reduc- tion
	7-1-47	7-1-54			7-1-47	7-1-54	
Aitkin	102	35	67	Marshall	140	57	83
Anoka	57	11	46	Martin	110	52	58
Becker	133	127	6	Meeker	92	82	10
Beltrami	59	22	37	Mille Lacs	59	45	14
Benton	64	63	1	Morrison	139	81	58
Big Stone	60	29	31	Mower	115	79	36
Blue Earth	122	58	64	Murray	113	83	30
Brown	82	82	0	Nicollet	62	33	29
Carlton	34	14	20	Nobles	110	62	48
Carver	66	41	25	Norman	103	12	91
Cass	23	14	9	Olmsted	125	108	17
Chippewa	87	54	33	Otter Tail	281	222	59
Chisago	49	10	39	Pennington	68	52	16
Clay	102	46	56	Pine	108	58	50
Clearwater	56	28	28	Pipestone	72	52	20
Cook	7	1	6	Polk	213	98	115
Cottonwood	76	58	18	Pope	90	80	10
Crow Wing	96	69	27	Ramsey	30	5	25
Dakota	102	41	61	Red Lake	53	27	26
Dodge	82	60	22	Redwood	112	67	45
Douglas	96	80	16	Renville	131	20	111
Faribault	118	11	107	Rice	106	74	32
Fillmore	174	144	30	Rock	68	31	37
Freeborn	128	98	30	Roseau	79	16	63
Goodhue	155	33	122	St. Louis	29	24	5
Grant	71	14	57	Scott	67	34	33
Hennepin	90	54	36	Sherburne	52	18	34
Houston	104	84	20	Sibley	78	8	70
Hubbard	56	25	31	Stearns	203	194	9
Isanti	68	45	23	Steele	86	79	7
Itasca	6	4	2	Stevens	68	44	24
Jackson	104	80	24	Swift	93	91	2
Kanabec	57	37	20	Todd	143	126	17
Kandiyohi	109	80	29	Traverse	60	38	22
Kittson	68	9	59	Wabasha	96	80	16
Koochiching	4	3	1	Wadena	60	51	9
Lac qui Parle	104	101	3	Waseca	83	56	27
Lake	1	1	0	Washington	65	16	49
Lake of Woods	11	8	3	Watonwan	62	58	4
Le Sueur	95	51	44	Wilkin	80	59	21
Lincoln	76	48	28	Winona	114	106	8
Lyon	98	44	54	Wright	138	106	32
McLeod	83	59	24	Yellow			
Mahnomen	23	11	12	Medicine	92	51	41
TOTALS					7,606	4,722	2,884

TABLE III

REDUCTION OF SCHOOL DISTRICTS YEAR BY YEAR SINCE 1947

Date	Total Number of Districts	Reductions During the Year	Total Reduction Since 1947
July 1, 1947	7,606		
July 1, 1948	7,518	88	88
July 1, 1949	7,479	39	127
July 1, 1950	6,757	722	849
July 1, 1951	6,479	278	1,127
July 1, 1952	6,018	461	1,588
July 1, 1953	5,298	720	2,307
July 1, 1954	4,722	576	2,884

TABLE IV

Counties with 25 Districts or Less

As of July 1, 1954

Five counties have five districts or less. Twenty-three counties have twenty-five districts or less as of July 1, 1954.

County	No. of Districts	County	No. of Districts	County	No. of Districts
Anoka	11	Hubbard	25	Ramsey	5
Beltrami	22	Itasca	4	Renville	20
Carlton	14	Kittson	9	Roseau	16
Cass	14	Koochiching	3	St. Louis	24
Chisago	10	Lake	1	Sherburne	18
Cook	1	Lake of Woods	8	Sibley	8
Faribault	11	Mahnomen	11	Washington	16
Grant	14	Norman	12		

TABLE V

COUNTIES WITH 50% OR MORE REDUCTION IN SCHOOL DISTRICTS

July 1, 1947 - July 1, 1954

County	Percent Reduction	County	Percent Reduction	County	Percent Reduction
Aitkin	65.6%	Dakota	59.8%	Norman	88.3%
Anoka	80.7%	Faribault	90.7%	Polk	54.0%
Beltrami	62.7%	Goodhue	78.7%	Ramsey	83.3%
Big Stone	51.6%	Grant	80.3%	Renville	84.7%
Blue Earth	52.4%	Hubbard	55.3%	Rock	54.4%
Carlton	58.8%	Kittson	86.8%	Roseau	79.7%
Chisago	79.5%	Lyon	55.1%	Sherburne	65.4%
Clay	54.9%	Mahnomen	52.2%	Sibley	89.7%
Clearwater	50.0%	Marshall	59.3%	Washington	75.4%
Cook	85.7%	Martin	52.7%		

The following counties have made considerable reductions in the number of school districts since 1947:

Le Sueur	46.3%	Nobles	43.6%	Redwood	40.2%
Morrison	41.7%	Pine	46.3%	Scott	49.2%
Nicollet	46.8%	Red Lake	49.0%	Yellow Medicine	44.6%

TABLE VI

COUNTIES WITH 100 OR MORE SCHOOL DISTRICTS

As of July 1, 1954

Nine counties have 100 or more school districts which is three less than a year ago:

County	No. of Districts	County	No. of Districts	County	No. of Districts
Becker	127	Olmsted	108	Todd	126
Fillmore	144	Otter Tail	222	Winona	106
Lac Qui Parle	101	Stearns	194	Wright	106

There are 1,234 school districts in the above nine counties which accounts for 26% of the total number of school districts in the state. These counties have 59,653 pupils enrolled in their schools. The counties listed have a population of 327,052 living in 9,199 square miles.

TABLE VII

DISTRICTS ENLARGED BY REORGANIZATION PROCEDURE

July 1, 1947 to July 1, 1954

County	Place	County	Place
Aitkin	McGregor	Faribault	Kiester
Aitkin-Kanabec	McGrath	Goodhue	Cannon Falls
Anoka	Anoka		Wanamingo
Anoka-Isanti	St. Francis		Zumbrota
Beltrami-Marshall	Grygla	Hennepin	Excelsior- Deephaven
Beltrami	Blackduck Kelliher		Hopkins
			Maple Plain- Long Lake
Big Stone	Clinton	Hubbard	Akeley Nevis
Carlton	Barnum Carlton Cromwell Holyoke Kalevala Moose Lake Wright	Kandiyohi	Lake Lillian
		Kittson	Hallock Humboldt Karlstad Kennedy Lake Bronson Lancaster No. VII (Rural)
Cass-Crow Wing	Pine River	Le Sueur	Waterville
Cass-Morrison	Pillager	Le Sueur-Nicollet -Sibley	Le Sueur
Chisago	North Branch Lindstrom- Center City Rush City	Lyon	Lynd
Clay-Becker	Ulen	Lyon-Yellow Medicine	Cottonwood
Clay	Felton Glyndon Hawley	McLeod	Brownston
Clay-Wilkin	Barnesville	Marshall	Gatzke Middle River Newfolden Stephen Strandquist Viking
Clearwater	Gonvick		
Cook	County Unit		
Crow Wing-Cass	Pequot Lakes	Marshall-Polk	Alvarado Oslo Warren
Crow Wing	Emily		
Dakota	Rosemount West St. Paul	Martin	Ceylon Granada Sherburn Welcome
Dakota-Goodhue	Randolph		
Dakota-Scott	Lakeville		
Dodge	Claremont		
Faribault	Bricelyn Delavan Frost Minnesota Lake Winnebago	Martin-Faribault	Huntley
		Morrison	Pierz
		Nicollet- LeSueur	St. Peter

TABLE VII - Cont'd.

County	Place	County	Place
Nicollet	Nicollet	Roseau	Badger
Norman	Ada		Malung-Pencer
	Gary		Roseau
	Halstad		Swift
	Twin Valley		Warroad
Norman-Clay	Borup	Roseau-Kittson	Greenbush
Pennington-			Grass Lake
Marshall	Goodridge		(90 Jt.)
Pine	Cloverton-		Strathcona
	Markville	Roseau-Marshall-	Wannaska
	Willow River	Beltrami	Skime
Polk	Beltrami	St. Louis	Proctor
	Crookston	Scott	Prior Lake
	Fertile	Scott-Sibley	Belle Plain
	Fisher	Sherburne	Becker
	Gully	Sibley- LeSueur	Henderson
	McIntosh	Sibley	Gaylord
Pope-Stevens	Cyrus		Gibbon
Ramsey	New Brighton		Winthrop
	North St. Paul		Alberta
	Roseville	Stevens	Tintah
Ramsey- Washington	White Bear Lake	Traverse-Wilkin	
Red Lake	Plummer	Washington-Anoka-	
		Chisago	Forest Lake
Renville	Bird Island	Washington	Mahtomedi
	Buffalo Lake		Newport-St. Paul
	Danube		Park
	Fairfax		Stillwater
	Franklin		
	Hector		
	Morton		
	Renville		
	Sacred Heart		
		Total Number of Successful Elections	- 131

TABLE VIII

CONSOLIDATIONS AND DISSOLUTION-ANNEXATIONS*

December 1, 1952 to July 1, 1954

*Consolidations and dissolution-annexations that have taken place prior to December 1, 1952 may be found in the "Third Report of the State Advisory Commission on School Reorganization to the Fifty-Eighth Legislature, January, 1953."

County	Place
Aitkin	3 Districts (D), attached to Aitkin 1 District (D), attached to Isle of Mille Lacs County
	1 District (D), attached to Hill City
Anoka	2 Districts (D), attached to Blaine, Dist. No. 47
Becker	1 District (C), with Hitterdal of Clay County 1 District (D), attached to Detroit Lakes
Beltrami	4 Districts (C), with Bemidji 1 District (C), with Northern
Benton	1 District (D), attached to Sauk Rapids
Big Stone	9 Districts (D), attached to Ortonville 2 Districts (D), attached to Odessa 6 Districts (C), with Beardsley
Blue Earth	11 Districts (C), with Lake Crystal 8 Districts (C), with Amboy 20 Districts (C), with Mapleton 1 District (C), with St. Clair
Carver	3 Districts (C), with Bongard 1 District (C), with Mayer 4 Districts (C), with Norwood-Young America 1 District (D), attached to New Germany 1 District (D), attached to Mayer-New Germany
Cass	1 District (D), attached to Remer 1 District (D), attached to Motley of Morrison County
Chippewa	3 Districts (C), with Raymond of Kandiyohi County 11 Districts (D), attached to Clara City 2 Districts (D), attached to Clara City and Maynard 1 District (D), attached to Clara City and Raymond of Kandiyohi County
Chisago	1 District (C), with Chisago City
Clay	2 Districts (D), attached to Hawley 2 Districts (D), attached to Felton and Ulen 3 Districts (C), with Hitterdal
Clearwater	1 District (D), attached to Shevlin 4 Districts (C), with Clearbrook 1 District (D), attached to Clearbrook 3 Districts (C), with Bagley 1 District (D), attached to Bagley and Clearbrook
Cottonwood	1 District (C), with Windom 1 District (C), with Walnut Grove of Redwood County

TABLE VIII - Cont'd.

County	Place
Cottonwood Cont'd.	1 District (D), attached to Westbrook and Walnut Grove of Redwood County 3 Districts (C), with Heron Lake of Jackson County 5 Districts (D), attached to Mountain Lake 1 District (C), with Mountain Lake 2 Districts (D), attached to Westbrook
Crow Wing	11 Districts (D), attached to Nisswa 1 District (D), attached to Riverton 1 District (D), attached to Dist. No. 9 (Rural)
Dakota	15 Districts (C), with Northfield of Rice County
Dodge	1 District (C), with Kenyon of Goodhue County 4 Districts (C), with Pine Island of Goodhue County
Douglas	10 Districts (C), with Kasson-Mantorville 1 District (D), attached to Blooming Prairie
Faribault	1 District (D), attached to Kensington 1 District (D), attached to Wells 1 District (D), attached to Blue Earth 1 District (D), attached to Blue Earth and Huntley 1 District (C), with East Chain 1 District (C), with Mapleton
Fillmore	3 Districts (D), attached to Mabel 1 District (D), attached to Mabel and Canton 8 Districts (C), with Rushford 4 Districts (C), with Stewartville of Olmsted County
Freeborn	12 Districts (C), with Spring Valley 1 District (D), attached to Dist. No. 55 (Rural) 1 District (D), attached to Dist. Nos. 12-15-93 (Rural) 4 Districts (D), attached to Freeborn 2 Districts (C), with Freeborn 4 Districts (C), with New Richland of Waseca County 3 Districts (D), attached to Ellendale 5 Districts (C), with Hayward 7 Districts (C), with Emmons
Goodhue	11 Districts (D), attached to Goodhue 23 Districts (C), with Kenyon 1 District (D), attached to Kenyon 7 Districts (C), with Pine Island 5 Districts (D), made Unorganized Territory which was consolidated later with Lake City of Wabasha County 1 District (D), attached to Cannon Falls 1 District (D), attached to Northfield of Rice County
Grant	1 Dist (D) (D), attached to Tintah, Traverse County, Elbow Lake and Norcross of Grant County
Hennepin	3 Districts (D), attached to Osseo 1 District (D), attached to Edina-Morningside 1 District (D), attached to Osseo and Robbinsdale

County	Place
Hennepin Cont'd	1 District (D), attached to Hopkins and Wayzata 1 District (D), attached to Hopkins
Houston	2 Districts (C), with Rushford 1 District (D), attached to Houston 1 District (D), attached to La Crescent 1 District (D), attached to District No. 27 (Rural)
Hubbard	1 District (D), attached to Park Rapids 1 District (D), attached to District No. 35 (Rural) 1 District (D), attached to District No. 56 (Rural)
Isanti	8 Districts (C), with Princeton of Mille Lacs County 1 District (C), with Braham
Itasca	1 District (D), attached to Nashwauk-Keewatin
Jackson	3 Districts (C), with Windom of Cottonwood County 5 Districts (C), with Okabena 5 Districts (C), with Round Lake of Nobles County 4 Districts (C), with Heron Lake 3 Districts (C), with Brewster of Nobles County 3 Districts (C), with Sioux Valley 1 District (D), attached to Sioux Valley
Kanabec	2 Districts (D), attached to Ogilvie 6 Districts (D), attached to Mora 1 District (D), attached to Mora and Ogilvie 1 District (D), attached to District No. 29 (Rural) 2 Districts (C), with Braham of Isanti County 1 District (D), attached to Hinckley of Pine County
Kandiyohi	2 Districts (C), with Belgrade of Stearns County 2 Districts (D), attached to Kandiyohi 3 Districts (C), with Raymond 1 District (D), attached to Raymond 1 District (C), with Cosmos of Meeker County 10 Districts (C), with Atwater
Lac qui Parle	11 Districts (D), attached to Ortonville of Big Stone County 1 District (D), attached to Bellingham
Lake of the Woods	Part of Unorganized Territory (C), with District No. 122 (Carp) 11 Districts (C), with Baudette
Le Sueur	3 Districts (D), attached to Waterville 1 District (D), attached to Belle Plaine of Scott County
Lincoln	1 District (D), attached to Elysian 2 Districts (D), attached to Verdi 1 District (D), attached to Ivanhoe 2 Districts (D), attached to Tyler 1 District (D), attached to Minneota of Lyon County and Ivanhoe of Lincoln County 1 District (D), attached to Canby of Yellow Medicine County
Lyon	13 Districts (D), attached to Marshall 8 Districts (D), attached to Minneota 4 Districts (C), with Minneota 1 District (D), attached to Ruthon, Pipestone County 6 Districts (C), with Balaton 1 District (C), with Milroy
McLeod	5 Districts (C), with Glencoe

TABLE VIII - Cont'd.

County	Place
Mahnomen	1 District (D), attached to Mahnomen 2 Districts (C), with Fosston of Polk County Part of Unorganized Territory (C), with Bejou
Martin	3 Districts (D), attached to Fairmont 4 Districts (D), attached to Truman
Meeker	8 Districts (C), with Cosmos 1 District (D), attached to Litchfield 1 District (D), attached to Atwater of Kandiyohi County and Grove City of Meeker County
Mille Lacs	4 Districts (D), attached to Isle 3 Districts (D), attached to Onamia 5 Districts (C), with Princeton 1 District (D), attached to Princeton 1 District (D), attached to Princeton and Milaca
Morrison	1 District (D), attached to Little Falls 2 Districts (D), attached to Swanville 4 Districts (D), attached to Randall
Mower	3 Districts (D), attached to Grand Meadow 9 Districts (C), with Stewartville of Olmsted County 3 Districts (C), with Stewartville of Olmsted County 2 Districts (C), with Spring Valley of Fillmore County 1 District (D), attached to Blooming Prairie of Steele County
Murray	5 Districts (C), with Edgerton of Pipestone County 5 Districts (C), with Ruthton of Pipestone County 2 Districts (C), with Walnut Grove of Redwood County 4 Districts (D), attached to Westbrook of Cottonwood County 3 Districts (C), with Balaton of Lyon County 11 Districts (C), with Fulda
Nicollet	3 Districts (D), attached to St. Peter 2 Districts (D), attached to Gaylord 1 District (D), attached to Nicollet 1 District (D), attached to Le Sueur, Le Sueur County and St. Peter
Nobles	4 Districts (C), with Brewster 2 Districts (D), attached to Brewster 2 Districts (C), with Adrian 4 Districts (D), attached to Bigelow 3 Districts (C), with Ellsworth 2 Districts (D), attached to Ellsworth 13 Districts (C), with Fulda of Murray County 3 Districts (C), with Magnolia of Rock County 20 Districts (C), with Worthington 1 District (D), attached to Round Lake and Worthington
Norman	1 District (C), with Waubun, Mahnomen County 1 District (D), attached to Halstad
Olmsted	8 Districts (C), with Stewartville 6 Districts (D), attached to Stewartville 3 Districts (C), with Plainview, Wabasha County 5 Districts (C), with Pine Island, Goodhue County

County	Place
Otter Tail	8 Districts (C), with Bertha, Todd County 4 Districts (C), with Henning 3 Districts (D), attached to Henning 14 Districts (C), with New York Mills 7 Districts (C), with Parkers Prairie 15 Districts (C), with Pelican Rapids 2 Districts (C), with Ashby, Grant County 3 Districts (C), with Deer Creek 1 District (D), attached to Battle Lake 1 District (D), attached to Rothsay, Wilkin County 1 District (D), attached to Dist. No. 286 (Rural) 2 Districts (D), attached to Dist. No. 69 (Rural)
Pennington	2 Districts (D), attached to St. Hilaire
Pine	6 Districts (D), attached to Hinckley 1 District (D), attached to Sandstone 1 District (D), attached to Finlayson 1 District (D), attached to Cloverton-Markville 1 District (D), attached to Bruno (Rural) 1 District (D), attached to Askov 1 District (D), attached to Dist. No. 34 (Rural) 1 District (D), attached to Moose Lake, Carlton County
Pipestone	2 Districts (D), attached to Edgerton 8 Districts (C), with Ruthton 1 District (D), attached to Ruthton
Polk	6 Districts (D), attached to Climax 2 Districts (C), with Gully 2 Districts (D), attached to Warren, Marshall County 3 Districts (C), with Erskine 2 Districts (D), attached to Fertile 2 Districts (D), attached to Crookston 1 District (D), attached to Crookston and Fertile 1 District (D), attached to Fisher
Pope	2 Districts (D), attached to Kensington 4 Districts (D), attached to Starbuck
Red Lake	1 District (C), with Erskine, Polk County 1 District (D), attached to Dist. No. 112 (Rural) 2 Districts (D), attached to Brooks 2 Districts (C), with Mentor, Polk County 1 District (C), with Crookston, Polk County
Redwood	1 District (D), attached to Vesta 2 Districts (D), attached to Walnut Grove 1 District (D), attached to Lucan 1 District (C), with Morton, Renville County 7 Districts (C), with Belview 9 Districts (C), with Milroy 14 Districts (C), with Wabasso
Rice	33 Districts (C), with Northfield 4 Districts (D), attached to Northfield 4 Districts (C), with Kenyon, Goodhue County 1 District (D), attached to Dist. No. 99 (Rural) 1 District (D), attached to Dists. Nos. 7 and 60 (Rural) 1 District (D), attached to Dist. No. 7 (Rural) 1 District (D), attached to Dists. Nos. 60, 53 (Rural) 1 District (D), attached to Medford

County	Place
Rock	4 Districts (C), with Edgerton, Pipestone County 2 Districts (C), with Ellsworth, Nobles County 5 Districts (C), with Beaver Creek 5 Districts (C), with Hills 11 Districts (C), with Luverne 1 District (C), with Luverne and Beaver Creek
Roseau	1 District (D), attached to Malung-Pencer 1 District (D), attached to Salol 1 District (D), attached to Haug-Leo
Scott	1 District (C), with LeSueur, LeSueur County
Sherburne	8 Districts (C), of Anoka, Sherburne and Wright Counties with Elk River 1 District (D), attached to Elk River 1 District (C), with Monticello, Wright County 5 Districts (C), with St. Cloud, Stearns and Benton Counties 8 Districts (C), with Princeton, Mille Lacs County
Sibley	2 Districts (C), with Glencoe, McLeod County 1 District (D), attached to Glencoe, McLeod Co 15 Districts (D), attached to Arlington 2 Districts (D), attached to Annandale, Wright County
Steele	3 Districts (C), with New Richland, Waseca County 1 District (D), attached to Ellendale 1 District (D), attached to Kenyon, Goodhue County
Stevens	9 Districts (C), with Chokio 1 District (D), attached to Herman, Grant County
Todd	2 Districts (C), with Verndale, Wadena County
Traverse	2 Districts (D), attached to Wheaton 1 District (D), attached to Browns Valley and Wheaton 4 Districts (D), attached to Browns Valley 2 Districts (C), with Beardsley, Big Stone County 1 District (D), attached to Browns Valley & Beardsley
Wabasha	1 District (D), attached to Kellogg 14 Districts (C), with Plainview 1 District (D), attached to Plainview
Waseca	1 District (D), attached to Waldorf and Pemberton, Blue Earth County 1 District (D), attached to Waldorf 1 District (C), with Pemberton, Blue Earth County
Washington	1 District (D), attached to St. Paul Park
Wilkin	1 District (D), attached to Doran 1 District (D), attached to Wolverton and Barnesville, Clay County
Winona	1 District (C), with Rushford, Fillmore County 1 District (C), with Plainview, Wabasha County 1 District (D), attached to Plainview, Wabasha County Part of Unorganized Territory (C), with Plainview, Wabasha County
Wright	2 Districts (D) attached to Annandale 1 District (D), attached to Annandale and South Haven 9 Districts (C), with Howard Lake
Yellow Medicine	1 District (D), attached to Clarkfield 9 Districts (C), with Echo 2 Districts (D), attached to Minneota, Lyon County

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