

MINNESOTA. STATE ADVISORY COMMIS-  
SION ON SCHOOL REORGANIZATION.

Report.

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FIFTH REPORT  
of the  
*Minnesota*  
(STATE) ADVISORY COMMISSION ON  
SCHOOL REORGANIZATION



to the  
SIXTIETH LEGISLATURE  
of the  
STATE OF MINNESOTA

January, 1957

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LETTER OF TRANSMITTAL

To the Senators and Representatives  
of the 1957 Minnesota Legislature

We submit to you our fifth report on school district reorganization. This report covers the period from January 1, 1955, to December 31, 1956, 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 covering the period from 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

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## INTRODUCTION

The organization of larger school districts in Minnesota has gone forward year by year since the enactment of Chapter 421 in 1947. As of July 1, 1956, more than 56 per cent of the common school districts have now been merged with districts which maintain graded elementary and secondary schools. The formation of these larger school districts has come about as a result of studies and recommendations of county school survey committees and local citizens' committees interested in developing adequate school districts. Enlarged school districts which have ample assessed valuation and pupil population are now finding it possible to provide a more diversified program of instruction in the academic and vocational fields, along with improved hot lunch, library, audio-visual program, driver education, physical and health education, music, and transportation services, as well as the necessary building facilities for the pupils of the community at costs which are reasonable and equitable.

School district enlargement in Minnesota has come about by the use of three optional procedures, which are as follows: reorganization, consolidation, and dissolution-annexation. The program of school district mergers proceeded very slowly prior to 1947 because the people were limited to the two procedures of consolidation and dissolution-annexation, which were not too well understood and because of the lack of participation by the people. School district enlargement has moved forward at a steady rate since 1947 because the optional reorganization law enacted by the legislature at that time provided for the 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, 1953 and 1955 legislatures, assigned to the elected county school survey committees the responsibility for making surveys and recommendations. The final determination as to the kind and type of school district to be formed is dependent upon the people at the local community level.

The State Advisory Commission on School Reorganization has been given the responsibility for guiding and directing the program of school district enlargement. This report will include a summary of the activities of the Commission during the 1956-57 biennium, together with recommendations for legislation. This

report also contains a brief summary of the activities of county school survey committees. A progress report for the biennium and for the nine-year period from 1947 to 1956 is also included.

The excellent progress that has been made in school district enlargement up to the present time can be traced back to the good work of the many citizens who have and are now serving as members of survey committees throughout the state. Recognition is also given to those individuals and citizens who have served on local school planning committees and to those who have served on appeal boards. Many county superintendents have devoted much time and effort toward the establishment of stronger school districts within their respective counties. City superintendents and members of school boards have contributed much toward the development of stronger school districts. 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 good discussions, and a much better understanding of current school problems and their solution through sound school district planning. The Commission wishes to commend these people and organizations for the help that has been given in behalf of sound school district enlargement.

## CHAPTER I

### STRONGER SCHOOL DISTRICTS BRING BETTER EDUCATION

Schools with small enrollments generally spend more per pupil for an education that is limited than do schools with large enrollments, as is shown when costs and programs of small schools are compared with those of larger schools. Therefore, the primary objective of good school district planning should be the securing of enough area with adequate taxable valuation and enrollment to assure the community of a school which can provide a broad program of education at a fair cost to the taxpayer.

Minnesota has some 457 districts which maintain graded elementary and secondary schools. A study of these districts has been made relative to their enrollments and their ability to provide a good program of education along with the necessary special vocational departments at a reasonable per pupil unit cost.

#### Classification of Secondary Schools

Larger school districts with bigger secondary school enrollments can obtain the services of personnel having specialized training and can also provide equipment and facilities for many activities in a more economical manner than the small school districts. Schools with enrollments of 200 or more can provide a more adequate program in the academic fields as well as the vocational, guidance, health and physical education, driver education and safety, mentally retarded and physically handicapped fields plus many other services.

The four-year secondary school classification is the most predominant among schools with less than 100 pupils, and the educational program is limited to courses in the academic fields. As schools become larger they are in a better position to be classified as six-year or junior-senior secondary schools with more diversified programs of education.

TABLE I  
SUMMARY OF THE CLASSIFICATION  
OF THE SECONDARY SCHOOLS FOR YEAR 1954-55

Pupil Enrollment Intervals	No. of Secondary Schools	Classification of Secondary School					No. Schools with Rights & Privileges Consolidated School
		H.S. Dept.	Junior H.S.	Four Year	Six Year	Junior Senior	
Less than							
100	62	2	1	56	3	-	53
100-149	48	-	-	11	37	-	45
150-199	69	-	-	4	65	-	63
200-249	59	-	-	1	56	2	45
250-299	45	-	-	2	33	10	31
300-349	34	-	-	-	7	27	30
350-399	29	-	-	1	15	13	25
400-499	26	-	-	3	4	19	18
500-999	52	1	-	-	4	47	11
Over 1000	33	1	-	1	-	31	12
Totals	457	4	1	79	224	149	333

Vocational Department Offerings in Relation to Size of Secondary School

The size of the secondary school relative to enrollment is of importance in determining the type of program that can be offered. Schools with less than 100 pupils enrolled in high school find it very difficult to provide vocational departments. Forty-six schools of the 62 in this group in the school year 1954-55 had no vocational departments, and there were only 25 vocational departments distributed among the remaining 16 schools. As the enrollment became larger, the number of vocational departments per school increased, as shown in Table II.

TABLE II  
DISTRIBUTION OF VOCATIONAL DEPARTMENTS  
IN THE SECONDARY SCHOOLS FOR YEAR 1954-55

Pupil Enrollment Intervals	No. of Secondary Schools	Number of Schools with Departments					Total Number Depts.
		None	One Dept.	Two Depts.	Three Depts.	Four Depts.	
Less than							
100	62	46	8	7	1	-	25
100-149	48	9	8	19	12	-	82
150-199	69	2	9	29	22	7	161
200-299	104	0	7	27	40	30	301
300-399	63	0	2	7	24	30	208
400-499	26	0	1	-	6	19	95
500-999	52	0	1	1	20	30	183
Over 1000	33	0	-	3	11	19	115
Totals	457	57	36	93	136	135	

Costs Per Pupil Unit in Relation to Size of Secondary Schools

The cost per pupil unit in average daily attendance for maintenance is based mainly upon the number of pupils enrolled, the number of teachers employed and the number of courses offered. Secondary schools with enrollments below 150 pupils are generally limited in the number of courses they can offer to their students. This fact is brought out by the program below from a typical small high school in Minnesota.

Classification - Four-year Secondary

Number of Pupils Enrolled - 88

Number of Teachers - 8

Subjects Offered

English 9, 10, 11, 12

Mathematics, Algebra, Plane Geometry

Science: General Science, Biology, Physics

Physical Education 9, 10

Vocational Departments

Industrial Arts 9, 10, 11 Department not approved

Home Economics 9, 10 Department not approved

Business: Typing I, Bookkeeping, General Business, Shorthand I

Small secondary schools which offer a restricted program of education find that the cost per pupil unit in average daily attendance for maintenance is high in comparison to the state median of \$216. It is to be noted in the graph on page 8 that the schools in the lower three enrollment groups have median costs per pupil unit in average daily attendance for maintenance varying from \$30.00 to \$5.00 over the state median. Therefore, these schools are not getting the maximum return for the educational dollar spent. Schools that range in size from 200 to 1,000 pupils enrolled are in a position to offer a more diversified program of courses as they become larger. Schools in this range have per pupil unit costs below the state median for maintenance. These schools are receiving a greater return for each dollar spent.

Schools that have secondary enrollments in excess of 1,000 pupils have higher per pupil unit costs for maintenance due to the fact that they can offer a very extensive program of

education with wide selection of courses. The school program below from a school of 1,000 or more pupils enrolled shows in detail the courses available to its students.

Classification - Junior-Senior

Number of Pupils Enrolled - Junior High School	672
Senior High School	838
Total	1510

Number of Teachers 104

Subjects offered - Junior High School

English 7, 8, 9 General Language 9

Mathematics 7, 8, Algebra

General Science 7, 8, 9

Social Studies, History, Geography

Art 7, 8

Conservation 9

Vocational Departments

Industrial Arts 7, 8, 9

Home Economics 7, 8, 9

Business Relations

Agriculture 9

Physical Education 7, 8, 9

Music Orchestra, Band, Voice

Library

Audio-Visual

Junior High Ungraded Group - Remedial work

Subjects offered - Senior High School

English 10, 11, 12 Speech, Journalism

Mathematics: Higher Algebra, Trigonometry, Plane Geometry,  
Solid Geometry, Practical Mathematics

Science: Biology, Chemistry, Physics, Photography

Social Studies, U. S. History, World History, Senior  
Social Studies

Languages: Latin 10, 11, 12; Spanish 10, 11, 12; German  
11, 12

Art 10, 11, 12

Physical Education 10

Recreation and Safety, Driver Training

Speech Correction

Personnel and Guidance, Occupational Relations

Music: Orchestra, Chorus, Band, Voice

Adult Education Classes

Vocational Departments

Agriculture 10, 11, 12; Farm Shop, Farm Management,  
Veterans' Agriculture

Home Economics 10, 11, 12

Industrial Arts 10, 11

Business: Shorthand 11, 12; Typing 1, 2; Bookkeeping,  
General Clerical Practice, Secretarial Practice,  
Business Law, Economic Geography

Audio-Visual

Area Vocational School

Aeronautics, Auto Mechanics, Auto Body Repair, Electric-  
ity, Metal Trades, Industrial Machines,  
Combustion Engines, Radio-Television

Full-time Librarians

Full-time Director of school lunch program

Full-time Nurse

Administration and Supervision full-time

In addition, other schools in this group have special classes for the mentally retarded, blind, crippled and deaf. Schools in the largest enrollment category have a median cost of \$229 per pupil unit, but in return the very best educational program is available to their students. The following graph gives the median cost per pupil unit in average daily attendance for maintenance for each enrollment group.

Local Tax Support in Relation to Size of Secondary School

Support of public education at the local community level brings the individual taxpayer in close contact with public school finance. Again the efficiency of operation of the small secondary school can be questioned. The Tax rates on property located in districts which have limited enrollments in high school indicate that such rates exceed the state median. Schools in the lower three enrollment intervals exceed the state median of 36 mills on agricultural property and 59.8 mills on nonagricultural property. Small secondary schools, with their limited program of education, require a greater effort on the part of the local taxpayer for their support. Schools in the 1,000 enrollment group exceed the state median because of the broad program offered to their students. Table III gives comparative median tax rates for each enrollment group.

GRAPH

Median Costs Per Pupil Unit in Average Daily Attendance for Maintenance (Exclusive of Transportation) in Relation to Size of Secondary School, 1954-55

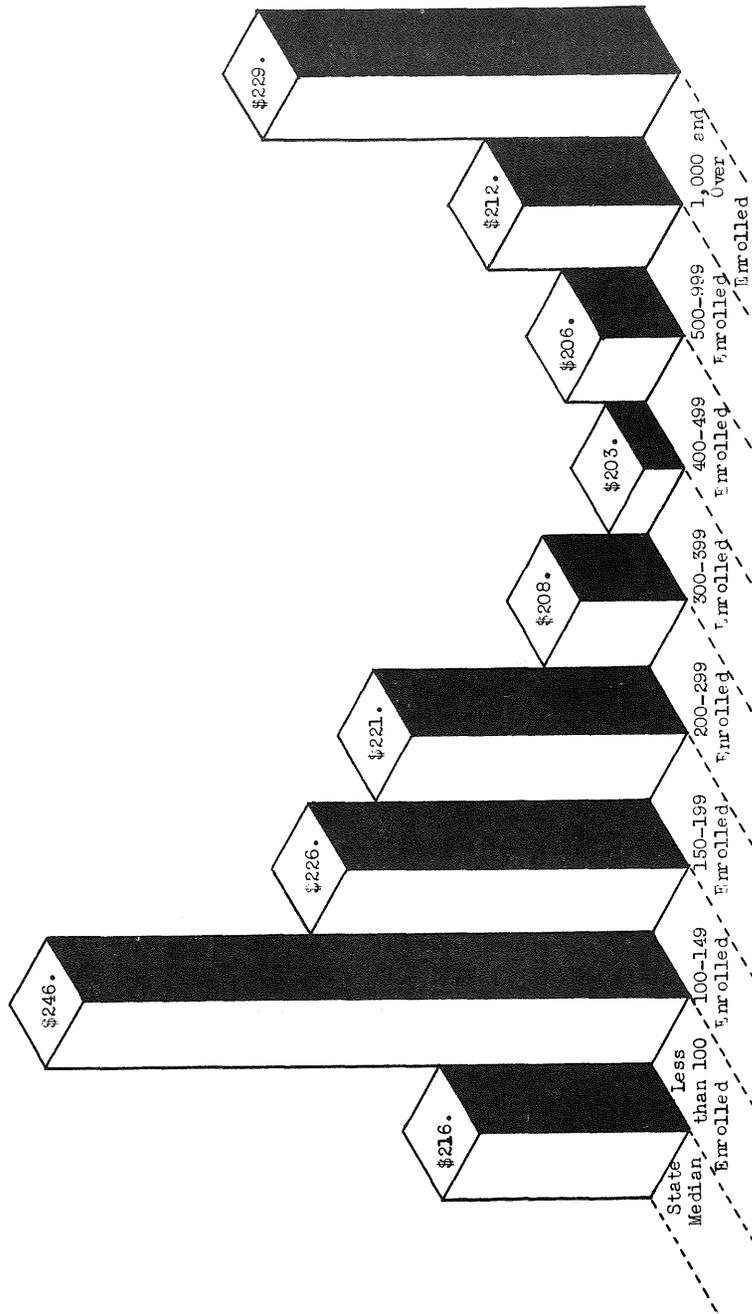


TABLE III

MEDIAN TAX RATES FOR MAINTENANCE IN RELATION TO SIZE OF SECONDARY SCHOOLS, 1954-55

Pupil Enrollment Interval	Agricultural Property Mills	Nonagricultural Property Mills
State Median	36.00	59.80
Less than		
100	46.95	71.73
100-149	41.24	65.40
150-199	37.92	63.01
200-299	34.20	57.80
300-399	31.03	55.90
400-499	34.93	52.20
500-999	30.00	52.20
Over 1000	41.42	63.37

Assessed Valuation in Relation to Size of Secondary School

In the formation of stronger school districts, an adequate tax base is of prime importance. Districts with a restricted tax base are faced with the problem of securing enough money to operate their schools. Many of these districts find that they must of necessity curtail the educational program which they offer to the students of the area. In the study of the 457 districts which maintained graded elementary and secondary schools, the assessed valuation ranged from a low of \$97,663 to a high of \$35,258,889, outside of the cities of the first class. This wide variation in assessed valuation shows the great inequality that exists in the state. It is interesting to note that the average assessed valuation for districts in each enrollment interval increases as the enrollment increases. Table IV below shows the increase in assessed valuation in relation to the size of enrollment in the secondary schools.

TABLE IV  
AVERAGE ASSESSED VALUATION OF SECONDARY SCHOOL DISTRICTS, 1954-55

Pupil Enrollment Interval	Assessed Valuation	Pupil Enrollment Interval	Assessed Valuation
Less than			
100	\$ 770,585.	300-399	\$1,428,196.
100-149	804,853.	400-499	1,722,950.
150-199	1,145,852.	500-999	3,164,312.
200-299	1,223,093.	Over 1000	10,445,433.

## CHAPTER II

### THE FUNCTIONS OF THE STATE ADVISORY COMMISSION

The school district reorganization law provides for a State Advisory Commission on School Reorganization, 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. The Division Director of Elementary and Secondary Education has been given the responsibility of directing the program of school district enlargement, and under his supervision consultant service is made available to the county school survey committees and local school planning committees throughout the state.

The duties of the State Commission are set forth in Minnesota Statutes, 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 building 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 State Advisory Commission was given authority by the

1949 Legislature under Minnesota Statutes, Section 122.48, to set up an appeal board in case the people of any district feel aggrieved by any proposed division of the district or by assignment to a proposed district, and the school board of such district files a brief of the grievances with the State Advisory Commission. The appeal board, composed of five impartial members who are not residents of the county, reviews the recommendations of the county school survey committee and conducts a hearing, at which time the people concerned have the opportunity of being heard. When the appeal board has received all the facts relating to the appeal, it will render a decision which is final. During the past two-year period, two appeal boards have been appointed to hear the grievances of five districts. The appeal boards granted the request of one district and denied those of four. At the present time there are no appeals pending before the State Advisory Commission.

In 1953 the Legislature amended Minnesota Statutes, Section 122.42, 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." During this past biennium the Commission received requests from Red Lake and Wadena counties to disband their survey committees. The Commission recommended that these committees continue to function pending future legislation on reorganization.

During the current biennium the State Advisory Commission has received seven amended or revised final reports from four county school survey committees. It is the responsibility of the Commission to study the amended and revised final recommendations to determine whether or not the proposals are sound and in the best educational interests of the pupils and the people residing within such territories.

The problem of marginal school districts being formed which do not have adequate enrollments and taxable valuation has required a very careful analysis of proposals on the part of the State Advisory Commission and members of the staff. For the purpose of checking reorganization and consolidation proposals, certain criteria have been prepared for evaluating proposals for enlarging school districts. These criteria are included in the appendix. In addition, a data sheet was prepared for school

district enlargement proposals whereby information as to area, assessed valuation, tax rates, numbers of pupils, number of teachers, vocational and special departments, maintenance costs, transportation, building, and state aids can be used in evaluating the soundness of the proposed district.

The Commission held a two-day conference for the purpose of discussing laws relating to school district enlargement, with representatives of city and county schools so as to gain first hand information on the strength and weakness of the various laws relating to school district enlargement.

Members of the State Advisory Commission were requested to appear before the Interim Commission on Education Laws and Recodification so as to give both groups an opportunity to discuss the laws relating to school district enlargement. The recommendations of the Commission for proposed legislation are presented in this report in Chapter V.

The annual and quarterly budgets have been approved by the Commission, and it has made recommendations to the State Board of Education regarding the distribution of the funds granted by the Legislature for the conduct of the activities in connection with the program of school district enlargement.

Two survey manuals were prepared and published by the State Advisory Commission in 1947 and 1949 for the use of county school survey committees. These manuals have been very helpful to survey committees and local citizens in their study of local school problems.

As a result of school district enlargement, the county school district maps on file in the State Department of Education are not up-to-date, and the State Advisory Commission has authorized the revision of these maps to show the boundaries of existing school districts as of July 1, 1956.

In addition the Commission has been responsible for the preparation of supplementary bulletins, leaflets, progress reports and newsletters which have been available to the public.

## CHAPTER III

### COUNTY SCHOOL SURVEY COMMITTEES AND THEIR DUTIES

Sixty-three counties established school survey committees in 1947 under the provisions of Minnesota Statutes, Section 122.42. Chart I on page 16, indicates the counties in which committees were organized. Table I in the appendix lists the counties that have survey committees which are still active, those which have been disbanded by the State Advisory Commission, and those which were abolished by school board action.

The reorganization law provides that the county school survey committee shall be composed of nine members, with five persons elected from the common school districts and four from the urban districts. This act further provides that the county superintendent shall serve as an ex-officio member and executive secretary of the committee.

Duties of county school survey committees are set forth in Minnesota Statutes, Section 122.46, as follows: "The committee shall have power and it shall be its duty: (1) To study the school districts of the county and their organization for the purpose of recommending desirable reorganization which in the judgment of the committee will afford better educational opportunities for the pupils and inhabitants of the county, a more equitable, efficient, and economical administration of public schools and a more equitable distribution of public school revenues; and (2) To confer with school authorities and residents of the school districts of the county, hold public hearings, and furnish to school board members and to the public information concerning reorganization of school districts in the county; and (3) To make reports of its study and recommendations, including a map or maps showing existing boundaries of school districts and the boundaries of proposed or recommended school districts, concerning the reorganization and financing of the school districts of the county; and (4) To evaluate periodically the recommendations in the final report for the purpose of including the latest available data."

The reports of the county school survey committees have served a very useful purpose in bringing to the attention of the public the many inequalities that exist among school districts.

The data contained in these studies relative to enrollments, costs per pupil unit in average daily attendance for maintenance, teacher qualification, educational offerings and services, assessed valuations, and tax rates show a wide variation among the various school districts of the state. Copies of the tentative and final reports and amendments to the final reports are on file with the State Advisory Commission and in the office of the county superintendent of schools.

Enlarged school districts that have been recommended by county school survey committees generally have followed the boundary lines of existing high school areas. This type of school district can furnish a more complete program of education for grades one through twelve, inclusive. In addition, such enlarged district makes it possible for everyone living in the area to become a resident of a high school district which entitles him to the right to participate in the affairs of the district where his children attend. Enlarged school districts that have adequate enrollment and assessed valuation are now experiencing the effects of improved educational services for the entire area.

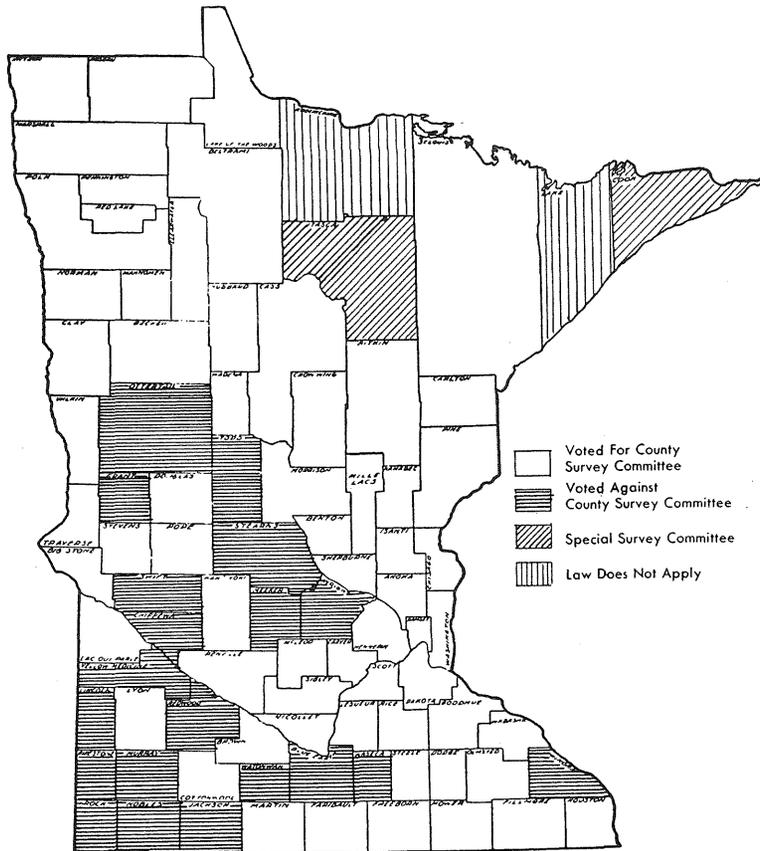
County school survey committees have continued to carry out the responsibilities assigned them by statute by holding meetings whenever required or when the people of the county requested their help in the formation of larger school districts. In counties where limited recommendations were made, survey committees have now set up proposals. During the past biennium the Clay county survey committee prepared proposals for school district enlargement at Moorhead and Glyndon; the Marshall county survey committee revised the Argyle proposal; in Chisago county the committee has recommended the merger of the two existing reorganized districts at Lindstrom-Center City and Chisago City into one large unit; Anoka county survey committee set up a proposal for the merger of Circle Pines District No. 48 and part of No. 5 Centerville, and the Scott county school survey committee has amended its final report and has recommended the enlargement of the Jordan and Shakopee areas.

Since July 1, 1954, five successful elections on reorganization were held at Audubon and Osage in Becker county, Moorhead in Clay county, Argyle in Marshall county, and Circle Pines and Centerville of Anoka county.

As a result of reorganization there are now approximately 137 such districts in operation throughout the state. The success of school district enlargement as a whole can be attributed to the fine work of school survey committees. In many instances school survey committees have been called upon by county commissioners for counsel in their deliberations on dissolution-annexation and other matters relating to school districts and their organization.

The program of school district enlargement has carried over into the counties that did not have organized school survey committees as a result of the work of surrounding school survey committees. To bring about the enlargement of school districts in these counties, extensive use has been made of the consolidation and the dissolution-annexation procedures. The results of sound school district enlargement are now apparent, in that these districts are now offering a more diversified program of instruction in the academic, vocational and special department fields, along with expanded building facilities and improved transportation systems for the pupils in their respective areas.

**ORGANIZATION OF COUNTY SURVEY COMMITTEES**  
State of Minnesota



State Department of Education  
and  
State Advisory Commission on School Reorganization

**PROGRESS IN SCHOOL DISTRICT ENLARGEMENT**

Minnesota has made extensive progress in the field of school district enlargement since 1947. During this past biennium, 1,088 additional school districts have been merged to form larger and stronger school districts. When school districts were first organized upon the neighborhood basis, they were able to satisfy the simple educational needs of their pupils. The people of the small rural and urban districts are now finding it exceedingly difficult to meet present-day demands for a more comprehensive program of education on both the elementary and secondary school levels. Because of these demands, the small school district is now coming to the realization that it no longer has the required geographical area with a population large enough to supply the school with an adequate number of pupils and assessed valuation to provide a well-balanced program of education at a reasonable cost. As a result, many school districts have found it to their advantage to combine their local resources in forming districts large enough to give a full diversified program of education for grades one through twelve.

The success of school district enlargement over the past eight or nine years can be attributed to Chapter 421 relating to the reorganization of school districts, which was enacted by the Legislature in 1947. This act focused the attention of the people of the state toward the need for the development of stronger school districts. In addition to the reorganization law, the people of Minnesota have available for their use the consolidation, dissolution-annexation and merger laws. The fact that Minnesota has these four optional procedures has enabled the people to choose the procedure best suited to their local situation in the development of adequate school districts. When the movement of school district enlargement started in 1947, Minnesota had 7,606 organized school districts. By June 30, 1956, the number of school districts had been reduced to about 3,634. Since July 1, 1947, there has been a total reduction of 3,972 school districts. For the period ending July 1, 1954, about 40 percent of the common school districts had been merged compared to about 56 percent on July 1, 1956, or a gain of 16 percent during the biennium. Most of the common school districts in the state have been merged with the graded elementary and secondary school in their respective high school areas.

There were 226 districts that maintained both graded elementary and secondary schools in 1947 that had the rights and privileges of a consolidated district, and by 1956 the number increased to 380 districts. Nonconsolidated districts which maintained both graded elementary and secondary schools have been reduced from 244 in 1947 to only 68 in 1956. This indicates a trend showing that many of the enlarged districts throughout the state have been organized along community lines with the graded elementary and secondary school as the center.

For the period from July 1, 1954, to July 1, 1956, 1,088 school districts have been merged. Chart II gives a graphic picture of the year-by-year reduction of school districts since 1947.

Table II in the appendix gives a summary of school district enlargement, county by county, up to July 1, 1956.

#### Summary of School District Enlargement July 1, 1956

Number of school districts, July 1, 1947.....	7,606
Number of school districts, July 1, 1956.....	3,634
Total number of districts merged.....	3,972
Number of districts merged by reorganization.....	1,392
Number of districts merged by consolidation and by dissolution-annexation.....	2,580

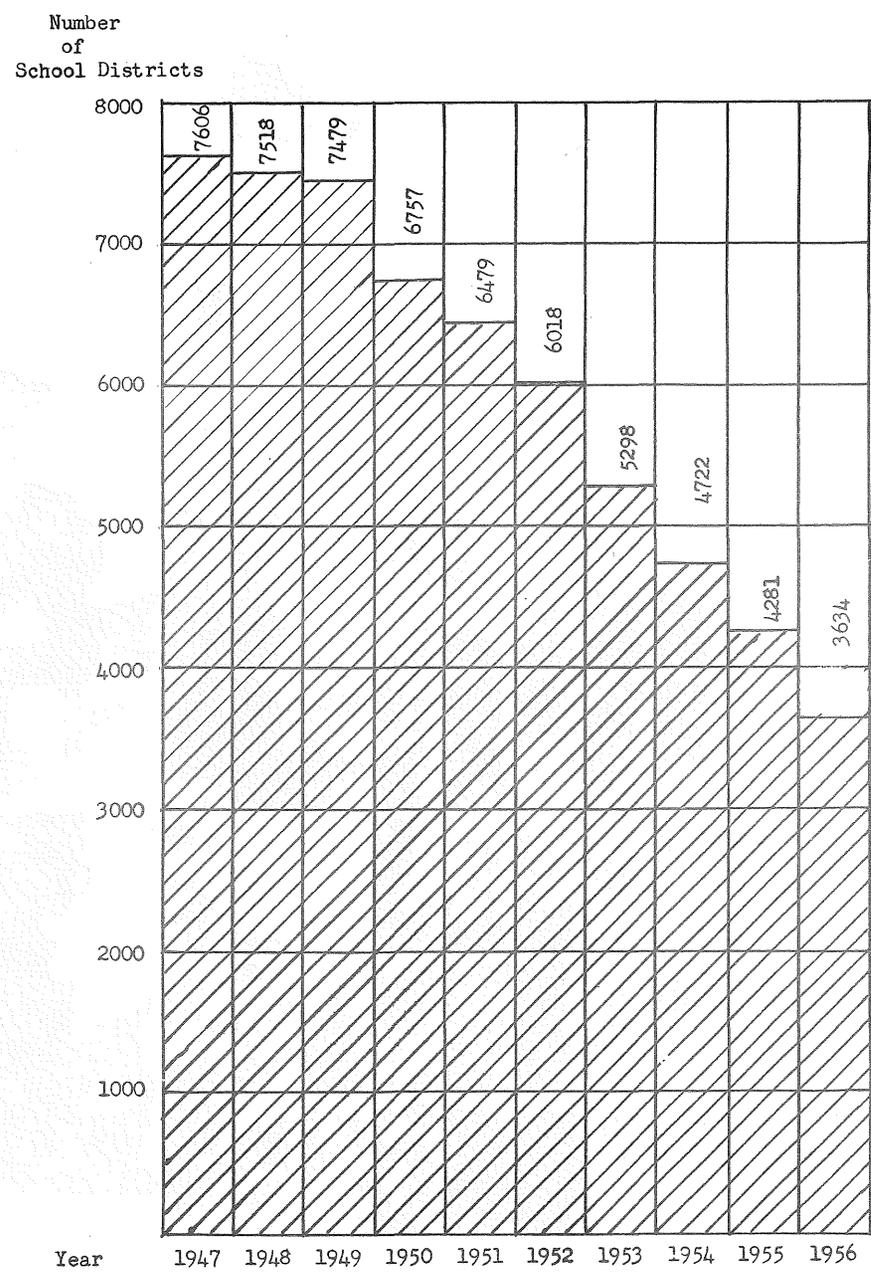
Chart III on page 22 shows the counties which have 25 districts or less, as of July 1, 1956. Table IV in the appendix lists these counties relative to the number of districts in each county.

Chart IV on page 23 gives the location of counties that have made reductions of 50 percent or more in the number of school districts. These counties are listed in Table V of the appendix with the percentage of reduction in each.

Counties that had 100 or more school districts as of July 1, 1956, are listed in Table VI in the appendix.

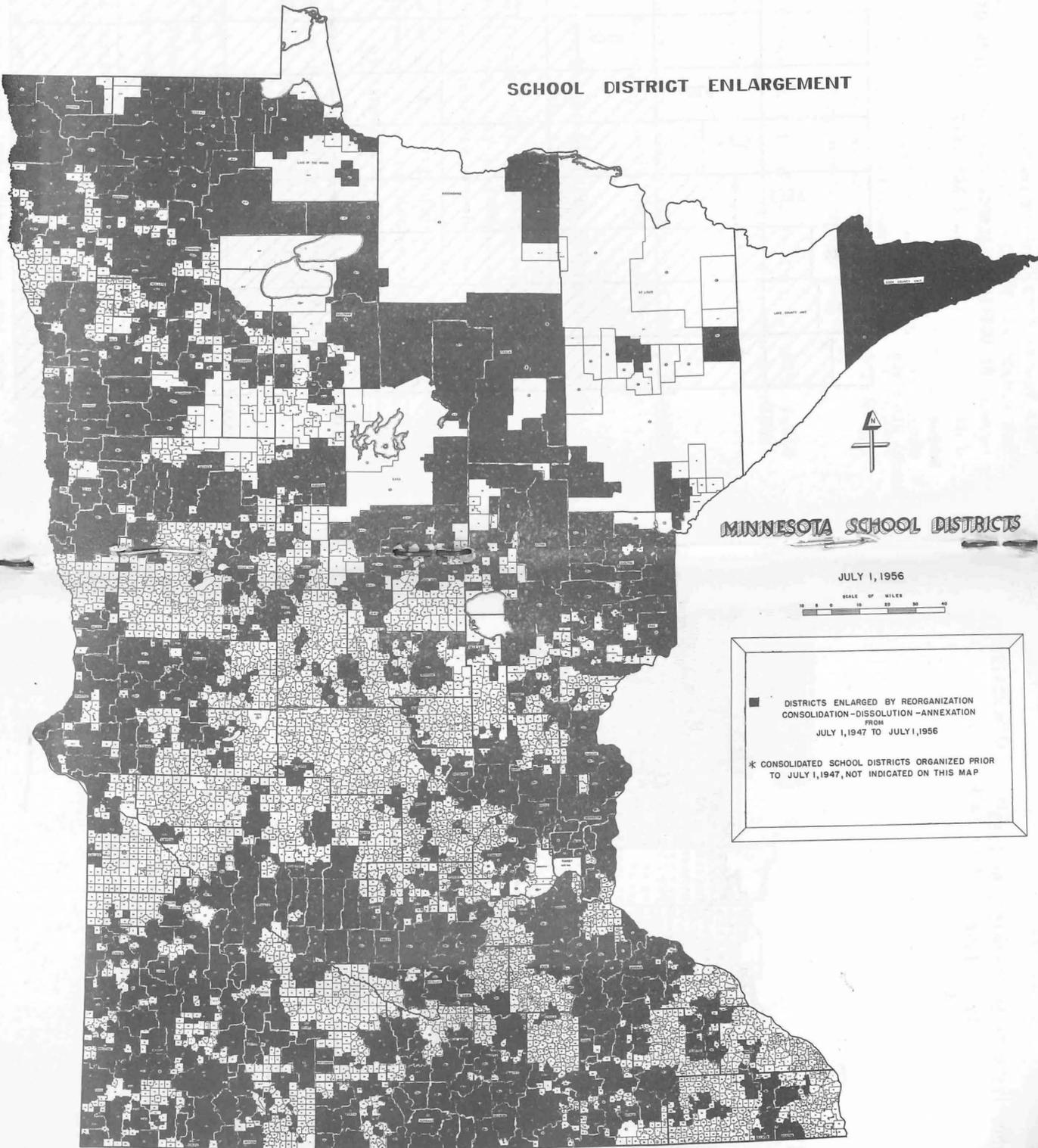
Counties that have reduced the number of school districts by less than 25 percent are listed in Table VII of the appendix.

CHART II  
REDUCTION OF SCHOOL DISTRICTS YEAR BY YEAR  
SINCE 1947



SCHOOL DISTRICT ENLARGEMENT

- 20 -



MINNESOTA SCHOOL DISTRICTS

JULY 1, 1956



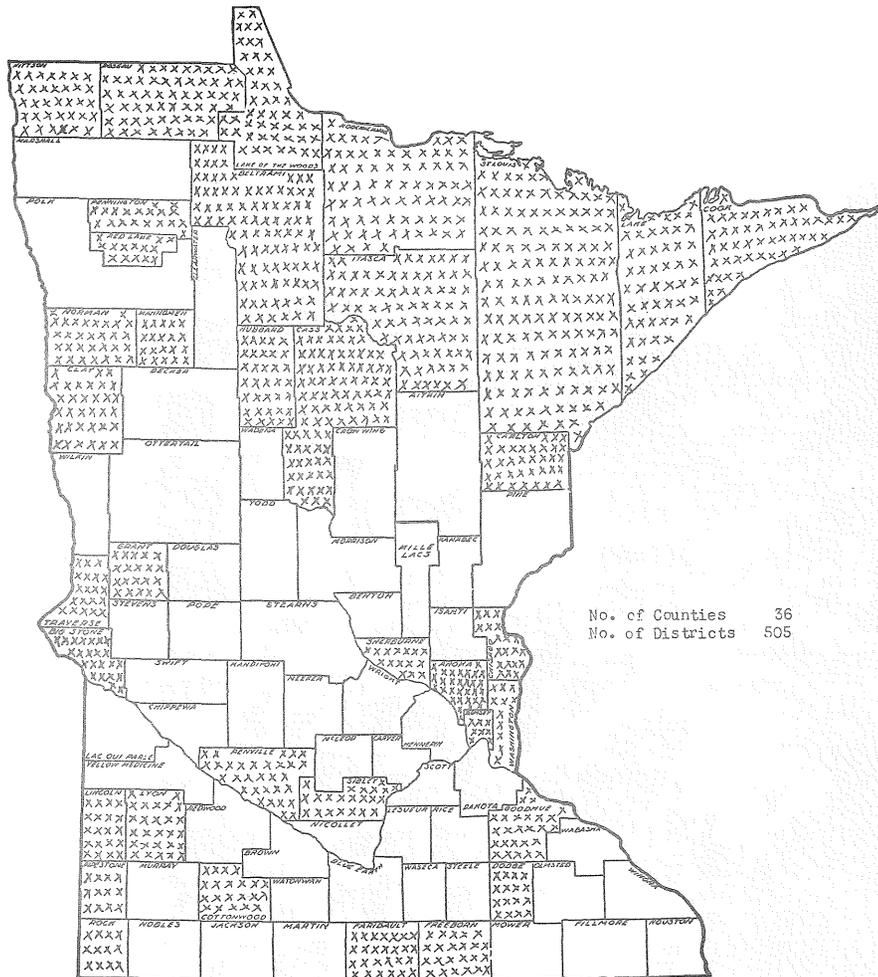
■ DISTRICTS ENLARGED BY REORGANIZATION  
CONSOLIDATION - DISSOLUTION - ANNEXATION  
FROM  
JULY 1, 1947 TO JULY 1, 1956

\* CONSOLIDATED SCHOOL DISTRICTS ORGANIZED PRIOR  
TO JULY 1, 1947, NOT INDICATED ON THIS MAP

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CHART III

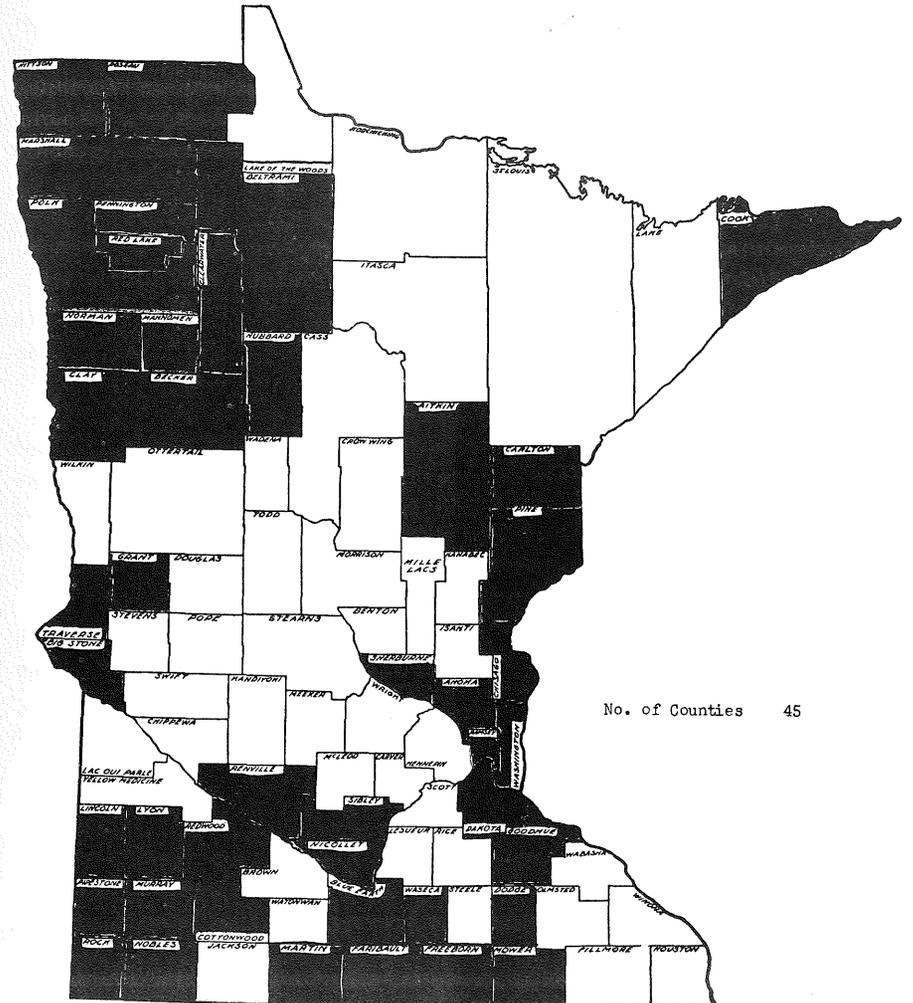
COUNTIES WITH 25 DISTRICTS OR LESS  
July 1, 1956



No. of Counties 36  
No. of Districts 505

CHART IV

COUNTIES WITH 50 PERCENT OR MORE REDUCTION IN SCHOOL DISTRICTS  
JULY 1, 1947 - JULY 1, 1956



No. of Counties 45

CHAPTER V  
RECOMMENDATIONS

The State Advisory Commission has devoted considerable time to studying the proposed changes in the statutes relating to the program of school district enlargement. Suggestions received from county superintendents and city superintendents, school boards and study committees have pointed out the need for simplification and clarification of the enlargement procedures.

The following recommendations are submitted by the State Advisory Commission for consideration by the 1957 Legislature of Minnesota:

- I. Recommendations Relating to Procedures in District Enlargement
  - A. That several procedures for enlargement be available to the people to choose from in accordance with varying conditions.
  - B. That the reorganization law be continued on a permanent basis after 1959, and that the State Advisory Commission be continued with powers and duties expanded to include advisory relationship with all procedures of district enlargement.
  - C. That the consolidation procedure be amended so as to require the petitions to be presented to the county superintendent prior to the preparation of the plat, and that other laws be amended to harmonize with such changes.
  - D. That the consolidation laws be strengthened by incorporating therein desirable features of the reorganization law, such as the method of initiation, the procedure in merging of two or more districts each maintaining graded elementary and secondary schools or both, and the election procedure on debt assumption.
  - E. That the procedure of dissolution-annexation be amended to require a plat to be submitted to the commissioner

of education for approval prior to action by the county board.

- F. That the restrictions found in Minnesota Statutes, Section 122.10, be removed so as to permit the division of small districts and make possible more regular and logical boundary lines for the larger districts.
- II. Recommendations Relating to the Preliminary Steps in Enlargement
    - A. That consideration be given to the establishment of a committee of lay people in each county for further study of the school problems.
    - B. That the duties of the county superintendent in the initiation of a consolidation proposal and in the preparation of the plat be more clearly defined.
  - III. Recommendations Relating to the Question of Debt Assumption
    - A. That mutual debt assumption be included in the proposal and election on unification or enlargement.
    - B. That provision be made for an optional waiver of the whole or part of the requirement of debt assumption if so desired by the district with the bonded debt.
  - IV. Recommendations Relating to Problems Involving Joint Districts
    - A. That when detachment of lands from any joint consolidated or reorganized district is to be made by the county board, no order in such proceedings shall be valid unless concurred in by the county board of each county affected.
    - B. That when a common school district situated wholly within one county is to be dissolved and the territory attached to the district which maintains a secondary school located within the same high school area, it shall only be necessary to complete such proceedings within the county in which the common school district is situated.

V. Recommendations Relating to the School Board after Enlargement

That the school board and people of a newly enlarged district have full authority to plan and execute on behalf of the district at once, even though the effective date of the merger shall be fixed for July 1.

VI. Recommendations Relating to Other Items

- A. That in all procedures of district enlargement such as, reorganization, consolidation, dissolution-annexation, merger or otherwise the effective date of the merger be fixed for July 1, next.
- B. That all closed school districts be merged with the high school district serving that area after two years as a closed school district.
- C. That consideration be given to the advisability of withholding state aid from districts with less than 10 pupils in the elementary grades and an average of at least 10 pupils for each grade of the small high schools.
- D. That clarification be made of state aid provisions for enlarged districts whose pupils are in attendance at laboratory schools of teachers' colleges.
- E. That the future functions of the office of county superintendent be clarified and that professional qualifications for the office be established.
- F. That incentive aids to encourage establishment of school districts which are economically and educationally sound be considered.
- G. That the so-called "associated school district" law passed by the 1955 Legislature be repealed.

CONCLUSION

Minnesota has progressed steadily in its program of school district enlargement. Much work remains to be done if every child in the state is to have the privilege of being a resident of a district which can provide all the essential educational services for grades one through twelve. Minnesota ranked fourth among the states in the total number of school districts for the school year of 1954-55. Therefore, it is very apparent that there is a definite need for the continuation of the work on school district enlargement.

The problem of marginal school districts being formed around a community which has a small high school is acute and requires very careful study. In many instances, this type of district does not meet the standards for an adequate school district, because of insufficient enrollment and an inadequate tax base upon which to provide the necessary and rich educational program and services, plus adequate building facilities, at a reasonable cost. In general, school districts may be considered marginal if the enrollment in the secondary school falls below 200. Likewise, if the tax base is less than \$1,500,000, the burden of providing a well-rounded program of education becomes very costly to the taxpayer.

In planning a strong school district, the people might well consider the criteria set forth by Dr. Walter D. Cocking, editor of the School Executive, in his editorial on "Reorganization of School Districts", in the October, 1956, issue:

"In general, it is believed that a good school district meets the following criteria:

- "1. Has one school board and one chief administrator responsible for all schools within the district.
- "2. Has sufficient number of pupils so as to provide necessary and rich educational program and services.
- "3. Has sufficient taxable wealth to support in large part the cost of the program.
- "4. Can organize and operate elementary and secondary schools of effective size to provide economical school administration."

Another problem of vital concern is the matter of nonoperating schools in Minnesota. At the close of the 1955-56 school year there were about 3,160 common school districts remaining in the state of which approximately 1,000 were closed schools. The taxable resources of these districts could well be used in the development of stronger graded elementary and secondary school districts which can provide the type of educational program to which their pupils are entitled.

Minnesota has come a long way since 1947 in the development of stronger school districts when we consider that 56 percent or better of our common school districts are now a part of a district which has or is in the process of building a better school system for the boys and girls of the state.

## A P P E N D I X

TABLE I  
REPORT OF VOTE ON ORGANIZATION OF  
COUNTY SCHOOL SURVEY COMMITTEES

Group I (63)

Counties in which School Survey  
Committees are Organized

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	Mille 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*

\* Committees abolished by vote of school boards.

† Committees disbanded by action of State  
Advisory Commission upon request.

Wadena  
Washington  
Wilkin

Group II (2)

Counties with Special School Survey Committees

Cook

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

Koochiching

Lake

TABLE II

SUMMARY REPORT ON SCHOOL DISTRICT ENLARGEMENT  
July 1, 1947 to July 1, 1956

County	No. of Dists.		Total Reduc-	County	No. of Dist.		Total Reduc-
County	7-1-47	7-1-56	tion	County	7-1-47	7-1-56	tion
Aitkin	102	27	75	Marshall	140	40	100
Anoka	57	6	51	Martin	110	33	77
Becker	133	36	97	Meeker	92	79	13
Beltrami	59	21	38	Mille Lacs	59	45	14
Benton	64	57	7	Morrison	139	74	65
Big Stone	60	22	38	Mower	115	44	71
Blue Earth	122	51	71	Murray	113	37	76
Brown	82	74	8	Nicollet	62	29	33
Carlton	34	12	22	Nobles	110	36	74
Carver	66	38	28	Norman	103	10	93
Cass	23	14	9	Olmsted	125	77	48
Chippewa	87	48	39	Otter Tail	281	191	90
Chisago	49	10	39	Pennington	68	24	44
Clay	102	17	85	Pine	108	49	59
Clearwater	56	26	30	Pipestone	72	17	55
Cook	7	1	6	Polk	213	86	127
Cottonwood	76	19	57	Pope	90	64	26
Crow Wing	96	63	33	Ramsey	30	5	25
Dakota	102	39	63	Red Lake	53	25	28
Dodge	82	20	62	Redwood	112	43	69
Douglas	96	60	36	Renville	131	16	115
Faribault	118	10	108	Rice	106	74	32
Fillmore	174	115	59	Rock	68	22	46
Freeborn	128	22	106	Roseau	79	16	63
Goodhue	155	17	138	St. Louis	29	24	5
Grant	71	12	59	Scott	67	34	33
Hennepin	90	47	43	Sherburne	52	14	38
Houston	104	66	38	Sibley	78	8	70
Hubbard	56	23	33	Stearns	203	190	13
Isanti	68	39	29	Steele	86	72	14
Itasca	6	4	2	Stevens	68	37	31
Jackson	104	64	40	Swift	93	85	8
Kanabec	57	29	28	Todd	143	117	26
Kandiyohti	109	75	34	Traverse	60	11	49
Kittson	68	9	59	Wabasha	96	50	46
Koochiching	4	4	0	Wadena	60	41	19
Lac qui Parle	104	90	14	Waseca	83	26	57
Lake	1	1	0	Washington	65	14	51
Lake of the Woods	11	7	4	Watonwan	62	39	23
Le Sueur	95	48	47	Wilkin	80	47	33
Lincoln	76	19	57	Winona	114	99	15
Lyon	98	20	78	Wright	138	102	36
McLeod	83	48	35	Yellow			
Mahnomen	23	9	14	Medicine	92	49	43

TOTALS 7,606 3,634 3,972

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	2,308
July 1, 1954	4,722	576	2,884
July 1, 1955	4,261	461	3,345
July 1, 1956	3,634	627	3,972

TABLE IV

COUNTIES WITH 25 DISTRICTS OR LESS  
July 1, 1956

County	Number of Districts	County	Number of Districts
Anoka	6	Lake	1
Beltrami	21	Lake of the Woods	7
Big Stone	22	Lincoln	19
Carlton	12	Lyon	20
Cass	14	Mahnomen	9
Chisago	10	Norman	10
Clay	17	Pennington	24
Cook	1	Pipestone	17
Cottonwood	19	Ramsey	5
Dodge	20	Red Lake	25
Faribault	10	Renville	16
Freeborn	22	Rock	22
Goodhue	17	Roseau	16
Grant	12	St. Louis	24
Hubbard	23	Sherburne	14
Itasca	4	Sibley	8
Kittson	9	Traverse	11
Koochiching	4	Washington	14

Thirty-six counties have 25 districts or less compared to 23 counties two years ago. This represents a gain of 13 counties.

TABLE V

COUNTIES WITH 50 PERCENT OR MORE REDUCTION IN SCHOOL DISTRICTS  
July 1, 1956

County	Percent Reduction	County	Percent Reduction
Aitkin	73.5	Marshall	71.4
Anoka	89.5	Martin	70.0
Becker	72.9	Mower	61.7
Beltrami	64.4	Murray	67.3
Big Stone	63.3	Nicollet	53.2
Blue Earth	58.2	Nobles	67.3
Carlton	64.7	Norman	90.9
Chisago	79.6	Pennington	64.7
Clay	83.3	Pine	54.6
Clearwater	53.6	Pipestone	76.4
Cook	85.7	Polk	59.6
Cottonwood	75.0	Ramsey	83.3
Dakota	61.7	Red Lake	52.8
Dodge	75.6	Redwood	61.6
Faribault	91.5	Renville	87.8
Freeborn	82.8	Rock	67.6
Goodhue	89.0	Roseau	79.7
Grant	83.1	Sherburne	73.1
Hubbard	58.9	Sibley	89.7
Kittson	86.8	Traverse	81.7
Lincoln	75.0	Waseca	68.7
Lyon	79.6	Washington	78.4
Mahnomen	60.9		

Forty-five counties listed in the above table have made extensive progress in the reduction of school districts compared to 29 counties that were in this group two years ago. This represents a gain of 16 counties since July 1, 1954.

TABLE VI

COUNTIES WITH 100 OR MORE SCHOOL DISTRICTS  
July 1, 1956

County	Number of Districts	County	Number of Districts
Fillmore	115	Stearns	190
Otter Tail	191	Todd	117
		Wright	102

In the group listed there are five counties with 100 or more school districts. Lac qui Parle and Winona counties reduced the number of districts below 100 this past year.

TABLE VII

COUNTIES THAT HAVE MADE ONLY LIMITED REDUCTION  
SINCE 1947

County	Percent Reduction	County	Percent Reduction
Benton	10.9	Stearns	6.4
Brown	9.6	Steele	16.3
Lac qui Parle	13.5	Swift	8.6
Meeker	14.1	Todd	18.2
Mille Lacs	23.7	Winona	13.2

TABLE VIII

DISTRICTS ENLARGED BY REORGANIZATION PROCEDURE  
July 1, 1947 to July 1, 1956

County	Place	County	Place
Aitkin	McGregor	Clearwater	Gonvick
Aitkin-Kanabec	McGrath	Cook	County Unit
Anoka	Anoka	Crow Wing-Cass	Pequot Lakes
	Circle Pines	Crow Wing	Emily
Anoka-Isanti	St. Francis	Dakota	Rosemount
Becker	Audubon		West St. Paul
	Osage	Dakota-Goodhue	Randolph
Beltrami	Blackduck	Dakota-Scott	Lakeville
	Kelliher	Dodge	Claremont
Beltrami-Marshall	Grygla	Faribault	Bricelyn
Big Stone	Clinton		Delavan
Carlton	Barnum		Frost
	Carlton		Kiester
	Cromwell		Minnesota Lake
	Holyoke		Winnebago
	Kalevala	Goodhue	Cannon Falls
	Moose Lake		Wanamingo
	Wright		Zumbrota
Cass-Crow Wing	Pine River	Hennepin	Excelsior-Deephaven
Cass-Morrison	Pillager		Hopkins
Chisago	North Branch		Maple Plain-Long Lake
	Lindstrom-Center City	Hubbard	Akeley
	Rush City		Nevis
Clay-Becker	Ulen		
Clay	Felton	Kandiyohi	Lake Lillian
	Glyndon		
	Hawley	Kittson	Hallock
	Moorhead		Humboldt
Clay-Wilkin	Barnesville		Karlstad

TABLE VIII - Cont'd.

County	Place	County	Place
Kittson - Con't.		Pope-Stevens	Cyrus
	Kennedy	Ramsey	New Brighton
	Lake Bronson		North St. Paul
	Lancaster		Roseville
	No. VII Rural	Ramsey-	White Bear
LeSueur	Waterville	Washington	Lake
LeSueur-Nicollet-		Red Lake	Plummer
Sibley	Le Sueur	Renville	Bird Island
Lyon	Lynd		Buffalo Lake
Lyon-Yellow			Danube
Medicine	Cottonwood		Fairfax
McLeod	Brownston		Franklin
Marshall	Argyle		Hector
	Gatzke		Morton
	Middle River		Renville
	Newfolden	Roseau	Sacred Heart
	Stephen		Badger
	Strandquist		Malung-
	Viking		Pencer
Marshall-Polk	Alverado		Roseau
	Oslo		Swift
	Warren		Warroad
Martin	Ceylon	Roseau-Kittson	Greenbush
	Granada	Roseau-Marshall	Grass Lake
	Sherburn		(90JT)
	Welcome		Strathcona
			Wannaska
Martin-Faribault	Huntley	Roseau-Marshall-	
Morrison	Pierz	Beltrami	Skime
Nicollet-LeSueur	St. Peter	St. Louis	Proctor
Nicollet	Nicollet	Scott	Prior Lake
Norman	Ada	Scott-Sibley	Belle Plain
	Gary	Sherburne	Becker
	Halstad	Sibley-LeSueur	Henderson
	Twin Valley	Sibley	Gaylord
Norman-Clay	Borup		Gibbon
Pennington-			Winthrop
Marshall	Goodridge	Stevens	Alberta
Pine	Cloverton-Markville	Traverse-	
	Willow River	Wilkin	Tintah
Polk	Beltrami	Washington-Anoka-	
	Crookston	Chisago	Forest Lake
	Fertile	Washington	Mahtomedi
	Fisher		Newport-St.
	Gully		Paul Park
	McIntosh		Stillwater

Total Number of Successful Elections . . . . 136

TABLE IX

DISTRICTS ENLARGED BY CONSOLIDATIONS AND DISSOLUTION-ANNEXATIONS\*

July 1, 1954 - July 1, 1956

\*Consolidations and Dissolution-annexations that have taken place prior to July 1, 1954, may be found in the Third and Fourth Reports of the State Advisory Commission on School Reorganization to the Fifty-eighth and Fifty-ninth Legislatures.

County	No. of Dists.	Place
Aitkin	3 (D)	Attached to Aitkin
	1 (D)	attached to Finlayson
	1 (D)	attached to Hill City
	1 (D)	attached to Malmo
	1 (D)	attached to Palisade
Anoka	4 (C)	with Elk River
Becker	1 (C)	with Detroit Lakes
		Part of Unorganized Territory
	1 (C)	with Detroit Lakes
	18 (C)	with Frazee
	1 (C)	with Menahga
	22 (D)	attached to Detroit Lakes
	12 (D)	attached to Lake Park
	6 (D)	attached to Frazee
	5 (D)	attached to Lake Park and Audubon
	1 (D)	attached to Detroit Lakes and Frazee
	3 (D)	attached to Park Rapids
	1 (D)	attached to Menahga
Beltrami	1 (D)	attached to Bemidji
Benton	3 (C)	with Rice
	2 (D)	attached to Sauk Rapids
	1 (D)	attached to Sauk Rapids and Rice
Big Stone	1 (D)	attached to Ortonville
	6 (D)	attached to Graceville
Blue Earth	4 (C)	with Madelia
	2 (D)	attached to Madelia and Lake Crystal
Brown	2 (C)	with Madelia
	4 (C)	with Morgan
	2 (C)	with Sandborn
Carlton		Unorganized Territory
	1 (C)	with Wrenshall
	1 (D)	attached to Wrenshall
Carver	1 (D)	attached to Dist. 21
	1 (D)	attached to Dist. 78
	1 (D)	attached to Chaska
Chippewa	3 (C)	with Kerkhoven
	1 (D)	attached to Clara City
	1 (D)	attached to Clara City and Raymond
	1 (D)	attached to Maynard, Granite Falls, and rural Dists. 15, 16, and 74
Clay	1 (C)	with Hendrum
	3 (D)	attached to Hawley and Lake Park

TABLE IX - Cont'd.

County	No. of Dists.	Place	
Clay Cont'd	1	(D) attached to Pelican Rapids	
	3	(D) attached to Glyndon	
	1	(D) attached to Barnesville	
Clearwater	3	(C) with Clearbrook	
Cottonwood	4	(C) with Lambertton	
	2	(C) with Westbrook	
	4	(C) with Sandborn	
	1	(D) attached to Mountain Lake and Comfrey	
	3	(D) attached to Westbrook and Storden	
	2	(D) attached to Westbrook	
	1	(D) attached to Mountain Lake and Windom	
	4	(D) attached to Mountain Lake	
	5	(D) attached to Jeffers	
	1	(D) attached to Jeffers and Comfrey	
	1	(D) attached to Jeffers and Rural 53	
	1	(D) attached to Jeffers, Storden and Windom	
	1	(D) attached to Mountain Lake, Windom, and Bingham Lake	
	1	(D) attached to Mountain Lake, Jeffers and Comfrey	
	1	(D) attached to Lambertton and Walnut Grove	
	1	(D) attached to Walnut Grove, Lambertton and Westbrook	
	1	(D) attached to Fulda and Heron Lake	
	1	(D) attached to Westbrook and Walnut Grove	
	Crow Wing	3	(D) attached to Riverton
	Dakota	1	(D) attached to Rural Dist. 78
2		(D) attached to Dist. 15 Burnsville	
Dodge	3	(C) with Blooming Prairie	
	9	(C) with Hayfield	
	19	(C) with West Concord	
	1	(D) attached to Blooming Prairie	
	1	(D) attached to Pine Island	
	1	(D) attached to Kasson, Mantorville, Byron	
	2	(D) attached to Kasson and Mantorville	
	1	(D) attached to Hayfield	
5	(D) attached to Dodge Center		
Douglas	7	(C) with Alexandria	
	11	(C) with Brandon	
	1	(D) attached to Kensington	
Faribault	1	(D) attached to Wells and Waldorf	
Fillmore	10	(C) with Wykoff	
	2	(D) attached to rural Dist. 141	
	1	(D) attached to Spring Valley and rural Dist. 115	
	2	(D) attached to Mabel	
	1	(D) attached to rural Dist. 106	
	2	(D) attached to rural Dist. 15	
	1	(D) attached to rural Dist. 27	
	10	(D) attached to Preston	
	Freeborn	7	(C) with Alden
		4	(C) with Blooming Prairie
3		(C) with Freeborn	
14		(C) with Glenville	
5		(C) with Austin	

TABLE IX - Cont'd.

County	No. of Dists.	Place
Freeborn Cont'd	25	(C) with Albert Lea
	6	(D) attached to Albert Lea
	1	(D) attached to Lyle
	1	(D) attached to Alden
	1	(D) attached to Albert Lea, rural Dists. 42 and 105
	Goodhue	10
	2	(D) attached to Pine Island
	1	(D) attached to Lake City
	1	(D) attached to Goodhue
Grant	1	(D) attached to Elbow Lake and Ashby
	1	(D) attached to Herman
Hennepin	1	(C) with Elk River
	1	(D) attached to Hopkins
	5	(D) attached to Wayzata
Houston	2	(D) attached to Mabel and Spring Grove
	1	(D) attached to Spring Grove
	6	(D) attached to Houston
	1	(D) attached to Brownsville
	1	(D) attached to Hokah
	1	(D) attached to Houston and Rushford
Isanti	4	(C) with Isanti
	2	(D) attached to Princeton
Jackson	1	(C) with Brewster
	3	(D) attached to Heron Lake
	1	(D) attached to Mountain Lake and Windom
	2	(D) attached to Mountain Lake
	1	(D) attached to rural Dist. 4
	5	(D) attached to Lakefield
Kanabec	3	(D) attached to Jackson
	2	(C) with Braham
	2	(D) attached to Quamba
Kandiyohi	1	(D) attached to Hinckley
	2	(D) attached to Mora
	1	(D) attached to Ogilvie
	2	(C) with Kerkhoven
Lac qui Parle	1	(D) attached to Danube and Blomkest
	1	(D) attached to rural Dists. 11, 80 and 109
	1	(D) attached to rural Dist. 103
Lake of the Woods	2	(D) attached to Marietta
	6	(D) attached to Bellingham
	1	(D) attached to Bellingham and Odessa
LeSueur	1	(C) with Baudette
	Part of Unorganized Territory	(C) with Williams
Lincoln	1	(D) attached to Cleveland and rural Dist. 36
	1	(D) attached to Verdi
	2	(D) attached to Canby
	1	(D) attached to Minneota and rural Dists. 6, 34 and 56
	9	(D) attached to Hendricks
	12	(D) attached to Lake Benton
	2	(D) attached to Tyler

TABLE IX - Cont'd

County	No. of Dists.		Place
Lincoln	3	(D)	attached to Lake Benton and Verdi
Cont'd	1	(D)	attached to Hendricks and rural Dists. 64 and 75
Lyon	11	(C)	with Tracy
	1	(D)	attached to Minneota
	1	(D)	attached to Balaton
McLeod	7	(C)	with Lester Prairie
	3	(D)	attached to Silver Lake
	1	(D)	attached to Hutchinson
Mahnomen	1	(C)	with Fosston
Marshall	3	(D)	attached to Thief River Falls
	1	(D)	attached to Thief River Falls and Viking
Martin	3	(D)	attached to Truman
	1	(D)	attached to East Chain
	8	(D)	attached to Triumph-Monterey
Meeker	3	(D)	attached to Kimball
Mille Lacs	1	(D)	attached to Princeton and Milaca
	1	(D)	attached to Onamia
	1	(D)	attached to Princeton
Morrison	1	(D)	attached to rural Dist. 30
	1	(D)	attached to Little Falls
	1	(D)	attached to Pierz
	1	(D)	attached to rural Dist. 57
	1	(D)	attached to rural Dist. 100
Mower	4	(C)	with Blooming Prairie
	5	(C)	with Austin
	7	(C)	with Hayfield
	1	(C)	with Lyle
	1	(C)	with Elkton
	3	(D)	attached to Austin
	5	(D)	attached to Lyle
Murray	9	(C)	Chandler
	6	(C)	with Tracy
	1	(D)	attached to Westbrook
	3	(D)	attached to Fulda
	7	(D)	attached to Lake Wilson
	4	(D)	attached to Balston
	15	(D)	attached to Slayton
	1	(D)	attached to Slayton and Chandler
Nicollet	2	(C)	with Lafayette
	1	(D)	attached to Nicollet
	1	(D)	attached St. Peter, LeSueur and Gaylord
Nobles	5	(C)	with Rushmore
	1	(D)	attached to Adrian
	4	(D)	attached to Fulda
	2	(D)	attached to Reading
	1	(D)	attached to rural Dist. 58
Norman	2	(C)	with Hendrum
Olmsted	1	(C)	with Hayfield
	3	(D)	attached to Dover

TABLE IX - Cont'd.

County	No. of Dists.		Place
Olmsted	2	(D)	attached to Byron and Pine Island
Cont'd	1	(D)	attached to Pine Island and rural Dist. 85
	3	(D)	attached to Eyota and Dover
	4	(D)	attached to St. Charles
	1	(D)	attached to Eyota and Elgin
	3	(D)	attached to Eyota
	1	(D)	attached to rural Dist. 2
	1	(D)	attached to Byron
	1	(D)	attached to Eyota and rural Dist. 117
	1	(D)	attached to rural Dists. 56 and 106
	1	(D)	attached to rural Dists. 34, 56 and 117
Otter Tail	3	(C)	with New York Mills
	2	(C)	with Perham
	2	(C)	with Campbell
	4	(C)	with Sebeka
	2	(D)	attached to Henning
	4	(D)	attached to Parkers Prairie
	7	(D)	attached to Perham
	2	(D)	attached to Pelican Rapids
	1	(D)	attached to rural Dist. 8
	1	(D)	attached to Rothsay
Pennington	4	(D)	attached to St. Hilaire
	1	(D)	attached to Goodridge
	1	(D)	attached to rural Dist. 56
	21	(D)	attached to Thief River Falls
	1	(D)	attached to Thief River Falls and Plummer
Pine	5	(C)	with Pine City
	2	(C)	with Kerrick
	5	(D)	attached to Hinckley
	1	(D)	attached to Sandstone
	2	(D)	attached to Finlayson
Pipestone	5	(C)	with Jasper
	24	(D)	attached to Pipestone
	1	(D)	attached to Pipestone and Jasper
	2	(D)	attached to Pipestone and Ruthton
	1	(D)	attached to Edgerton
	1	(D)	attached to Jasper
Polk	1	(C)	with Mentor
	2	(C)	with Euclid
	1	(D)	attached to Fertile
	4	(D)	attached to Crookston
	2	(D)	attached to Fisher
	1	(D)	attached to rural Dist. 5
	1	(D)	attached to Warren
Pope	9	(D)	attached to Starbuck
	2	(D)	attached to Starbuck and Glenwood
	1	(D)	attached to Farwell and Lowry
Red Lake	1	(D)	attached to Red Lake Falls
Redwood	3	(C)	with Lamberton
	10	(C)	with Morgan
	5	(C)	with Sandborn
	2	(C)	with Tracy
	1	(D)	attached to Lamberton, Sandborn and Wanda

TABLE IX - Con't.

County	No. of Dists.	Place
Redwood	1 (D)	attached to Morgan and Clements
Cont'd	1 (D)	attached to Walnut Grove
	1 (D)	attached to Wabasso and rural Dists. 4, 61 and 63
Renville	2 (C)	with Olivia
	2 (D)	attached to Olivia
Rice	1 (C)	with Waseca
Rock	8 (C)	with Jasper
	1 (C)	with Luverne
	1 (C)	with Ellsworth
St. Louis	1 (C)	with Floodwood
	Part of Unorganized Territory (C) with Babbitt	
	Part of Unorganized Territory (C) with Virginia	
Sherburne	2 (D)	attached to Becker
Sibley	4 (D)	attached to Arlington
Stearns	1 (D)	attached to Sartell
	3 (D)	attached to Kimball
Steele	2 (C)	with Ellendale
	4 (D)	attached to Blooming Prairie
	1 (D)	attached to Ellendale
Stevens	1 (D)	attached to rural Dist. 42
	1 (D)	attached to rural Dist. 8
	1 (D)	attached to Morris
	1 (D)	attached to Chokio and Clinton
	1 (D)	attached to Herman
	1 (D)	attached to Herman, Chokio, and rural Dist. 42
Swift	7 (C)	with Kerkhoven
Todd	5 (C)	with Long Prairie
	2 (D)	attached to Swanville
	1 (D)	attached to Clarissa
	1 (D)	attached to rural Dists. 67, 87, 93, and 95
Traverse	1 (D)	attached to Herman
	13 (D)	attached to Wheaton
	1 (D)	attached to Herman, Wheaton and rural Dist. 13
	1 (D)	attached to Dumont
	10 (D)	attached to Graceville
	1 (D)	attached to Herman and Wheaton
Wabasha	9 (D)	with Lake City
	1 (C)	with Goodhue
	1 (D)	attached to rural Dists. 2, 89 and 96
	1 (D)	attached to Plainview and rural Dist. 58
	1 (D)	attached to Plainview
	2 (D)	attached to Elgin
	1 (D)	attached to Lake City and rural Dist. 13
	1 (D)	attached to Lake City and rural Dist. 46

TABLE IX - Cont'd

County	No. of Dists.	Place
Wabasha	1 (D)	attached to Lake City and rural Dists. 18 and 20
	2 (D)	attached to Lake City
	10 (D)	attached to Mazeppa
Wadena	9 (C)	with Sebeka
	1 (D)	attached to Menahga
Waseca	17 (C)	with Waseca
	2 (D)	attached to New Richland
	9 (D)	attached to Waseca
	2 (D)	attached to Waseca and New Richland
Washington	2 (C)	with St. Paul Park
	1 (D)	attached to Stillwater and St. Paul Park
	1 (D)	attached to North St. Paul
Watsonwan	12 (C)	with Madelia
	2 (D)	attached to Comfrey
	1 (D)	attached to Madelia and St. James
	3 (D)	attached to St. James
	1 (D)	attached to Truman
Wilkin	8 (C)	with Campbell
	1 (C)	with Barnesville
	1 (D)	attached to Doran
Winona	Part of Unorganized Territory (C) with Plainview	
	3 (D)	attached to Plainview
	3 (D)	attached to Lewiston
	Unorganized Territory (D) attached to rural Dist. 41	
Wright	1 (C)	with Monticello
	1 (D)	attached to rural Dist. 134
	1 (D)	attached to rural Dist. 93
	1 (D)	attached to Buffalo
Yellow Medicine	1 (C)	with Echo
	1 (D)	attached to Clarkfield
	1 (D)	attached to Minneota
	1 (D)	attached to Canby

EXHIBIT A

CRITERIA FOR EVALUATING  
SCHOOL DISTRICT ENLARGEMENT PROJECTS

The criteria set forth below is used in evaluating plats submitted for proposed consolidations, reorganizations, and other procedures for district enlargement.

I. Recommendations of County School Survey Committees

- A. Does the proposal conform to the recommendations of the county school survey committee to a satisfactory degree?
  - 1. If there is a great variation is there a justifiable reason for the difference?
  - 2. Can any adjustment be made to strengthen the project?

II. School Facilities

- A. In financial ability, does the proposal fall within either of Categories I, II or III as defined in the "Minnesota Public School Facilities Survey, August, 1953"?

III. School Area

- A. Are all districts or parts of districts located within the same high school area?
  - 1. If not, reasons for inclusion. Are reasons justifiable?
  - 2. Would modification of proposal provide a satisfactory solution?

IV. Boundary

- A. Are the boundary lines for the proposed district regular or straight or is their irregularity which

leads to gerrymandering?

- B. Will there be any projections or fingers into other territory?
- C. Will there be any islands created by the proposed enlargement?

V. Transportation of Pupils

- A. Does proposal lend itself to satisfactory transportation?
- B. Are topographical features considered in the development of the proposal?

VI. Desirable Standards for Consolidation

- A. Does the proposal contain more than 24 sections of land? (Legal minimum: 24 sections)
- B. Is the valuation of the proposal at least \$1,500,000?
- C. Is there a minimum of 150 secondary school pupils residing within the proposed district?
- D. Does the proposed district contain a district with a secondary school? If not, what are the plans for secondary school instruction?

VII. Potentials

- A. Are there other unattached districts which may eventually merge with this proposed district?
- B. Will the addition of other districts increase the assessed valuation sufficiently?
- C. What is the pupil potential for future growth?

VIII. Buildings and Sites

- A. Are the present elementary and secondary school

buildings adequate to accommodate the additional enrollment?

- B. If not, how much new construction will be needed to provide satisfactory housing?
- C. Will more than one elementary attendance center be maintained?
- D. What is the plan for school site?

IX. Modification of Proposal

- A. Should suggested proposal be merged with some other nearby and adjacent district?
- B. Should suggested proposal be enlarged to provide additional valuation and pupils by addition of adjoining districts?
  - 1. Are such districts within the same area as the other districts included in the proposal?
  - 2. Is there any sentiment in such districts for eventually being a part of a larger district?