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An Educational Survey of Mountrail County

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AN
EDUCATIONAL SURVEY
OF
MOUNTRAIL COUNTY

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of the
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by

L. Oscar Alm
III

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This thesis, offered by L. Oscar Alm as a partial fulfillment of the requirements for the degree of Master of Science in Education in the University of North Dakota is hereby approved by the Committee under whom he has carried on his work.

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CHAPTER 1

INTRODUCTION

There is a great deal of dissatisfaction among taxpayers because of the high cost of education, and an equal dissatisfaction among schoolmen because of the limitations that have been placed upon their work during the economic storm.

Throughout the state as a whole, a large number of small schoolhouses are found. These, at one time, served their purpose well, but today they are inadequate. With the limited facilities found in these small schools, the work they do must be below par as compared to that done in the larger schools.

The Federal constitution makes no mention of education, and therefore no national system of education can be established without an amendment. The constitution does not say that the states shall establish an educational system, but the tenth amendment declared that "powers not delegated to the United S tates nor prohibited to the states are reserved to the states respectively or to the people." The establishment of schools in the various states is one of the numerous powers "reserved to the states."

The Office of Education in the Department of the Interior collects and publishes statistics relating to the schools. These, in many cases, serve as stimulants for betterment movements. The federal government began the policy of aiding states in financing their schools by setting apart public lands for education. In 1917 the S mith-Hughes bill was passed whereby state and federal govern-

ments matched dollars for the furtherance of vocational and industrial education. Agitation for further support of schools has been evident from time to time. A separate department of education, relief, and public health has also been recently proposed. In spite of all support and proposals, the states themselves are responsible for the educational systems they maintain.

The Enabling Act is a compact between the Federal government and the people of North Dakota whereby provision was made for the establishment of free public schools without the consent of the United States.[1] Education is not optional with the states.

School districts were established with power to levy taxes against property for the support of schools. County tuition, state apportionment, state aid (discontinued in 1935), and the state equalization fund have been added as sources of school incomes to supplement the general property tax.

Problem

The purpose of this study is to bring to light many of the inequalities among school districts in the school receipts, expenditures, abilities, and efforts as they existed in the educational system of Mountrail County. The condition of the educational system in Mountrail County is not peculiar to this county alone, as is evidenced by other theses. This thesis may become one of a series surveying the various counties of North Dakota.

Delimitation

This survey will be limited to Mountrail County, but the

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1 School Laws of North Dakota, 1935 p. 13

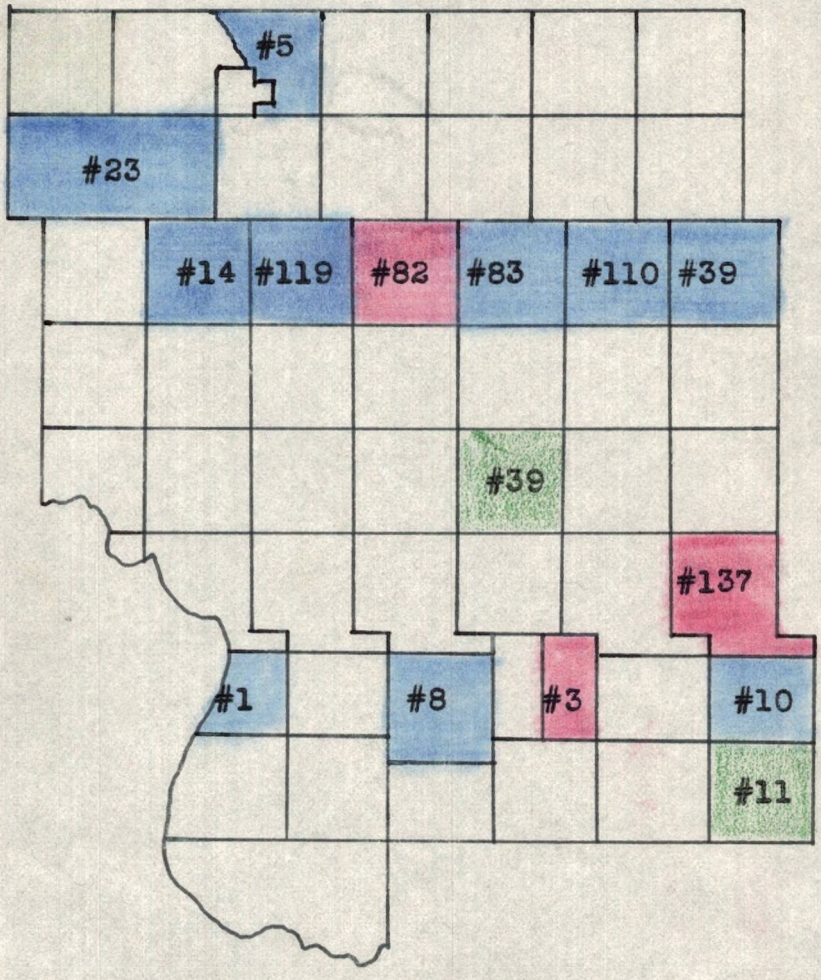
same procedures could be adopted in any county in the state. Mention will be made of Palermo township at times. The school where the writer taught was located there. A study of school facilities, incomes, expenditures, ability to support schools, and efforts to support schools will be made. The study will cover the years 1932 to 1936 inclusive, thus giving fairly reliable results. All tables and other data are the result of taking an average of the four year period. If longer or shorter periods of time are included, proper notes will be made of that fact. Care has been exercised in gathering the data, but errors of which the writer is unaware may have crept in during the process of transcribing.

Methods Used to Collect Data

The annual reports of the county superintendent of Mountrail County to the state department of education, the records of the county auditor, the annual report of the state highway commissioner to the Governor of North Dakota, and the records of the county treasurer were used as sources for this study. A questionnaire was sent to the classified and consolidated schools. A spot map was sent to the rural school teachers who located the pupils' homes, the distances the pupils traveled to school, the number of pupils of school age, and the number of children of pre-school age from each family within the district.

Map 1

Map of Mountrail County Showing Types of School Districts



Classified districts----------
Consolidated districts--------
Open country graded districts-
Rural districts------uncolored

CHAPTER 2

DESCRIPTION OF MOUNTRAIL COUNTY

Mountrail County is located in the northwest section of North Dakota, being bounded on the north by Burke and part of Ward Counties, on the west by Williams and McKenzie Counties, on the south by part of Dunn and McLean Counties, and on the east by Ward County (Map 2). It is in the rolling prairie section of North Dakota. The northeast part of the county is hilly and closely set with hills and sloughs. The southwest half of the county drains into the Missouri from the east. The valleys of the White Earth, Little Knife, and Shell rivers are examples of broad, deep valleys that apparently have been formed from melted ice during the period of glaciation. Farming is the chief occupation, though some lignite coal is mined.

Area and Acreage

Mountrail County comprises an area of 1,224,960 acres or about 2½ per cent of the total for the state (Table 1). The 1930 census showed that the state had a total of 44,917,120 acres. The

Table 1

Total Acreage in North Dakota and Mountrail County[a] 1930

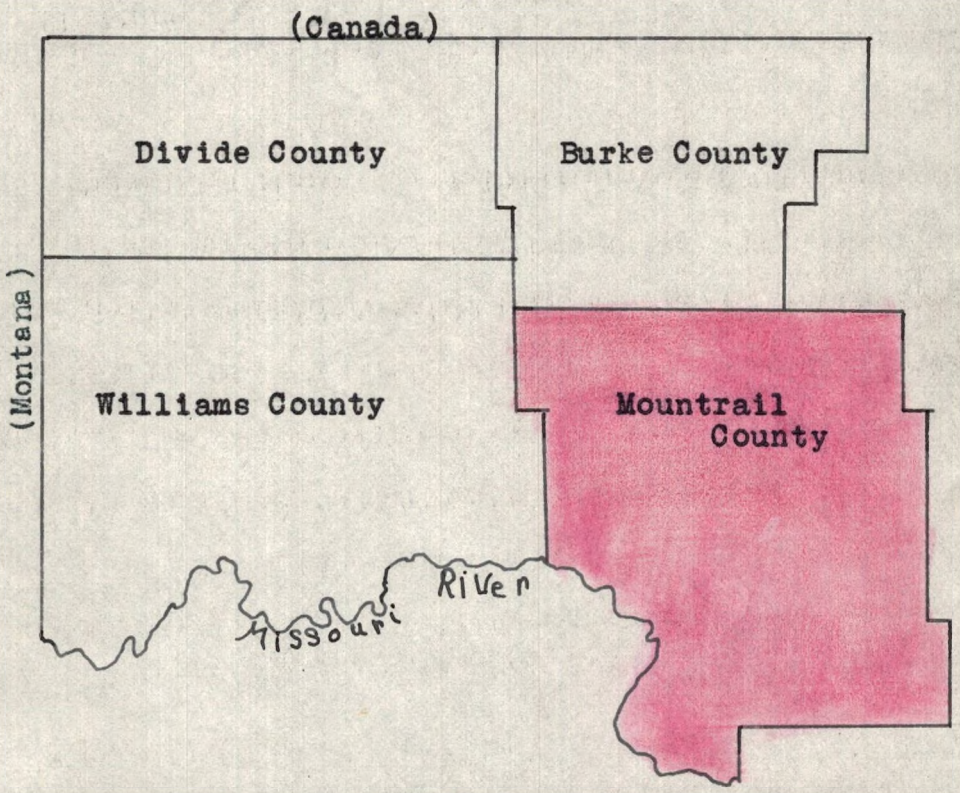
	Total Acreage	Percent of Acreage in Farms
North Dakota	44,917,120	86.1
Mountrail County	1,224,960	80.4

[a] United States Census Reports, 1930

state of North Dakota had an average of 86.1 percent of its land

Map 2

Map of Mountrail County



area in farms, whereas Mountrail County had 80.4 percent of its land area in farms.

Palermo Township had a total of 13,525 acres of tillable land. This was distributed among 33 farms (Table 2). Mountrail County and the state as a whole, had a decrease in farm acreage and in the number of farms in 1925. The farm acreage and number of farms was raised above the 1920 status.

Table 2

Farms and Farm Acreage in North Dakota, Mountrail County and Palermo Township[a]

Year	North Dakota Acres	North Dakota Farms	Mountrail County Acres	Mountrail County Farms	Palermo Township[b] Acres	Palermo Township[b] Farms
1930	38,657,894	77,975	984,522	2,098	13,525	33
1925	34,327,410	75,970	738,278	1,927		
1920	36,214,751	77,690	826,026	2,000		

[a] United States Census Reports, 1930
[b] Only one year given

Population

The total population of Mountrail County was 13,544 (Table 3). Five negroes were recorded in the 1930 census. There were 539 more people of foreign or mixed parentage than of native parentage. Foreign-born whites totaled 2,055. There were 9,862

Table 3

Population of Mountrail County 1930[a]

	Mountrail County
Male	7,315
Female	6,229
Total	13,544
White	13,470
Negro	5
Native parentage	5,438
Foreign parentage	5,977
Foreign-born white	2,055
Rural farm population	9,862

[a] United States Census Reports, 1930

people on the 2,098 farms in the county or four and two-tenths

persons per farm.

The largest number of people of all classes were between the ages of ten to fourteen years (Table 4). The same age range held true for the native whites. As age increased in all classes the number increased to 1,185 persons between the ages of 20 to 24 years.

Table 4

Relation of Native to Foreign-born People

in Mountrail County 1930[a]

Age	All Classes	Native Whites	Foreign-Born Whites	Negro	Others
Unknown	2	1	1		
75 or over	94	22	72		
65 to 74	312	115	195	1	
55 to 64	784	370	411	1	
45 to 54	1,064	908	688		
35 to 44	1,591	1,156	426	2	
30 to 34	721	595	123		
25 to 29	770	703	58	1	
20 to 24	1,185	1,133	45		
15 to 19	1,632	1,600	23		
10 to 14	1,806	1,791	6		
5 to 9	1,554	1,542	5		
Under 5	1,489	1,479	2		
Total	13,544	11,415	2,055	5	69
Percent	100	84.3	15.2	b	

[a] United States Census Reports, 1930
[b] Less than one percent

A very sharp decline occurred between the ages of 25 to 34, followed by an increase from 721 to 1,591 persons. After this new peak was reached there was a continual decline. Fluctuations for native whites were similar to that for all classes. Most of the foreign-born whites were between the ages of 45 to 54 years of age. Very few young people were foreign-born whites. Two were under five years, thirty-six were below twenty years of age. The youngest negro was between twenty-five and twenty-nine years of age, and the oldest was between sixty-five and seventy-five years of age. Native whites made up 84.3 percent of the total population. Foreign-born whites made up 15.2 percent, and negroes comprised less than one percent of the total population.

Roads and Railroads

Mountrail County had no concrete or asphalt roads in 1930 (Table 5). Most of the roads of Mountrail County were of the improved dirt and gravel type. The county had one farm bordered by

Table 5

Types of Roads in Mountrail County 1937[a]

Miles of Paving	Miles of Macadam	Miles of Gravel	Total Miles of All Types
1.089	2.139	143.833	147.061

[a] Annual Report of Highway Commissioner of North Dakota

macadam, 112 were bordered by gravel, two were bordered by sand-clay, 1,088 were bordered by improved dirt roads, and 814 were bordered by unimproved dirt roads.

Mountrail County had 147,061 miles of road in 1937 (Table 5). Graveled roads constituted nearly the whole of the improved types of roads in the county. Paving and macadam surfaced

roads constituted 3.228 miles as compared to 143.833 miles of graveled roads.

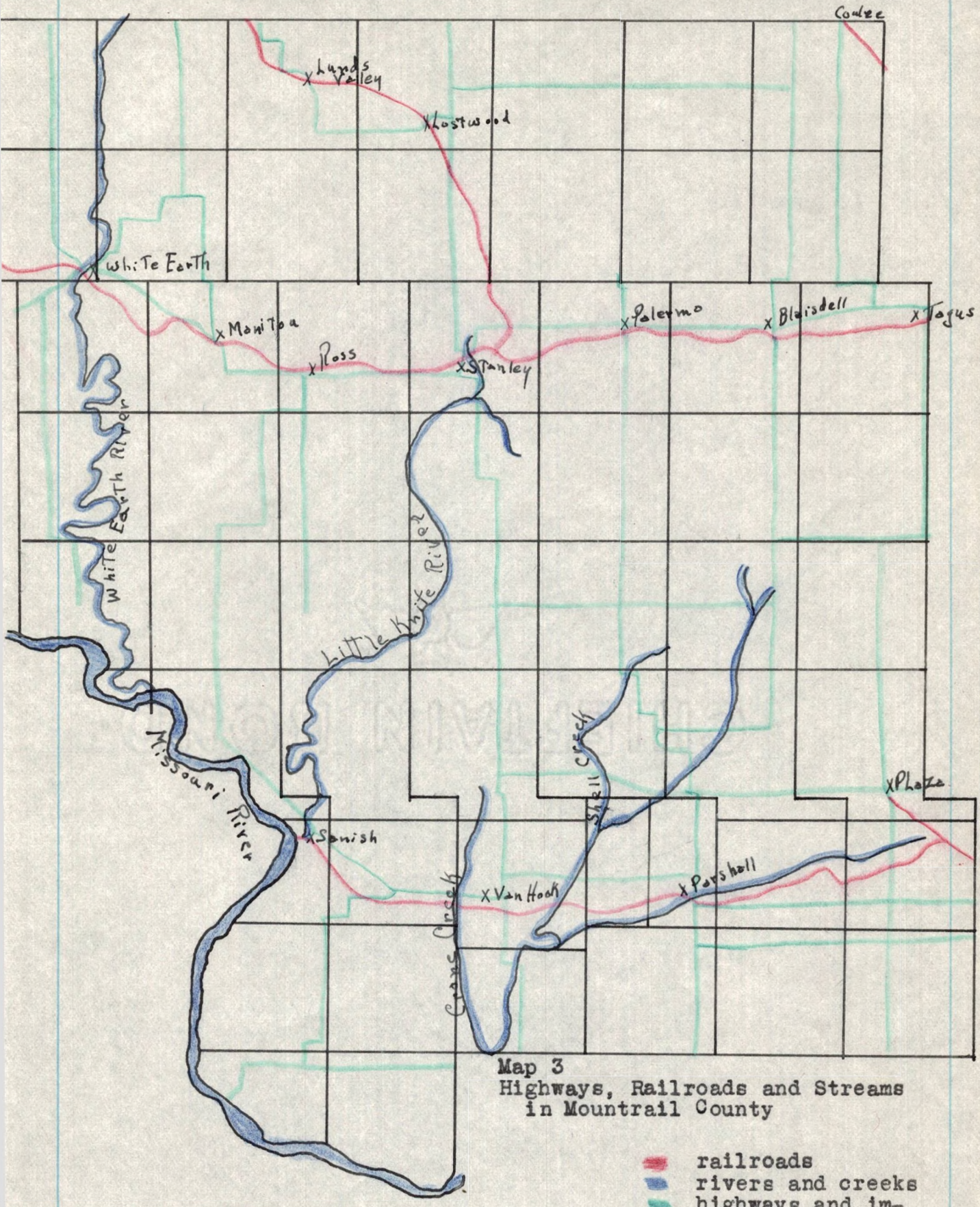
There were 113¼ miles of railroad in Mountrail County (Table 6). One school district had between eleven and twelve miles

Table 6

Distribution of Railroad Mileage Among School Districts of Mountrail County

Miles of Railroad	Rural Districts	Graded Districts	Consolidated Districts	Classified Districts	Total
12.5 - 13					
11.5 - 12				1	1
10.5 - 11					
9.5-- 10					
8.5 - 9					
7.5 - 8	1		1		2
6.5 - 7	2		4		6
5.5 - 6	2		4		6
4.5 - 5					
3.5 - 4				1	1
2.5 - 3	1			1	2
1.5 - 2	1		1		2
.5 - 1	1				1
0	32	2			34
Total	40	2	10	3	55

of railroad, while thirty-two had no railroad mileage. Twelve of the districts had between five and one half and seven miles of railroad. Eight rural districts had railroad mileage ranging



Map 3
Highways, Railroads and Streams in Mountrail County

railroads
rivers and creeks
highways and improved roads

from five-tenths of a mile to eight miles. Open country graded districts had no railroad mileage. All the consolidated and classified districts had railroads to benefit them and help them maintain their schools.

Summary

Mountrail County is located in the northwest section of North Dakota. It is chiefly agricultural with a little coal mining.

Over eighty percent of its total acreage is in farms.

Mountrail County averaged four and two-tenths persons per farm.

There were more native whites in the county than there were foreign-born or people of mixed parentage. Eighty four and three-tenths percent of the population was of native stock.

The largest number of people were between the ages of ten and fourteen years. There were more people below thirty-five years of age than there were above this age.

One hundred forty-seven thousand sixty-one miles of macadam and gravel roads were traversing the county in all directions.

One hundred thirteen and one-fourth miles of railroad ran through Mountrail County. Thirty-two districts had no railroads within their boundaries. Railroad mileage ranged from half a mile to over eleven miles within the borders of any district.

CHAPTER 3

PRESENT SCHOOL ORGANIZATION AND SOME EXISTING EDUCATIONAL INEQUALITIES

Mountrail County has four types of school districts; namely, rural, open country graded, consolidated, and classified. There are forty rural, two open country graded, ten consolidated, and three classified districts (Table 7). Inequalities were

Table 7

School Districts of Mountrail County

District Name	District Number	Number of Sections	Average Enrollment
	classified districts		
Parshall	3	18	255
Stanley	82	36	336
Plaza	137	45	209
	open country graded districts		
Mountrail	11	36	53
Dymond	89	36	30
	consolidated districts		
Sanish	1	16	188
Lunds Valley (Lake)	9	27	82
Van Hook	8	36	247
Wabek	10	27	57
Manitou	14	36	67
White Earth	23	72	159
Tagus	39	36	71
Palermo	83	36	101
Blaisdell (Granada)	110	36	66
Ross	119	36	84
	rural districts		
Osborn	2	27	32
Lostwood	4	36	44
Powers Lake	6	38	61

Table 7 (Continued)

School Districts of Mountrail County

District Name	District Number	Number of Sections	Average Enrollment
	rural districts (Continued)		
Bicker	7	36	46
Model	9	27	30
Banner	12	36	53
Cottonwood	13	36	24
Fertile	15	36	40
Howie	16	36	45
Big Bend	17	35	50
Liberty	18	27	54
Valley	19	8.5	7
Division	20	18	27
Riverview	21	28	19
Boyd	22	36	17
Rat Lake	24	36	33
Dalager	25	54	7
Chilcot	27	34	27
Sweetwater	32	36	12
Duffy	35	44	38
Lowland	60	36	61
Webber	84	36	26
Knife River	87	36	54
Pioneer	88	36	32
Crowfoot	96	36	39
Stave	103	36	23
Vie	104	36	22
Rosebud	113	36	18
Pearl	120	36	49
Alger	121	36	18
Baldy	124	36	32
Redmond	125	36	9
Sidonia	139	36	35
Shell Lake	141	36	29
Shell	142	45	35
Harmony	143	36	28
Crane Creek	145	45	23
Springdale	146	36	20
Burke	147	36	45
Wagner	148	36	20

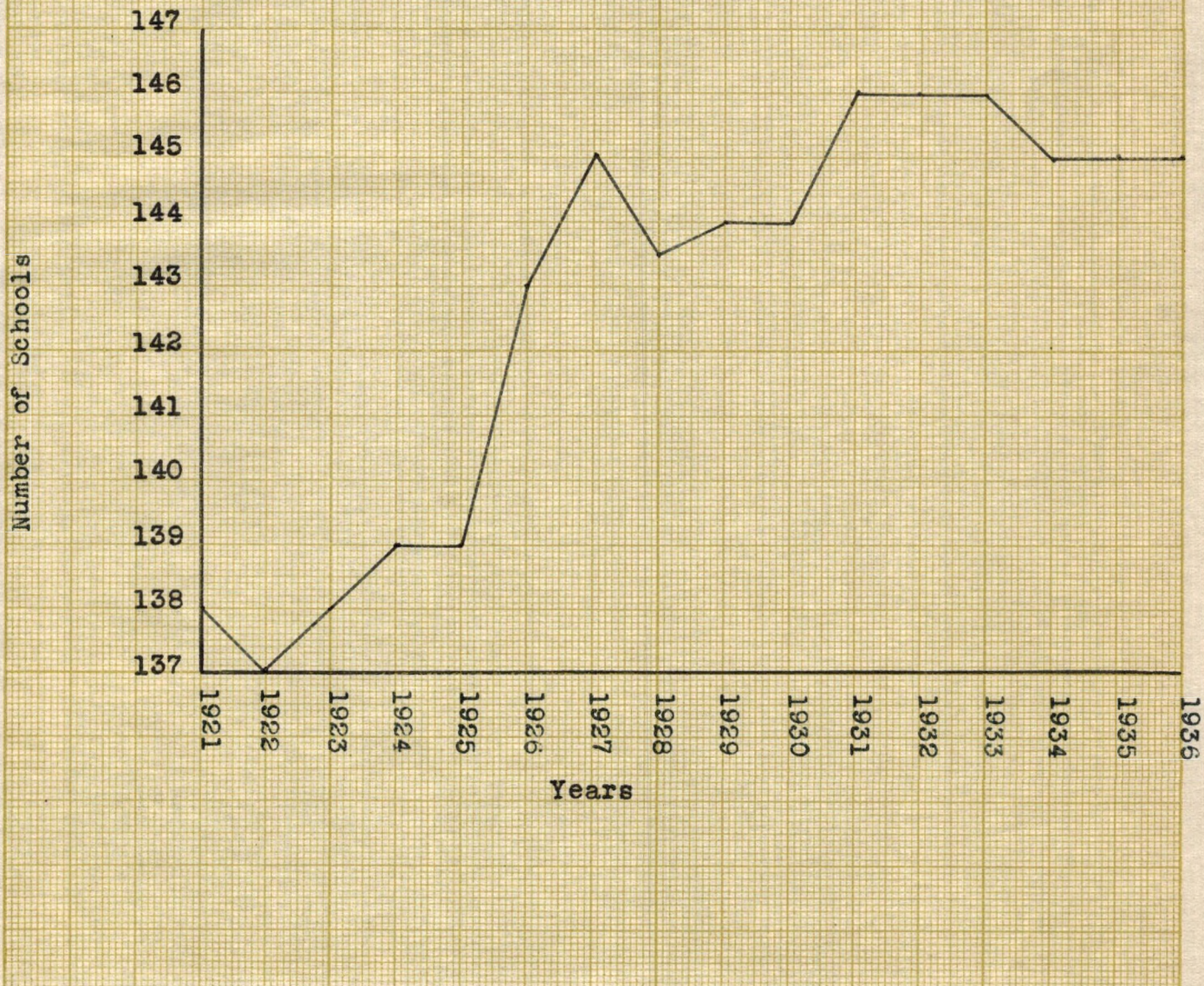
evident in the areas as well as average enrollments of the various districts. Later chapters will bring out further inequalities.

The total number of schools in use has increased spasmodically since 1921 (Figure 1). The lowest number

Figure 1

Total Number of Schools in Mountrail County

1921 to 1936



of schools used was in 1931 to 1933 when 146 schools were used. The years 1934 to 1936 showed a drop to 145 schools in use.

Training of Teachers

The classified districts had teachers who were normal school or college graduates with professional certificates (Table 8).

Table 8

Professional Training of Teachers in Mountrail County

Type of District	(1)[a]	(2)	(3)	(4)	(5)	(6)	(7)
			1933				
Classified			14	13			27
Graded		1	3			1	3
Consolidated		2	24	17		2	41
Rural	49	45	11		14	81	10
Total	49	48	52	30	14	84	81
			1935				
Classified			13	16			29
Graded	1		3			1	3
Consolidated		1	22	22		1	44
Rural	32	47	22	2	25	53	25
Total	33	48	60	40	25	55	101

[a] Column (1) gives the number of teachers that had twelve weeks of normal school training, column (2) gives the number of teachers that had one year of normal training, column (3) gives the number of teachers who were normal school graduates, column (4) gives the number of teachers who were college graduates, column (5) gives the number of teachers that held second grade elementary certificates, column (6) gives the number of teachers that held first grade elementary certificates, column (7) gives the number of teachers that held professional certificates.

There were fourteen normal school and thirteen college graduates in the classified schools in 1933. In 1935 there were thirteen normal school and sixteen college graduates in these same schools.

The graded districts had three normal school graduates with professional certificates, and one one-year normal school teacher

with a first grade elementary certificate in 1933. In 1935 the graded districts still had three normal school graduates, but in addition they had one teacher with only twelve weeks of normal school training.

Consolidated districts had two teachers with one year of normal school training, twenty-four normal school graduates, and seventeen college graduates in 1933. Forty-one teachers had professional certificates and only two had a first grade elementary certificate. During 1935 the consolidated districts had one teacher with one year of normal school training, twenty-two normal school graduates, and twenty-two college graduates. Forty-four teachers had professional certificates and only one had an elementary certificates. The consolidated districts had secured better qualified teachers in 1935 than in 1933.

Rural districts had twelve teachers with only twelve weeks of normal school training beyond high school, forty-five teachers had one year of normal school training, and eleven teachers were normal school graduates in 1933. Fourteen second grade elementary certificates, eighty-one first grade elementary, and only ten professional certificates were held by rural teachers in 1933. In 1935 the number of teachers with twelve weeks of normal school training had been reduced to forty-seven, normal school graduates had been doubled over the year 1933, and two college graduates were teaching rural schools. Second grade elementary certificates had increased in number to twenty-five, first grade elementary certificates were reduced to fifty-three, and professional certificates increased to twenty-five in 1935. The rural districts had the

least qualified teachers of any group.

Salaries Paid Teachers

Rural districts paid their teachers lower salaries than the other types of districts (Table 9). It is safe to say that services rendered were proportionate to the salaries paid. Rural teachers were paid a mere existence wage and could not advance themselves professionally. Furthermore there was no inducement

Table 9

Average Salaries Paid Teachers

Type of District	Average Monthly Salary
Classified	$95.83
Graded	64.00
Consolidated	83.57
Rural	53.09
Average	74.12

for advancement. Classified and consolidated districts respectively paid their teachers the best salaries. These salaries were not high, but were high enough to attract better trained teachers than could be secured in the rural and open country graded districts.

Experience of Teachers

There were more teachers in classified districts that had five years experience than any other experience classification in 1933 (Table 10). Only three teachers in classified districts had only one year's experience, one had eight years, and six had ten years of experience.

A great shift took place in the experience of teachers in the classified districts in 1935. This may have been due to teacher turnover. Seven teachers were beginning teachers; five, or half as many as in 1933, had five years experience; and seven had ten years of experience (Table 10).

Table 10

Experience of Teachers in Mountrail County

Type of District	(1)[a]	(2)	(3)	(4)	(5)	(6)
			1933			
Classified	3	1	6	10	1	6
Graded	1			3		
Consolidated	3	3	15	7	10	5
Rural	21	24	33	18	7	5
Average	7	7	13	9	4	4
			1934			
Classified	7	5	3	5	2	7
Graded					4	
Consolidated	8	5	8	10	7	7
Rural	19	9	34	19	11	12
Average	8	5	11	8	6	6

[a] Column (1) gives the number of teachers having one year's experience, column (2) gives the number of teachers having two year's experience, column (3) gives the number of teachers having three year's experience, column (4) gives the number of teacher's having five year's experience, column (5) gives the number of teachers having eight year's experience, column (6) gives the number of teachers having ten year's experience.

Graded districts had well seasoned teachers. Only one beginning teacher and three teachers with five years of experience in 1933, and four teachers with eight years experience in 1935 were teaching in the graded school districts.

Fifteen consolidated school teachers had three years experience in 1933. Only three were beginning teachers, seven had

five years experience, ten had eight years of experience, and five had ten years of experience. During 1935 the experience was more evenly distributed among rural schools. Eight were beginning teachers, ten had five years of experience, and seven had eight and ten years of experience respectively.

Rural districts had more beginning teachers and teachers with less than five years experience than any other group. Salaries paid rural teachers were such that the least qualified and inexperienced teachers went to rural districts to teach.

Pupil-Teacher Ratio

Table 11

Pupil-Teacher Ratio Among School Districts in Mountrail County

Type of District	Number of Teachers	Pupils Enrolled	Pupil-Teacher Ratio
	1935		
Classified	28	791	28.25
Graded	4	83	20.75
Consolidated	45	1,128	25.06
Rural	104	1,219	11.72
Average			17.79
	1936		
Classified	28	829	29.60
Graded	4	90	22.50
Consolidated	45	1,117	24.82
Rural	99	1,127	11,38
Average			17.96

Pupil-Teacher ratios are a fair index of the efficiency of schools. The state considers pupil-teacher ratios below eighteen to twenty pupils per teacher as being expensive education.

According to that standard the rural districts fall far short of the standard of efficiency set up by the state (Table 11). Classified districts ranked highest, with a pupil-teacher ratio of 28.25 for 1935, and 29.60 for 1936. Consolidated districts were well above the state standard.

The pupil-teacher ratios for all schools for the years 1933 to 1936 inclusive showed that the ratio was below the average state standard (Table 12). This was due to the low ratios of the rural districts.

Table 12

Average Pupil-Teacher Ratios in All Schools in Mountrail County 1933 to 1936

Year	Total Teachers	Pupils Enrolled	Pupil-Teacher Ratio
1936	176	3,163	17.96
1935	181	3,221	17.79
1934	179	3,314	18.57
1933	191	3,316	17.36

Enrollment and Enumeration

The classified and consolidated districts with 97.50 and 97.79 percent respectively had the highest relationships between enrollment and enumeration in 1934. The consolidated districts were twenty-nine hundredths percent above the classified districts. The rural districts were lowest with 55.32 percent.

The consolidated districts had 99.45 percent and the classified districts had 94.18 percent relationship between enrollment and enumeration in 1936. Rural districts were again lowest with 58.56 percent.

It is evident that the rural and graded districts could not

attract more than a little over one-half of the students enumerated. This was undoubtedly due to the meager educational opportunity offered in the rural schools.

It is possible that many of the people enumerated may have completed school, and some may even be teachers in their home schools. The census includes all unmarried people between the ages of six and twenty-one years. This fact will distort figures and percentages to some extent.

The total number of pupils in all schools in the county had dropped considerably during recent years (Figure 2). The peak was reached in 1927 when 4,000 pupils were in attendance. There was a drop from 4,000 pupils in 1927 to 3,100 in 1936. This was a decrease of 900 pupils in nine years. The sharp decrease after 1930 may have been caused by the disturbance in the economic field.

School Attendance

School attendance in Mountrail County for 1930 showed a decrease from 97.6 percent for pupils between seven and thirteen years of age, to 25.3 percent for pupils eighteen to twenty years

Table 13

School Attendance for Mountrail County

1930[a]

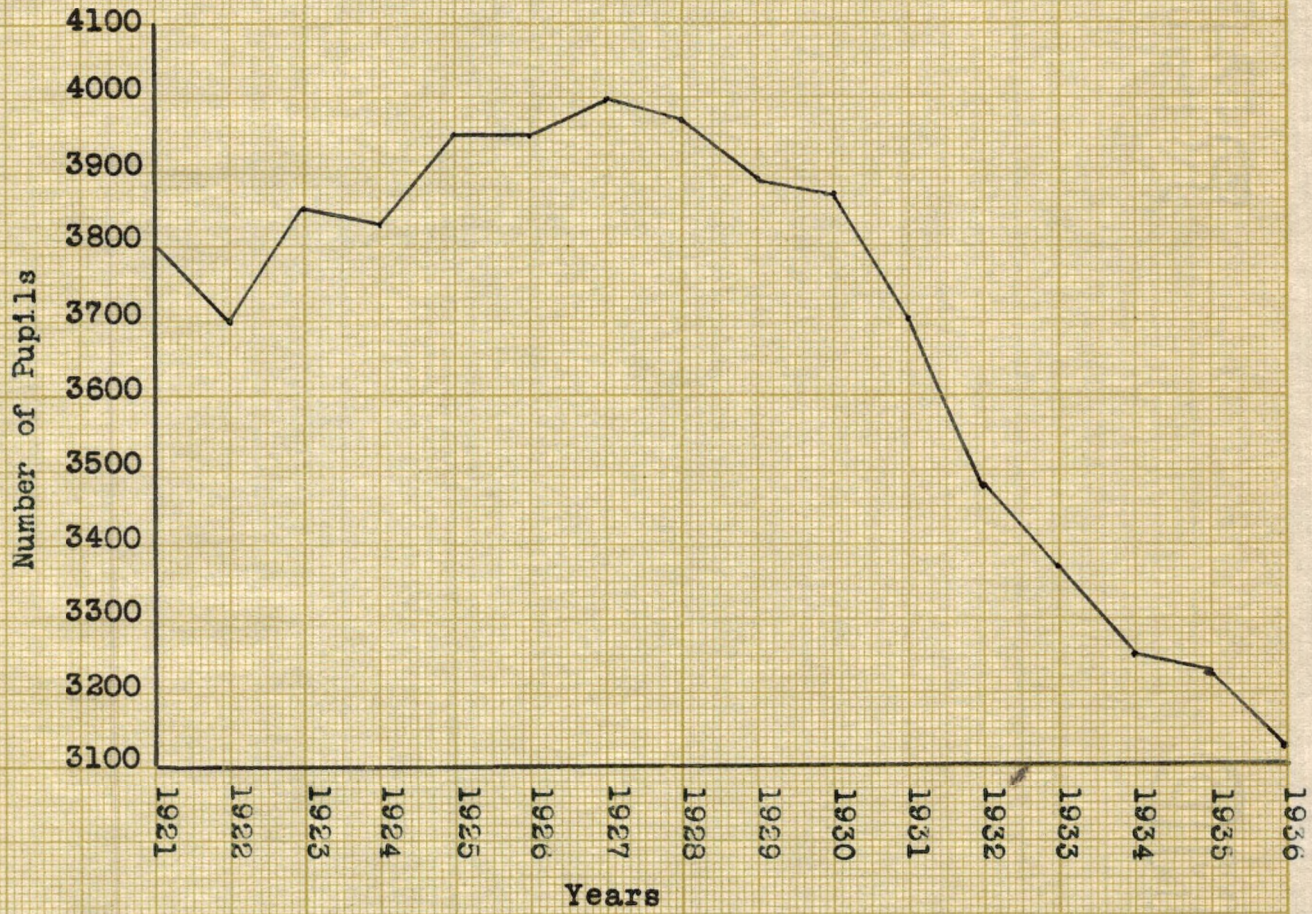
Age	Total Pupils	Number Attending	Percent Attending
18-20	891	225	25.3
16-17	675	397	58.8
14-15	717	645	90.0
7-13	3,399	2,341	97.6
Total	4,682	3,608	77.1

[a] United States Census Reports, 1930

Figure 2

Total Number of Pupils in Mountrail County

1921 to 1936



of age (Table 13). After pupils reached fifteen years of age the percent of attendance decreased from 90.0 percent to 58.8 percent or a drop of 31.2 percent. This may indicate that a great many pupils drop out after completing the eighth grade. A still greater drop was evidenced for pupils over seventeen years of age. Attendance decreased from 58.8 to 25.3 percent, or a drop of 33.5 percent. This may be due to graduating from high school or dropping out before completion. Richer curricula may prevent rapid decreases in attendance. A democratic educational system demands more equality for all pupils.

Table 14

School Attendance for North Dakota

1920 and 1930[a]

Year	Total Pupils	Number Attending	Percent Attending
1930	246,937	175,938	71.2
1920	233,065	158,259	67.9

[a] United States Census Reports, 1930

Mountrail County had a better percent of attendance in 1930 than the state as a whole (Tables 13 and 14). In 1930 North Dakota showed an increase of 3.3 percent in attendance over 1920.

Illiteracy

North Dakota reduced its percent of illiteracy from two and one-tenth percent in 1920 to one and five-tenths percent in 1930 (Table 15). Mountrail County had five-tenths percent of its population illiterate in 1930, as compared with one and five-tenths percent for North Dakota. Foreign-born whites had the highest percent of illiteracy in both Mountrail County and North Dakota.

Table 15

Comparison of Illiteracy in Mountrail County and North Dakota 1920 and 1930[a]

Comparative Data	(1)[a]	(2)	(3)	(4)	(5)	(6)
			1920[c]			
Total people 10 years or over				470,210	79,937	2.1
Native white				126,692	335	0.3
Foreign-born white				129,951	7,238	5.6
Negro				405	16	4.0
			1930			
Total people 10 years or over	10,501	52	0.5	527,000	7,814	1.5
Native white	8,394	10	0.1	162,873	477	0.3
Foreign-born white	2,048	39	1.9	104,703	4,649	4.4
Negro	5	1	.02	326	11	3.4

[a] United States Census Reports, 1930

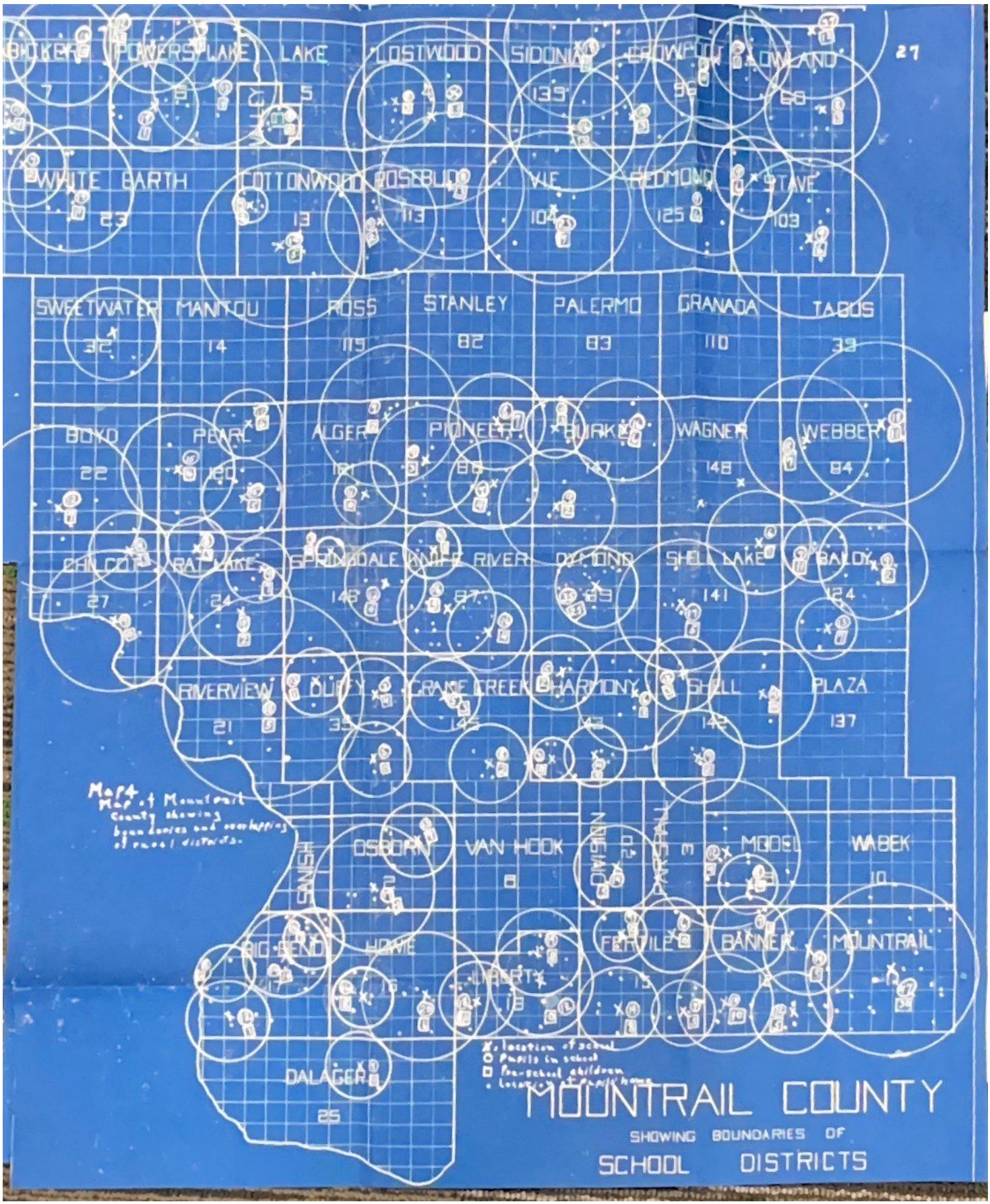
[b] Column (1) total people, column (2) number of illiterates in Mountrail County, Column (3) percent of illiterates in Mountrail County, column (4) total people, column (5) number illiterate in North Dakota, column (6) percent illiterate in North Dakota.

[c] No data given for Mountrail County for 1920

A picture of the school situation of the rural and open country graded schools as it relates to the number of children in school, the number of pre-school dhildren, and the overlapping of school territories are shown on Map 4. The school situation is shown as it existed in 1936. Township plats were sent out through the county superintendent's office to all the rural and

graded school teachers in the county. These teachers marked, by codes, the location of farms, the distance from the farms to their schools, the number of children in school, and the number of pre-school children from each farm. This information was transferred to Map 4, making a composite for the whole county. Each white spot indicates the location of a family. The radius of each circle was determined by taking the distance that the pupil living the greatest distance from the school had to travel in order to attend school. Circles were then scribed, using the distances traveled as radii and the schools as the centers of the circles. Several facts stand out clearly on Map 4. The circles align themselves roughly in three tiers, separated by the railroads running through the county in an east-west direction. The separation is most distinct at the top of the map, and not so clear near the bottom where Sanish, Van Hook and Parshall form a faint separation line. There was much overlapping of circles; an infringing of one district on the territory of another. Three circles were found within larger circles, namely, in Districts 4, 21, and 9. In each of these instances it seems that the schools serving the territory in the smaller circles might be eliminated and the pupils taken to the larger center. The northern part of the county was apparently the most guilty of extreme overlapping of territories.

A study of Map 4 and Table 16 shows that one district had no pre-school children in 1936. In this district there were only five pupils enrolled. Twenty-one districts had a pre-school population of less than ten pupils in the district. These few pupils were too few in number to warrant the expense involved in keeping


BOKER
POWERS LAKE
LAKE
LOSTWOOD
SIDONIA
CROWFOOT
BLOWLAND
27
7
5
139
68
WHITE EARTH
COTTONWOOD
ROSEBUD
VIE
REDMOND
STAVE
23
13
113
104
125
103
SWEETWATER
MANITOU
ROSS
STANLEY
PALERMO
GRANADA
TABOS
32
14
119
82
83
110
39
BOYD
PEARL
ALGER
PIONEER
BURKE
WAGNER
WEBBER
22
120
148
84
CAN COE
RAT LAKE
SPRINGDALE
WHITE RIVER
DIAMOND
SHELL LAKE
BALDY
27
24
148
87
83
141
124
RIVERVIEW
DUFFY
CRANE CREEK
HARMONY
SHELL
PLAZA
21
35
142
137
SANISH
OSBORN
VAN HOOK
NAISHAD
MOOSE
WABEK
10
BIG BEND
HOME
UNITY
FERTILE
BANNER
MOUNTRAIL
16
15
DALAGER
25
Map of Mountrail County showing boundaries and overlappings of rural districts.
X = location of school
O = Pupils in school
□ = Pre-school children
MOUNTRAIL COUNTY
SHOWING BOUNDARIES OF
SCHOOL DISTRICTS

the schools open. Money could have been saved and better schools could have been had if they had been transported a short distance to another school.

Table 16

Pupils in School and Pupils of Preschool Age 1936[a]

District	Pupils in School	Pre-School Children
Vie	23	7
Rat Lake	26	12
Crowfoot	29	7
Stave	18	12
White Earth	26	13
Boyd	12	7
Riverview	18	5
Division	14	5
Valley	5	0
Liberty	49	18
Big Bend	50	22
Howie	36	14
Fertile	39	13
Cottonwood	21	7
Duffy	31	7
Burke	29	11
Rosebud	15	5
Pearl	41	14
Shell Lake	23	7
Baldy	31	10
Alger	11	2
Redmond	9	6
Sidonia	34	12
Shell	25	5
Pioneer	24	14
Dymond[b]	35	25
Springdale	19	21
Crane Creek	13	5
Harmony	25	7
Lowland	59	16

Table 16 (Continued)

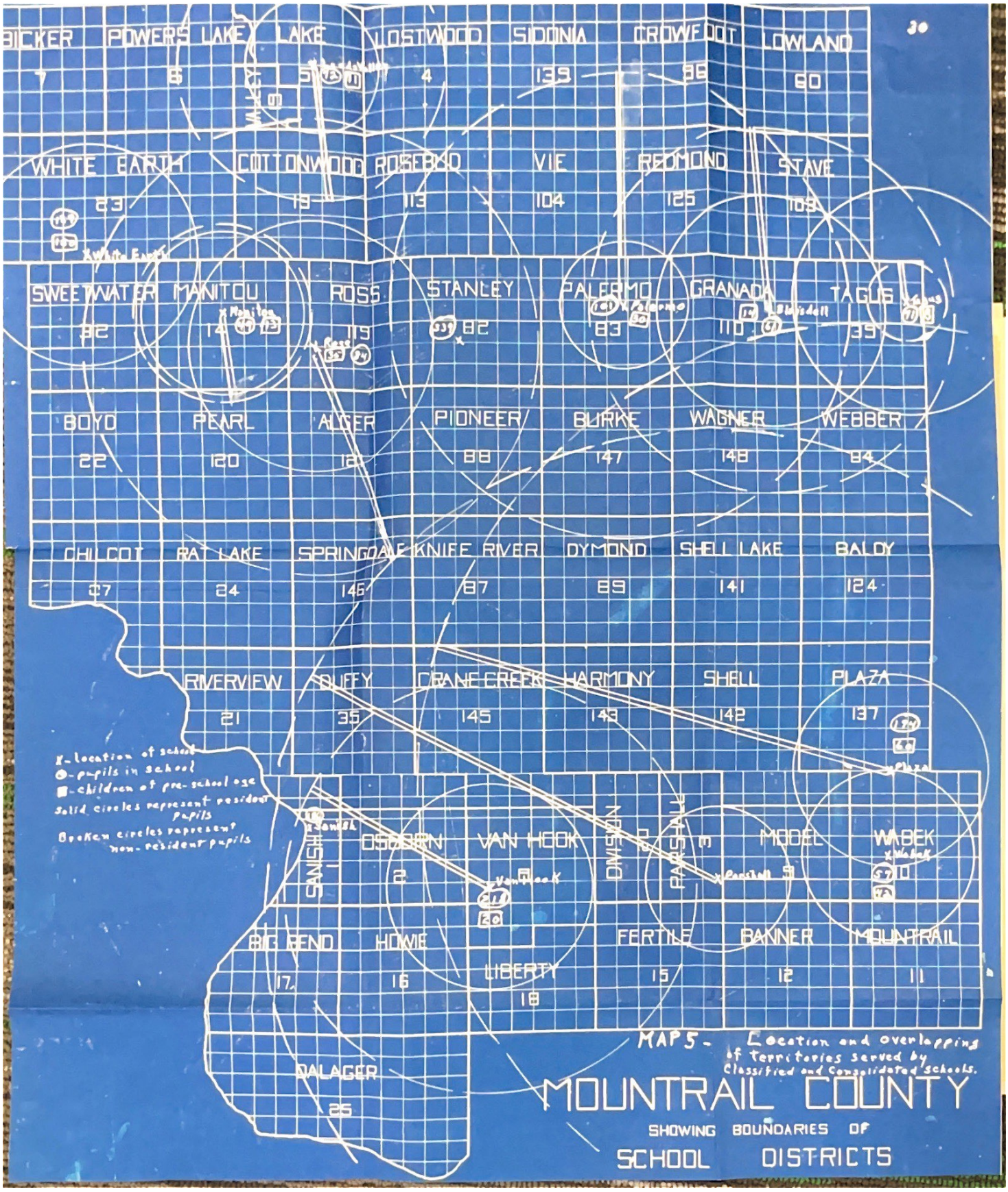
Pupils in School and Pupils of Preschool Age 1936[a]

District	Pupils in School	Pre-School Pupils
Webber	26	18
Knife River	36	14
Dalager	7	4
Banner	43	23
Mountrail[b]	47	30
Model	20	4
Bicker	30	5
Powers Lake	51	19
Lostwood	44	22
Osborn	30	8
Sweetwater	11	6
Chilcot	20	7

[a] Data supplied by questionnaire
[b] Open country graded schools

Instead of having forty school districts with one to four school-houses each, it seems that it would be better to have one school well centered in each district and to arrange a program of transportation. By so doing it would be possible to have a series of circles of uniform diameter and not overlapping. The possible exception would be Division District #20, but this could be absorbed by Parshall.

The situation as it existed in 1936 among classified and consolidated districts is shown in Map 5. The information was gathered through a short questionnaire sent to each school superintendent and principal. All but two schools responded. The double lines lead from the school to the circumference of the "non-resident pupil" circle. The overlapping of territories was just as severe as in the case of the rural districts. The northern



MAP 5 - Location and overlapping of territories served by Classified and Consolidated schools.

MOUNTRAIL COUNTY

SHOWING BOUNDARIES OF

SCHOOL DISTRICTS

tier of schools overlapped in the case of resident as well as non-resident pupils. The southern tier overlapped in the case of non-resident pupils' territories. A general survey of the map leads to the conclusion that there is not sufficient room for so many secondary schools in Mountrail County.

A study of the tuition students in each school may be a fair index of the schools that would attract the most students in the future.

Table 17

Tuition Students in Mountrail County in 1936

District	Number of Tuition Students
classified schools	
Parshall	83
Stanley[a]	
Plaza	39
consolidated schools	
Sanish[a]	
Lunds Valley	3
Van Hook	31
Wabek	0
Manitou	1
White Earth	18
Tagus	4
Palermo	8
Blaisdell	13
Ross	10

[a] No report

Parshall had eighty-three students for which the district received tuition. This was more than twice as many as Plaza. No reports were received from Stanley and Sanish.

In the consolidated group the range was from zero to thirty-

one students. From the above table it would seem that Lunds Valley, Wabek, Manitou, and Tagus could be consolidated with other schools forming larger units. Palermo with a new school building could easily accommodate a large number of students brought in from surrounding territory. A study of the financial status of the schools may bring out the feasibility of this suggestion.

Summary

Forty rural, two open country graded, ten consolidated, and three classified districts were located in Mountrail County.

Better trained teachers were found in the consolidated and classified districts.

The rural districts paid their teachers the lowest salaries. These salaries were not conducive to teacher improvement.

The rural and open country graded districts were apparently used as stepping stones to better positions because the rural teachers had the least experience.

The pupil-teacher ratio among classified and consolidated districts was higher than among rural and graded districts. This was an indication of higher efficiency among classified and consolidated districts.

Classified and rural districts had a higher percentage of enrollment than graded and rural districts.

The total number of pupils in attendance has decreased. There were 900 fewer pupils enrolled in 1936 than in 1927.

Ninety percent of the pupils between fourteen and fifteen years of age were in attendance during 1930. The county as a whole had 77.1 percent of its pupils in attendance as compared

to 71.2 percent for the state of North Dakota during 1930.

During 1930 Mountrail County had five-tenths percent of its total population illiterate as compared with one and five-tenths percent for North Dakota.

Much overlapping of territories was evident in Mountrail County. Overlapping occurred among all types of schools.

Many of the districts had a low pre-school population.

CHAPTER 4

SCHOOL INCOMES FOR MOUNTRAIL COUNTY

School incomes in North Dakota are received from the state apportionment, the county tuition fund, the state equalization fund, taxes levied by the local school boards, and a small proportion of federal aid. The incomes from taxes will vary with the inequalities in size, population, and assessed valuation of the school districts. In computing the school incomes the "sale of bonds", "sale of certificates of indebtedness", and "other non-tevenue receipts" were deducted.

Table 18

Average Incomes for School Districts of Mountrail County

Type of District	(1)[a]	(2)	(3)	(4)	(5)	(6)	(7)
classified districts							
# 3	$ 301	$ 163	$ 538	$	$ 4,557	$6,323	$11,882
82	914	273	252		12,227	5,284	18,950
137	266	80	582		3,464	2,278	6,670
Total	1,481	516	1,372		20,248	13,885	37,502
Average	494	172	444		6,749	4,628	
open country graded districts							
# 11	$ 233	$ 101	$ 275	$	$ 1,011	$ 5	$ 1,625
89	38		261	38	1,218	11	1,566
Total	271	101	536	38	2,229	16	3,191
Average	134	51	268	19	1,115	8	
consolidated districts							
# 1	$ 306	$ 154	$ 859	$ 62	$ 2,092	$ 2,248	$ 5,721
5	424	138	255		3,062	586	4,465
8	595	289	800		5,384	1,812	8,880

Table 18 (Continued)

Average Incomes for School Districts

of Mountrail County

Type of District	(1)[a]	(2)	(3)	(4)	(5)	(6)	(7)
consolidated districts (Continued)							
# 10	$ 250	$ 107	$ 245	$	$ 2,443	$ 397	$ 3,442
14	187	85	68		4,972	374	5,686
23	409	552	884		4,936	1,091	7,872
39	82	42	269		2,981	887	4,261
83	264	35	99		2,975	1,052	4,425
110	188	99	294		3,308	543	4,432
119	338	128	309	29	5,119	432	6,355
Total	3,043	1,629	4,082	91	37,272	9,422	55,439
Average	304	163	408	9	3,727	942	
rural districts							
# 2	$ 206	$ 75	$ 244	$	$ 1,093	$ 18	$ 1,636
4	268	98	38		1,072	97	1,573
6	334	154	351	56	890	106	1,891
7	309	118	235	90	1,562	81	2,395
9	194	82	252	45	1,695	7	2,275
12	299	127	467	273	788	68	2,022
13	161	69	245		1,164	1	1,640
15	149	63	502		844	8	1,566
16	255	101	283	74	585	59	1,357
17	241	104	468		771	46	1,630
18	231	121	321		568	161	1,392
19	21	51	84		409	8	573
20	69	29	123		690	15	926
21	47	29	100		596	50	826
22	118	50	186		350	51	755
24	35	41	169		938	18	1,201
25	73	31	14		31	35	184
27	131	56	282		365	57	891
32	69	32	16	320	1,059		1,496
35	143	47	244		416	201	1,051
60	280	73	232		2,613	69	3,267
84	122	39	41		125	113	440
87	298	95	328		432	99	1,252
88	205	65	115		1,335	42	1,762
96	312	105	186		1,188	49	1,840

Table 18 (Continued)

Average Incomes for School Districts

of Mountrail County

Type of District	(1)[a]	(2)	(3)	(4)	(5)	(6)	(7)
			rural districts (Continued)				
#103	$ 164	$ 74	$ 46	$	$ 1,155	$ 3	$ 1,442
104	121	51	119		794	1	1,086
113	108	46	28	28	1,550	25	1,785
120	224	89	304		1,210	75	1,902
121	151	72			1,153	59	1,435
124	228	112	219		1,366	11	1,936
125	68	36	74		442	1	621
139	110	77		173	586	29	975
141	209	91	195	110	457	18	1,080
142	214	91	226	57	748	3	1,339
143	204	87	272	68	869	4	1,504
145	207	77	28		876	15	1,203
146	66	30	248		492	16	852
147	219	94	346		862	13	1,534
148	187	80	98	70	728	23	1,186
Total	7,050	2,962	7,720	1,364	34,867	1,755	55,718
Average	185	74	193	34	872	44	

[a] Column (1) state apportionment, column (2) county tuition, column (3) state aid, column (4) federal aid, column (5) property tax, column (6) other revenue, column (7) total income.

Aggregate incomes ranged from 18,950 dollars for classified District #82 to 184 dollars for rural District #25 (Table 18). Great variations in total incomes was evident in all classes of districts. The least variations were shown for the graded districts. The classified districts showed a variation of 12,280 dollars; the consolidated districts had a variation of 5,438 dollars; the graded districts had a variation of only fifty-nine dollars. Rural districts ranged from 184 to 3,267 dollars or a variation of 3,083 dollars in incomes.

School Incomes from State Apportionment

Money for state apportionment is derived from fines and penalties, from leasing of school lands, and from the interest and income from the state permanent school fund. This money is distributed by the state superintendent of public instruction in proportion to the pupils enumerated in the last school census.[2]

Table 19

Incomes Per District and Per Child Enrolled From State Apportionment

Type of District	Per District	Per Child Enrolled	Total Apportionments
Classified	$494	$1.85	$1,481
Graded	135	3.26	271
Consolidated	304	2.72	3,043
Rural	176	5.54	7,050
Average	277	3.34	

Classified districts received the most income per district, whereas the graded districts received the least (Table 19). Rural districts received only forty-one dollars more per district than the graded districts. When compared on a per-child enrolled basis, the order of the districts was reversed. Rural districts received the most or 5.54 dollars per child enrolled, and the classified districts received only 1.85 dollars. Aggregate apportionments were highest for the rural districts. Classified districts ranked next to the graded districts, which were lowest. Total apportionments ranged from 271 dollars for graded districts to 7,050 dollars for rural districts.

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2 School Laws of North Dakota, 1935 pp 133-134

State apportionments showed great variations per district (Table 18). The greatest variations were among the rural districts where the range was from twenty-one dollars to 312 dollars, or nearly fifteen times as great as in the case of districts receiving the most apportionment as the least.

County Tuition Incomes

The county auditor makes a levy of one dollar for each elector in the county for the support of schools. A further levy of one-half mill on the dollar is made against taxable property in the county. This money is apportioned in proportion to the pupils enumerated in the last school census .

Table 20

Incomes Per District and Per Child Enrolled From County Tuition

Type of District	Per District	Per Child Enrolled	Total County Tuition
Classified	$172	$ .65	$ 516
Graded	50	1,22	101
Consolidated	163	1.45	1,629
Rural	74	2.32	2,962
Average	115	1.41	

The arrangement of districts is nearly the same as for state apportionment. Total county tuition incomes ranged from 101 dollars for graded districts to 2,962 dollars for rural districts (Table 20). Classified districts received the highest amount per district; graded districts were lowest. Classified districts received over three and four-tenths as much as the graded

districts. When compared on a per-child enrolled basis, the classified districts were lowest, and the rural districts received the most. The rural group received over three times as much as the classified districts.

State Aid

It appears that state aid provisions have failed as an incentive to raise standards, since aid is given to only those districts who are best able to bring their schools up to standard.

The classified districts were among the lowest in aggregate state aid receipts, but received the highest per district (Table 21). Rural districts received the most in the aggregate, but received the least per district. A reversal is seen in amounts

Table 21

Incomes Per District and Per Child From State Aid

Type of District	Per District	Per Child Enrolled	Total State Aid Incomes
Classified	$457	$1.72	$1,372
Graded	268	6.46	536
Consolidated	408	3.63	4,082
Rural	193	6.07	7,720
Average	332	4.47	

per child enrolled. Rural districts received over three and one half times more per child enrolled than the classified districts.

Federal Aid

Federal aid formed a very small proportion of income for

schools. Classified districts received no aid from the federal government (Table 22). Graded districts received a total of

Table 22

Incomes Per District and Per Child From Federal Aid

Type of District	Per District	Per Child Enrolled	Total Federal Aid
Classified	$	$	$
Graded	19	.05	38
Consolidated	9	.08	91
Rural	34	1.07	1,364
Average	21	.40	

thirty-eight dollars, and the rural districts received an aggregate of 1,364 dollars. Rural districts were benefited the most by federal aid. They received thirty-four dollars per district and 1.07 dollars per child enrolled.

Property Taxes

Property taxes supplied most of the income for the school

Table 23

Incomes Per District and Per Child From Property Taxes

Type of District	Per District	Per Child Enrolled	Total Property Tax Incomes
Classified	$6,749	$25.31	$20,248
Graded	1,114	26.85	2,229
Consolidated	3,727	33.22	37,272
Rural	872	27.41	34,867
Average	3,115	28.19	

districts of Mountrail County (Table 23). These taxes are derived from a mill tax levied against general property valuations. The actual amounts collected are brought forth in Table 24. Further study of property taxes and levies will be made later.

Consolidated districts and rural districts received the most in the aggregate from property taxes (Table 23), but the classified districts received nearly twice as much per district as the consolidated districts. The classified districts received nearly seven and one-half times as much per district as the rural districts. The variation in per-child enrolled property tax incomes were slight. Classified districts received 25.31 dollars per child as compared with 33.22 dollars per child for consolidated districts. This was a difference of 7.91 dollars.

Other Revenues as a Source of School Income

Other revenues constitute incomes from tuition, interest on deposits, etc. This source of revenue was most evidenced

Table 24

Incomes Per District and Per Child
From Other Revenue Receipts

Type of District	Per District	Per Child Enrolled	Total Other Revenue Receipts
Classified	$4,462	$16.73	$13,385
Graded	8	.19	16
Consolidated	942	8.39	9,422
Rural	44	1.38	1,755
Average	1,364	6.67	

among schools maintaining high school departments (Table 24). It

may be concluded that tuition forms a large percentage of this source. Classified districts received the most in the aggregate, per child enrolled, and per district. Graded districts received the least.

A summary of the preceding tables shows clearly the average total receipts as well as receipts per child enrolled and per district (Table 25). Rural districts received the most in the aggregate, yet their per-district income was lowest. Classified districts received the most per district, and were just three dollars below the consolidated districts in receipts per child enrolled. The consolidated group was highest in per child enrolled comparisons, but had less than half as much income per district as the classified districts.

Table 25

Average Total Receipts Per District and Per Child Enrolled

Type of District	Per District	Per Child Enrolled	Total Receipts
Classified	$12,501	$47	$37,502
Graded	1,595	38	3,191
Consolidated	5,554	50	55,539
Rural	1,393	44	55,718
Average	5,261	45	37,987

Trends in Receipts

Besides knowing the amount of money derived from various sources, it is interesting to note the trends in receipts of the general fund over the four year period 1933 to 1936.

Table 26

Trends in Receipts of General Fund For All Schools of Mountrail County, North Dakota, 1933-1936[a]

Source of Income	1933	1934	1935	1936	Total	Percent
1	$88,783	$92,246	$99,580	$95,953	$376,563	61.76
2	17,216	18,552	30,132	28,713	94,714	15.52
3	8,045		3,716	41,748	53,509	8.78
4	10,063	10,883	15,140	11,648	47,761	7.83
5	3,670	7,537	4,564	5,470	21,241	3.48
6			2,339	13,734	16,072	2.64
7	127,778	129,218	155,472	197,292	609,760	

[a] Column (1) property tax, column (2) other revenue, column (3) state aid, column (4) state apportionment, column (5) county tuition, column (6) federal aid, column (7) total receipts.

The largest source of school revenue was the general property tax. It made up 61.76 percent of the total receipts for Mountrail County (Table 26). The incomes over the four year period were 609,760 dollars. Property taxes rose from 88,783 dollars in 1933 to 99,580 dollars in 1935, and decreased to 95,953 dollars in 1936. The decrease may have been brought about by the state equalization fund offering relief to the schools.

Rural and graded districts were not able to collect more than about one-half of the taxes levied by the school boards (Table 27).

Classified and consolidated districts collected 67.8 and 63.9 percent respectively of the taxes levied. Graded districts collected the lowest percent of taxes, namely 40.3 percent. Rural districts collected 55.7 percent, or better than one-half of the

total taxes levied.

The school districts of Mountrail County were able to collect only 62.5 percent of all taxes levied during the four year period of this study. Average mill levies for all districts were 18.51 mills.

Table 27

Average Property Taxes Levied and Collected

1933-1936

Type of District	Incomes From Levies	Taxes Levied	Percent Collected	Average Levy[a]
Classified	$20,248.45	$29,711.25	67.8	23.73
Graded	2,228.88	5,530.50	40.3	17.56
Consolidated	37,271.21	53,606.50	63.9	18.55
Rural	34,878.48	62,539.67	55.7	14.21
Average	33,656.25	37,846.98	62.5	18.51

[a] In mills

Other revenue receipts ranked second as a source of school receipts (Table 26). It increased at a uniform rate until 1935 when it took a decided jump. There was a drop in 1936. This source of revenue netted 15.52 percent of the total receipts for Mountrail County schools.

State aid contributed 8.78 percent to the support of our schools (Table 26). With the creation of the state equalization fund the state assumed more responsibilities and lifted some of the burden off the local taxpayers. The state superintendent of public instruction determines the minimum monthly cost of maintaining elementary schools, and the financial aid given districts is determined from the maximum financial effort of the district in

question. High school tuition is paid for non-resident pupils on the basis of 1.50 dollars per week of actual attendance. The remainder of the fund is distributed on the basis of teacher units: 175 dollars per grade school teacher and 150 dollars per high school teacher unit. The sharp increase in state aid in 1936 was brought about by the state equalization fund.

State apportionment contributed 7.83 percent of the total receipts of schools. It ranked fourth in importance. It dropped considerably in 1936. This may have been due to the operation of the equalization fund.

County tuition ranked eighth, and in 1934 it increased over twice as much as in 1933 (Table 26). It contributed 3.48 percent of the total receipts of the schools. During 1934 the federal aid and state aids were cut off, and it became necessary for the next political sub-division to bear the burden. When federal aid and state aids were again given in 1935, county tuition was reduced almost to the 1933 level.

Federal aid contributed 21.64 percent of the total receipts (Table 26). It ranked last as a source of income for Mountrail County schools. Federal aid contributed nothing in 1933 and 1934, but rose from over 2,300 dollars in 1935 to over 13,700 dollars in 1936.

As was previously pointed out, property taxes decreased in 1936 (Table 26). By comparing the incomes from property taxes, state aid, and federal aid for the years 1935 and 1936, it will be noted that as state aid and federal aid increased, property taxes were reduced.

Percentage of School Revenue From State Sources

North Dakota has exceeded the United States average as a whole only three times in thirty-four years (Table 28). It has exceeded the median the same three years-- ie-1900, 1910, and 1925.

Table 28

Percentage of Public School Regenue Derived From State Sources 1900-1934[a]

Year	United States	North Dakota	Median
1900	20.3%	30.7%	22.00%
1905	19.1	13.9	21.35
1910	18.1	20.5	16.75
1915	18.4	17.9	20.70
1920	16.8	12.1	16.85
1925	16.0	21.4	19.65
1930	17.3	11.1	17.95
1934	26.0	13.8	25.05

[a] Timon Covert, State Provisions for Equalizing the Cost of Public Education, Bulletin No.4, (1936), Office of Education, p 4, excerpt from Table 1.

From 1925 to 1934 North Dakota has increasingly fallen behind the general average for the United States. By comparing Tables 26 and 28 we may conclude that North Dakota has closed this margin very slightly at the present. During the four year period 1933 to 1936, the state contributed 8.78 percent of the funds used by Mountrail County schools. During 1933-34 the state contributed 11.6 percent from its general fund for the support of schools.[3]

Public Utilities As A Source of School Incomes

Throughout the four year period 1932 to 1936 the consolidated

[3] Timon Covert, State Provisions for Equalizing the Cost of Public Education, Bulletin No.4, (1936), Office of Education, p8, excerpt from Table 2.

districts and rural districts benefited most from public utilities (Table 29). Open country graded districts received no benefits from this source. Fifty-five districts are involved in this study, but from the table there might appear to be 103. Overlapping of

Table 29

Distribution of Public Utilities and Average Amounts Paid to School Districts

Public Utilities	Amount Paid	Percent Paid	Districts Benefited (1)[a]	(2)	(3)	Total
Great Northern Railway	$60,915.72	.82	5	7	1	13
Soo Railway	6,624.23	.09	3	3	2	8
Ottertail Power Company	2,557.08	.03	5	3	2	10
Northwestern Bell Telephone	1,329.11	.01	8	9	3	20
Montana-Dakota Power Company	1,308.21	.01	11	3	1	15
Western Union	451.91	.006	1	6	1	8
Pullman Company	301.81	.004	3	6	1	10
Railway Express	56.00	.007	1	9	2	12
Central West Public Service	25.40	.003	7			7
Total	73,569.47		44	46	13	103

[a] Column (1) rural district, column (2) consolidated district, column (3) classified district

public utilities in districts is responsible for this, since one district may have two or more public utilities from which revenue is derived.

Total revenue from public utilities amounted to 73,569.47 dollars. Of this amount the Great Northern Railway paid eighty-two

percent. The Great Northern Railway has not paid its full allotment. It paid eighty-seven percent in 1933, eighty-seven percent in 1934, eighty-seven percent in 1935, and ninety percent in 1936. Next in rank comes the Soo Railroad which paid nine percent. The Soo Railroad paid 100 percent of its allotment in monthly installments. Power companies and the Bell Telephone Company paid other sizable sums. The total incomes for all schools (Table 18) were 151,950 dollars. Public utilities paid a total of 73,569.47 dollars; hence public utilities paid 48.41 percent of the total incomes of school districts of Mountrail County.

All classified districts, consolidated districts, and eight rural districts had railroad mileage ranging from one mile to 11.5

Table 30

Distribution of Miles of Railroad Among
School Districts of Mountrail County

District	District Number	Miles of Railroad
	classified districts	
Parshall	# 3	3
Stanley	82	11.5
Plaza	137	3.5
Total		18.0
Average		6.0
	consolidated districts	
Sanish	1	2
Lake (Lunds Valley)	5	6
Van Hook	8	6

Table 30 (Continued)

Distribution of Miles of Railroad Among

School Districts of Mountrail County

District	District Number	Miles of Railroad
	consolidated districts (Continued)	
Wabek	# 10	8
Manitou	14	7
White Earth	23	6.5
Tagus	39	6.5
Palermo	83	7
Granada (Blaisdell)	110	6
Ross	119	6
Total		61.0
Average		6.1
	rural districts	
Osborn	2	7
Lostwood	4	6
Model	9	7
Division	20	3
Sweetwater	32	2.25
Lowland	60	2
Vie	104	1
Rosebud	113	6
Total		34.25
Average		4.28

miles (Table 30). Wide variations existed among school districts

in the number of miles of railroad within their boundaries. Twenty-one districts received an income from this particular public utility while thirty-four districts had no income from this source.

Stanley district had a mileage of 11.5 miles of railroad, while Vie #104 had only one mile. The other nineteen districts lie between these two extremes. Classified and consolidated districts had an average of six miles of railroad, while rural districts had an average of 4.28 miles. Consolidated district mileage ranged from two to eight miles, and rural districts had mileage ranging from one to seven miles.

Summary

Inequalities and variations were shown among the receipts of school districts of Mountrail County. The general property tax was the greatest source of income, supplying 61.76 percent of the total receipts.

Other revenue receipts ranked second, by contributing 15.52 percent of the total receipts.

State aid contributed 8.78 percent and state apportionment yielded 7.83 percent as its share to the support of schools. During 1933-34 the state contributed 11.6 percent from its general fund for the support of schools. No state aid was given in 1934.

County tuition contributed only 3.48 percent to school incomes. This was 4.35 percent below the state apportionment, and 5.30 percent below state aid contributions.

Federal aid yielded only 2.64 percent for school support, No money was available to schools from this source previous to 1935.

School districts of Mountrail County were able to collect 62.5 percent of their levied taxes during the four year period 1933-1936. Classified districts collected 67.8 percent. Rural districts collected only 40.3 percent.

Public utilities paid 48.4 percent of the total receipts of all school districts. Railroad mileage ranged from one mile to 11.5 miles. All classified and consolidated districts had railroad mileage ranging from two to 11.5 miles. Eight out of forty rural districts secured benefits from railroad taxes.

CHAPTER 5

SCHOOL EXPENDITURES OF MOUNTRAIL COUNTY

The purpose of this chapter is to consider the financial status of the various districts. Expenditures are grouped under eight heads as follows: general control, instructional services, auxiliary agencies, operation of plant, maintenance, fixed charges, capital outlay, and debt service.

General Control

Under the heading of general control are grouped the items dealing with the general business and educational direction of the school. This includes the school board salaries and expenses. In Mountrail County there are 277 men and women (including treasurers and clerks) conducting the business affairs of the fifty-five school districts. There are 168 teachers instructing 3,043 pupils in this county. Could the business affairs of the schools be conducted by a much smaller group of individuals, thus affecting a greater integration of purpose and a saving to the public?

Table 31

Expenditures Per Child, Per District and Per Teacher for General Control

Type of District	Per Child	Per District	Per Teacher	Total Expenditures
Classified	$ .95	$252.88	$27.09	$ 758.58
Consolidated	1.74	195.96	45.57	1,959.69
Graded	3.13	129.76	86.51	259.53
Rural	3.15	99.79	42.46	3,991.53
Average	2.24	169.59	50.41	

It is more economical to have many children than just a few in one school (Table 31). Total expenditures for general control cost more per district for the classified group than for any other group, but they were the lowest per-pupil and per-teacher. The classified schools ranked third highest in total expenditures, having 758.58 dollars as the total for the three schools; the open country graded districts were lowest with 259.53 dollars; and the rural districts had the greatest expenditures for this purpose, namely 3,991.53 dollars. It appears that consolidation would eliminate these large sums spent for school board salaries and expenses and the difference would be applied to more worthwhile work.

Instructional Service

Instructional service includes salaries of teachers, instructional supplies, library books, and other items directly connected with teaching.

The teacher is a most important cog in the school machine, and the salaries paid, as well as the equipment to work with, are important factors.

Instructional service per child cost the least in the graded districts; the classified districts came second; and the rural districts had the highest costs (Table 32). Classified districts outranked all the other groups in the per-district and per-teacher costs. Consolidated districts ranked next highest, and the rural districts were the lowest. The per-district average cost for all districts was over eight times the average for the rural one-room schools, and the per-teacher average was over twice as great.

It may appear that the rural districts were expending much money per pupil, but a comparison of per-district and per-teacher costs shows that they were far out-ranked. The per-teacher comparison might suggest that the teachers in the larger systems were being paid better salaries and that they were getting better teaching supplies. Rural districts as a whole led in expenditures for any one classification of schools, having 38,034.52 dollars as an average over a four year period.

Table 32

Expenditures For Instructional Service Per Child, Per District and Per Teacher

Type of District	Per Child	Per District	Per Teacher	Total Expenditures
Classified	$28.89	$7,706.33	$825.68	$23,119.00
Consolidated	29.39	3,297.94	766.96	32,979.38
Graded	24.95	1,030.77	678.18	2,061.55
Rural	29.92	950.86	404.62	38,034.52
Average	28.29	3,246.47	668.86	

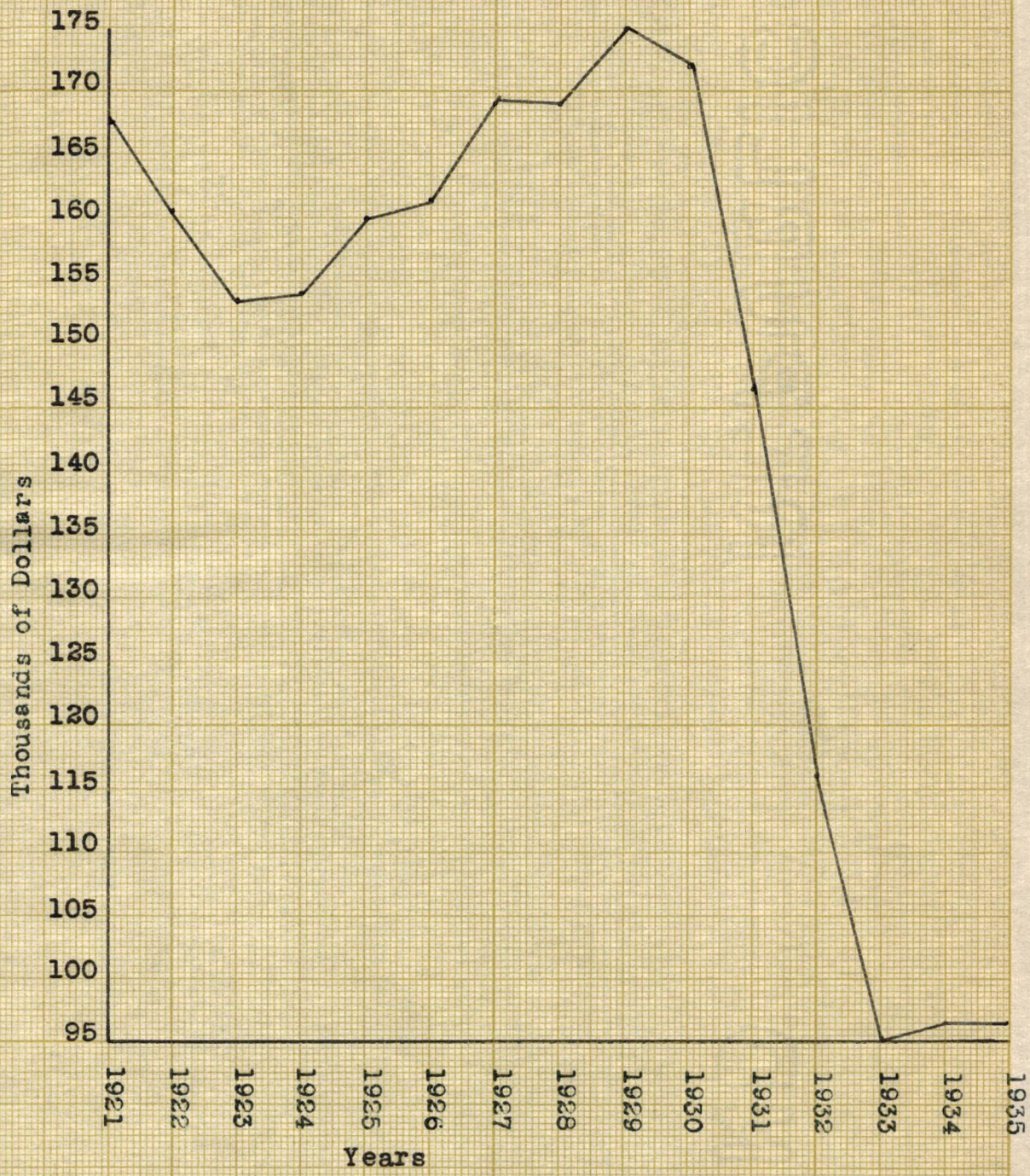
Teachers' salaries have fluctuated greatly (Figure 3). In 1922, 168,000 dollars were paid the teachers of Mountrail County. Teachers' salaries dropped to 154,000 dollars in 1923 and 1924. During the next five years salaries rose in varying degrees In 1929 salaries reached 175,000 dollars, which was the highest point reached. A steady decrease took place until 1933 when salaries had dropped to 95,000 dollars. In 1934 and 1935 salaries rose slightly and seemed to level off.

The classified districts paid their teachers better sal-

Figure 3

Amounts Paid Teachers in Mountrail County

1921 to 1935



aries than the other types of districts (Table 33). Rural districts paid the lowest salaries of any classification of schools. From a study of Table 33), it might safely be concluded that the classified districts attract better teachers and that the pporer

Table 33

Average Salaries Paid Teachers[a]

Type of District	Average Monthly Salary	Number of Teachers
	classified districts	
Parshall	$ 92.41	8
Stanley	114.24	12
Plaza	80.83	8
Average	95.83	
	open country graded districts	
Mountrail	78.00	2
Dymond	50.00	1
Average	64.00	
	consolidated districts	
Sanish	79.19	5
Lunds Valley	84.21	4
Van Hook	82.49	7
Wabek	80.00	2
Manitou	75.55	4
White Earth	92.18	5
Tagus	79.58	4
Palermo	88.33	4
Blaisdell	78.75	4

Table 33 (Continued)

Average Salaries Paid Teachers[a]

Type of District	Average Monthly Salary	Number of Teachers
	consolidated districts (Continued)	
Ross	$ 85.42	4
Average	83.57	
	rural districts	
# 2	63.00	2
4	62.33	3
6	52.00	2
7	60.00	3
9	60.00	4
12	53.33	3
13	50.00	4
15	53.88	4
16	60.00	4
17	54.16	4
18	63.33	3
19	52.66	1
20	70.00	1
21	50.00	2
22	50.00	3
24	50.00	3
25	55.00	1
27	50.00	3
32	51.78	2

Table 33 (Continued)

Average Salaries Paid Teachers[a]

Type of District	Average Monthly Salary	Number of Teachers
	rural districts (Continued)	
# 35	$60.00	3
60	55.42	4
84	48.33	2
87	38.33	3
88	53.33	3
96	45.83	3
103	53.33	2
104	60.00	1
113	53.33	3
120	48.33	3
121	45.00	2
124	52.17	3
125	50.00	1
139	46.11	3
141	50.00	2
142	44.46	3
143	48.33	4
145	53.33	2
146	50.00	2
147	45.00	4
148	61.66	2
Average	53.09	

a 3 year average

teachers are found in the rural districts of the county. This was also noted in the chapter on inequalities. The poorest qualified and the least experienced teachers were found in the rural districts. The rural districts spent 38,034.52 dollars in the aggregate for instructional services (Table 32), but the average monthly salaries of the teachers (Table 33) indicate that the rural districts were not getting the most for their money. Teachers lacking in training and experience cannot offer their pupils the educational advantages of the better trained teachers. Low salaries are no inducement to do better work or to strive for professional advancement.

Auxiliary Agencies

Auxiliary agencies include all items closely allied to instruction but subsidiary to the main work of instruction. Such items as libraries and transportation are included. The efficiency of schools may be measured partly by their expenditures for library books. School library books should be one of the most important influences for the education of the pupils.

Classified districts spent the most money for libraries in 1933 (Table 34). They spent less per child than the consolidated districts, but a greater amount in the aggregate than either of the two other types of districts. Considering the total expenditures for library books in 1933, it was found that the classified districts spent 264 dollars; the consolidated districts, 432 dollars; the graded districts, seven dollars; and the rural districts, forty dollars. As noted in the footnote of Table 34, the consolidated district figures are distorted because Palermo spent

263.51 dollars for books when the school was destroyed by fire. If this amount is deducted from the 432 dollars spent by consolidated

Table 34

Library Book Expenditures Per District and Per Child 1933 and 1935

Type of District	Per District	Per Child	Total Expenditures	Books Per School
		1933		
Classified	$87	$.33	$264.	1,108
Consolidated	43.[a]	.39	432.	635
Graded	4.	.09	7.	260
Rural	.43	.04	40.	119
Average	44.	.21		
Total			$743	
		1935		
Classified	$26.	$.10	$79.	850
Consolidated	9.	.08	91.	494
Graded				210
Rural	.66	.05	62.	103
Average	25.	.08		
Total			$232.	

[a] Palermo spent 286.51 dollars when the school was destroyed by fire.

districts in 1933, the remainder will be 168.49 dollars. This figure will be much closer to the normal sum spent by this group.

If the library expenditures per district for 1933 are compared, the classified district averaged eighty-seven dollars; the consolidated, forty-three dollars; the graded, four dollars; and

the rural, forty-three cents. Reducing this again to per-child expenditures we note that thirty-three cents was spent per child in the classified districts; thirty-nine cents per child in the consolidated districts; nine cents per child in the graded districts; and four cents per child in the rural districts.

Comparing the number of books purchased per district indicates that the districts with the highest expenditures also provided their pupils with the largest number of books. The classified districts had an average of 1,108 books per district, the consolidated districts had 635 books per district, the graded had 260 books per district, and the rural had 119 books per district.

The 1935 analysis shows a steady increase over 1933. Graded districts reported no expenditures. Rural districts showed total expenditures of sixty-two dollars as against forty dollars of 1933, yet they had fewer books than in 1933. In 1935 the classified districts expended twenty-six dollars per district, ten cents per child, and had 850 books per district. Why should 300 books completely disappear and not be replaced? At least a portion might be replaced. The writer feels it is the fault of individuals reporting the books. In 1933 White Earth Consolidated School reported 1,000 books. In 1935 only 451 were reported. This certainly must have been due to carelessness in reporting.

The average rural school district did not have enough books to comply with the laws of North Dakota, nor to give its children equal educational opportunities. Minimum expenditures must be ten dollars annually until two hundred books are provided; then a minimum of five dollars annually until three hundred books are

purchased. After that there need be no books added, but they must be kept in good repair and new ones added to replace those lost or destroyed.[4]

Summarizing these findings after a study of Table 34, it must be said that the classified districts spent far more money for books than the rural districts. However, are they not justified? Who would not be willing to spend thirty-three cents per child for books if it would give the child access to the use of 1,108 books, rather than to spend four cents and give the child access to only 119 books. In fact the rural school child probably has access to fewer than fifty books, for it must be remembered that most of the rural districts have two or more schools. The 119 books per district are therefore divided among the number of schools. Taking all these facts into consideration it would seem that the consolidation of schools would be more advantageous for the pupils, even though per-pupil expenditures might not be of the lowest.

Transportation

Transportation forms a major item of expense among schools. Two types of transportation are provided: public buses, such as are commonly provided by school districts; and "family" buses, where the school patrons themselves take their children to school.

Classified districts had the lowest average cost per pupil per year for pupils transported by public bus (Table 35). They ranked third in the number of pupils transported. The family bus type of transportation was apparently not popular with classified districts. In 1935 the classified districts had six fewer pupils

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[4] School Laws of North Dakota, 1931, pp 51-52

to transport than in 1933, yet expenses increased about four dollars.

Table 35

Cost of Transportation and Type of Transportation 1933 and 1935

Type of District	1933 Average Cost Per Pupil Per Year Public Bus	Family Bus	Total Pupils	1935 Public Bus	Family Bus	Total Pupils
Classified	$35.93	$	164	$39.87	$	158
Consolidated	42.48	52.00	469	47.74	49.51	436
Graded	38.36[a]		22	44.56[a]		32
Rural	47.83	14.99	246	62.74	19.00	213
Average	41.15	33.49		48.73	34.25	
Total			901			839

[a] Figures are for District #89 only

Open country graded districts had the next lowest average cost. Of the two open country graded schools, only one school had transportation. The rest of the students apparently lived within the two-mile legal limit. It will be noted (Table 35) that in 1935 the open country graded school having transportation had ten more pupils to transport. Its per-pupil cost also increased considerably.

The consolidated districts carried 469 pupils in 1933 and 436 in 1935. Here too the cost increased as the number of pupils decreased. The consolidated districts carried nearly three times as many pupils as the classified districts, yet the cost per pupil was less than ten dollars more. The family bus proved to be more expensive per pupil than the public bus. The greatest contrast is

seen in 1933 when the family bus cost fifty-two dollars per pupil as compared with 42.48 dollars per pupil for the public bus. The deviation was not so great in 1935, being a little over two dollars higher for the family bus.

The rural districts had the highest cost per pupil. In 1933 it cost the rural districts 47.83 dollars to have a child taken to school for one year. This was 11.93 dollars more per child than was spent by the classified districts. In 1935 this increased to 62.74 dollars or 22.87 dollars more than for classified districts. Two hundred forty-six pupils were carried in 1933, and 213 in 1935. The family bus proved the cheapest for rural districts, costing 14.99 and 19.00 dollars for 1933 and 1935 respectively.

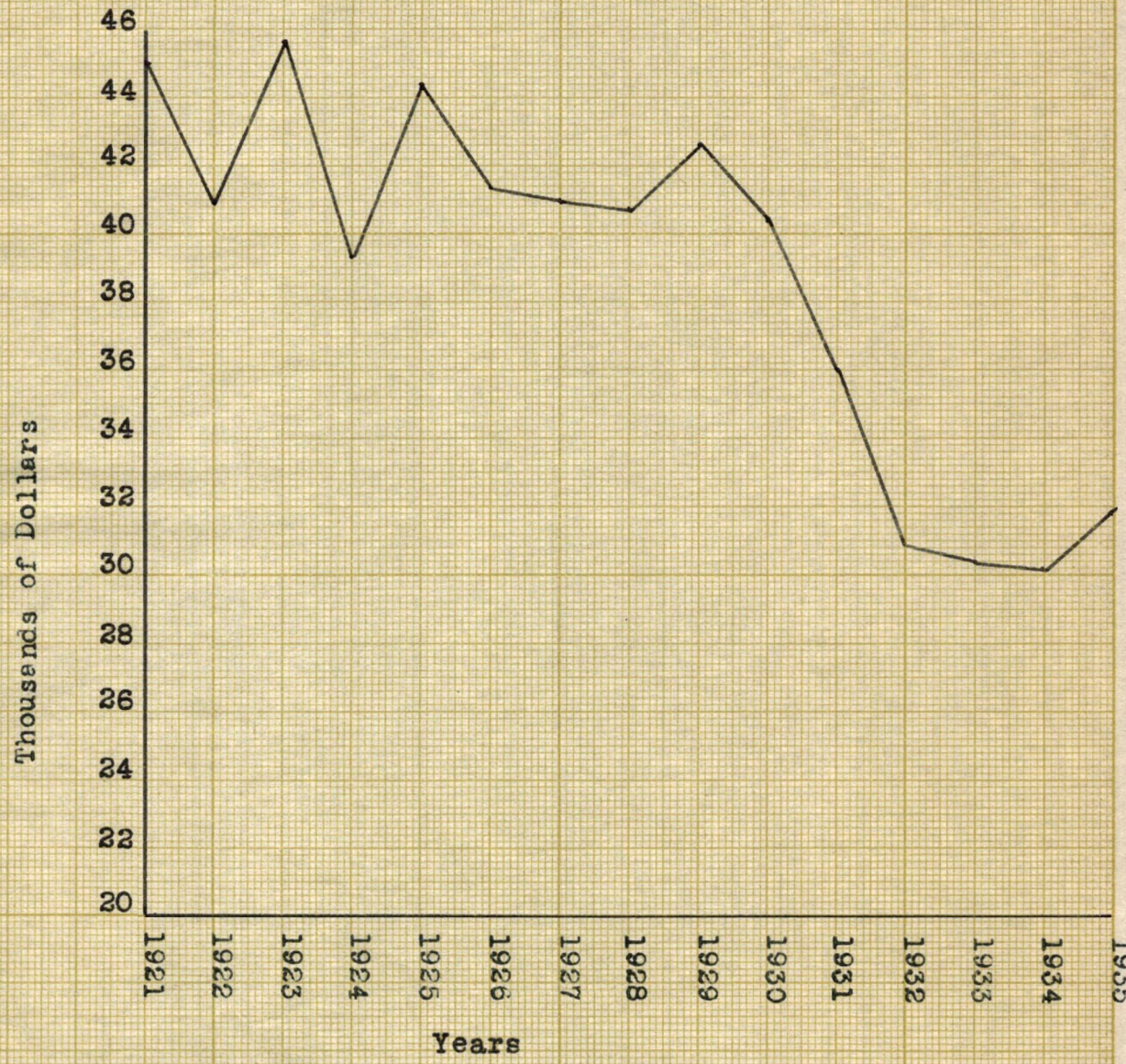
An analysis of Table 35 shows that consolidation of schools effects a saving in transportation expense. The classified and open country graded districts were below the average for all districts for 1933. The consolidated districts were slightly above, and the rural districts were over six dollars above the average. In 1935 the picture is even more clear. Here all groups except the rural districts were below the average. It is clearly shown that rural districts might profit by using the family bus system, as this was the only instance where rural districts fell below the average and other districts were above the average. In 1933 rural districts with the family bus system paid 14.99 dollars per pupil per year, as contrasted with the average of 33.99 dollars. In 1935 they paid 19.00 dollars as compared with 34.25 dollars.

Wabek District #10 shifted from public bus to family bus in 1935. In 1933 it transported forty-one pupils at an average cost

Figure 4

Transportation in Mountrail County

1921 to 1935



of 31.88 dollars per pupil per year. In 1935 it transported forty-five pupils at an average cost of 32.86 dollars per pupil per year. This seems like an unwise change, since more money was paid for transportation, whereas the difference might have been used to improve the school in other ways. The difference is slight, yet many small savings soon amount to large sums.

Operation of Plant

Operation of the school plant refers to all items involved in keeping the school building open and ready for use. Such items as janitor's salaries and supplies, fuel, water, power, light, and telephone are included.

The classified district expenditures per pupil and per district were apparently high, but they served the most pupils per district of any of the four groups (Table 36). The consolidated

Table 36

Expenditures for Operation of Plant Per Pupil and Per District

Type of District	Per Pupil	Per District	Pupils Per District	Total Expenditures
Classified	$4.18	$1,115.58	266	$3,346.73
Consolidated	6.71	753.53	112	7,535.29
Graded	3.09	128.38	41	256.76
Rural	3.23	102.88	31.8	4,115.14
Average	4.30	529.09	107	

districts spent over twice as much for operation of plants as the classified districts. Its per-pupil cost was over two dollars higher, though the per-district cost was much lower than the class-

ified groups. While these expenditures were higher, the consolidated districts served fewer than half as many pupils as the classified group. The graded districts had the lowest per-pupil cost of any group--3.09 dollars. Their aggregate operation costs were also the lowest, classified districts spending over thirteen times as much and the consolidated districts spending over twenty-nine times as much as the graded districts. The per-pupil cost for the graded districts was high, considering the fact that the classified districts housed over six times as many students, and the consolidated districts housed nearly three times as many students as the graded districts. Rural districts had nearly as high per-pupil expenditures as the classified districts. They had only 31.8 pupils per district as compared with 266 for classified districts. In other words, the classified districts had nearly eight times as many students; yet their per-pupil cost was only ninety-five cents higher. Rural districts spent in the aggregate 768.71 dollars more to operate their school buildings than the classified districts. The rural districts gave their pupils fewer educational facilities and fewer modern conveniences, yet it may truthfully be said that the classified districts spent the least. Their high per-district cost was brought about by additional comforts and educational opportunities. From Table 36 it seems that a saving could be brought about by consolidating the schools and spending the saving on transportation or otherwise extending additional opportunities to the pupils.

Maintenance

Under this heading are included all items involved in the

upkeep or restoration of the school building or ground. This includes upkeep of grounds, buildings, heating, ventilation, fire protection, artificial lighting, plumbing, electrical service, mechanical service, instructional service, and furniture.

Table 37

Maintenance Per Child and Per District

Type of District	Per Child	Per District	Total Maintenance
Classified	$1.72	$458.97	$1,476.92
Consolidated	1.92	215.93	2,159.34
Graded	1.34	55.94	111.88
Rural	1.53	48.65	1,946.22
Average	1.63	194.86	

The consolidated districts spent less per child than the consolidated districts, though the per-district expenditures were over twice as great as those of the consolidated group and nearly nine and one-half times as great as those of the rural group (Table 37). In spite of seemingly great expenditures per district, the classified group spent less per year than either the consolidated and rural districts. The graded districts spent the least per pupil,per district and total. This comparison again indicates the economy of grouping larger numbers under one roof.

Fixed Charges

This group of expenditures includes all relatively fixed or stable items such as fire, cyclone, hail, and boiler insurance, workmen's compensation, and rent of land, buildings, and equipment.

In fixed charges the classified districts were lower per

child than the consolidated and graded districts and the rural districts were the lowest (Table 38). The classified districts spent the most per district, but were second lowest in total expenditures. The consolidated districts were rather high in cost per-pupil and per-district, but the rural districts spent the most in the aggregate. The graded districts spent the most per pupil of any group.

Table 38

Fixed Charges Per Child and Per District

Types of District	Per Child	Per District	Total Fixed Charges
Classified	$ .73	$194.83	$ 584.50
Consolidated	.97	109.83	1,098.30
Graded	1.26	52.58	105.15
Rural	1.12	35.47	1,418.79
Average	1.02	98.18	

They ranked third in per-district expenditures, and as a group spent the least for fixed charges. Rural districts spent 1.12 dollars per pupil and 35.47 dollars per district. Only the graded districts were lower in their total expenditures. This table tends to show that the classified districts were below the average for all districts in per-child expenditures, yet spent more than the average per district. Even if the expenditures may be quite high, the people of a community usually take pride in their school buildings and will be more justified in this expenditure than in some others.

Capital Outlay

Capital outlay includes all items which increase the total

amount of property excluding the supplies, such as purchase of land, new buildings, furniture, alterations and additions to old buildings, instructional apparatus, and other equipment.

The advantage of grouping larger numbers of pupils under one roof so as to make available to them additional educational facilities is shown in Table 39. Classified districts and consolidated districts have spent almost the same amount per pupil.

Table 39

Capital Outlay Per Child and Per District

Type of District	Per Child	Per District	Total Capital Outlay
Classified	$.35	$95.11	$285.33
Consolidated	.53	58.63	586.31
Graded	.04	1.92	3.84
Rural	.64	20.36	814.25
Average	.39	44.01	

Rural districts were highest in per-pupil and in aggregate outlay. This shows that the additional effort put forth by the larger schools to provide better educational facilities is well above the consolidated districts, and over four times the amount per district for rural districts.

Debt Service

This important department of expenditures includes all items which reduce the amount of indebtedness, such as, redemption of bonds and certificates of indebtedness, and interest paid for the sinking fund and certificates of indebtedness.

Classified districts spent the least per-child for debt

service and only the graded districts had lower total debt service expenditures (Table 40). The per-district debt service of classified districts was the highest of all groups, being over twice as great as the average.

North Dakota school districts are permitted to secure credit from the sale of bonds, sale of certificates of indebtedness, or

Table 40

Debt Service Per Child and Per District

Type of District	Per Child	Per District	Total Debt Service
Classified	$ 4.83	$1,288.82	$3,866.46
Consolidated	5.34	599.44	5,994.48
Graded	10.82	449.34	898.69
Rural	6.33	85.68	8,054.27
Average	6.83	610.82	

issuance of registered warrants. In 1931 a law was passed making it possible to issue bonds to refinance certificates of indebtedness. Previous to this time bonds were used for financing building programs. Under the new law these bonds are retired through a special levy on the school district by the county auditor, who also handles all receipts, and payments are made through him rather than through the district.[5] Bonded indebtedness shall not exceed five percent of the total assessed valuation, except by special election, when, if voted on by two-thirds of the voters, it may be raised five percent more.

Certificates of indebtedness are short term loans up to two

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[5] School Laws of North Dakota, 1935, pp 341-343

years, issued against delinquent taxes levied during the year in which the borrowing is made, plus uncollected taxes remaining upon the tax lists of four preceeding years, exclusive of levies for the purpose of retiring bond issues and the interest thereon. The taxes pledged for this purpose are held by the county auditor until a sum is reached covering the certificates.[6] In a law passed in 1933 a school district unable to sell its certificates of indebtedness may issue warrants in payment of current expenses, in excess of cash on hand, but not in excess of uncollected, unencumbered taxes.[7]

Total Indebtedness of School Districts

Classified districts had indebtedness ranging from 53,516 dollars to 55,853 dollars (Table 41). They had a total indebtedness of 162,899 dollars, with an average per district of 54,299 dollars.

Open country graded districts showed an indebtedness of 16,053 dollars with an average of 8,026 dollars per district. District #89 had no certificates of indebtedness.

Consolidated districts showed a total indebtedness of 175,802 dollars with an average of 17,580 dollars per district. District #39 had no bonded indebtedness, while Districts $14 and #110 had no certificates of indebtedness, and Districts #23 and #39 had no outstanding indebtedness. In this group, District #39 had no bonded indebtedness or outstanding warrants and only an average of 1,675 dollars in certificates of indebtedness.

Five rural Districts, #4, 7, 88, 103, and 125, showed no

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[6] School Laws of North Dakota, 1935, Sections 2079b1-2079b5

[7] Ibid, Section 2079b13

Table 41

Total Indebtedness of School Districts

of Mountrail County[a]

District Number	Bonded Indebtedness	Certificates of Indebtedness	Warrants Outstanding	Total Indebtedness
		classified districts		
3	$ 42,325	$ 7,514	$ 3,691	$ 53,530
82	45,250	8,250	16	53,516
137	44,000	4,425	7,428	55,853
Total	131,575	20,189	11,135	162,899
Average	48,858	6,729	3,712	54,299
		open country graded districts		
11	9,800	1,960	400	12,160
89	3,400		493	3,893
Total	13,200	1,960	893	16,053
Average	6,600	1,960	446	8,026
		consolidated districts		
1	38,000	5,694	2,385	46,079
5	5,465	1,478	9	6,952
8	57,250	10,133	8,715	76,098
10	2,250	1,068	1,264	4,582
14	13,500		6	13,506
23	3,000	113		3,113
39		1,675		1,675
83	5,000	1,382	262	6,590
110	1,900		276	2,176
119	15,000	3,000	31	18,031

Table 41 (Continued)

Total Indebtedness of School Districts

of Mountrail County[a]

District Number	Bonded Indebtedness	Certificates of Indebtedness	Warrants Outstanding	Total Indebtedness
		consolidated districts (Continued)		
Total	$141,265	$24,489	$12,948	$175,802
Average	14,136	2,449	1,295	17,580
		rural districts		
2		125	331	456
4				
6	1,250	2,081	39	3,370
7				
9	275	1,000	399	1,674
12	6,000	2,617	97	8,714
13		236	747	983
15	5,000	1,075	31	6,106
16	6,475	2,413	1,634	10,522
17	7,875	3,538	160	11,573
18	1,375	2,709	493	4,577
19	975	152	341	1,468
20	1,625	300	37	1,962
21	300	613	369	1,282
22	1,100	554	114	1,768
24			212	212
25	475	250		725
27		300	485	785

Table 41 (Continued)

Total Indebtedness of School Districts

of Mountrail County[a]

District Number	Bonded Indebtedness	Certificates of Indebtedness	Warrants Outstanding	Total Indebtedness
		rural districts (Continued)		
32	$	$	$ 10	$ 10
35	750	501	518	1,769
60			605	605
84				
87		1,606	1	1,607
88				
96			475	475
103				
104		1,250	1	1,251
113			5	5
120	550	500	247	1,297
121		658	188	846
124	1,750	250	173	2,173
125				
139	2,000		426	2,426
141		1,136	808	1,944
142		325	806	1,131
143	5,325	485	146	5,956
145		600	57	657
146		125	260	385
147		1,550	522	2,072

Table 41

Total Indebtedness of School Districts

of Mountrail County[a]

District Number	Bonded Indebtedness	Certificates of Indebtedness	Warrants Outstanding	Total Indebtedness
		rural districts (Continued)		
148	$	$ 250	$ 59	$ 309
Total	43,100	27,199	10,806	75,860
Average	1,077	680	270	1,897

[a] To the nearest dollar

indebtedness. The remaining thirty-five districts showed some form of indebtedness ranging from five dollars to 11,573 dollars. Twenty-two districts had no bonded indebtedness, twelve had no certificates of indebtedness, while seven had no registered warrants. Five districts, #24, 32, 60, 96, and 113 had only registered warrants as their obligation. Of these five, District #113 had an average of five dollars in registered warrants, while District #60 had an average of 605 dollars in registered warrants. The other districts lay between these two limits.

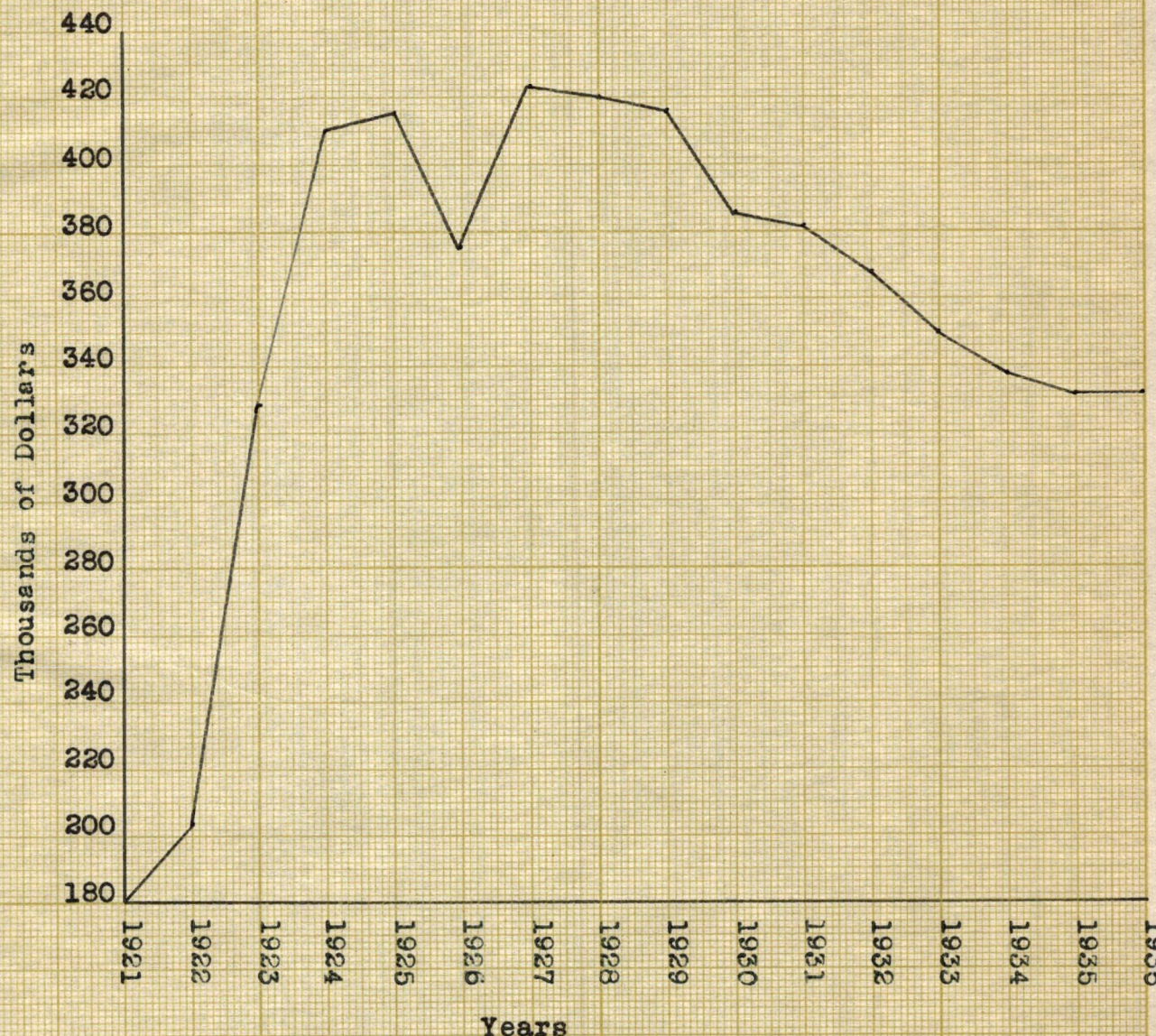
Trends in Outstanding Bonds

A picture of the trends in outstanding bonds of all school districts of Mountrail County can be had from Figure 5. The lowest bonded indebtedness was shown in 1921 when the schools were bonded to the extent of 180,000 dollars. Between 1922 and 1923 the bonded indebtedness took a sharp rise from 200,000 dollars to 320,000 dollars. The first peak was reached in 1925 when the total bonded indebtedness was 410,000 dollars. A drop of about

Figure 5

Outstanding Bonds in Mountrail County

1921 to 1936



34,000 dollars was evidenced in 1926. The peak year was 1927 with over 420,000 dollars in outstanding bonds. From 1927 to 1936 there was a gradual drop, and 1936 showed about 330,000 dollars in bonds outstanding.

Certificates of Indebtedness

The certificates of indebtedness were held below 50,000 dollars until 1930 (Figure 6). Then as the depression began to be felt, it was necessary for the schools to issue these short term loans against uncollected, unencumbered taxes. Pledges of certificates of indebtedness reached a peak in 1933 when nearly 115,000 dollars were issued. These were reduced to 40,000 dollars in 1936. During the period of 1933-1936 the bonds outstanding were reduced very slightly (Figure 6). Undoubtedly many certificates of indebtedness were taken up by refinancing bonds.

Warrants Outstanding

Warrants issued against unpledged, uncollected taxes reached 225,000 dollars in 1921 (Figure 7). This amount was reduced to a great deal less, until in 1930 the total in outstanding warrants was less than 1,000 dollars. From 1932 to 1936 there was a sharp increase in warrants issued. It appears that warrants follow closely the swing of the business pendulum. While warrants increased, certificates of indebtedness decreased (Figure 6), and bonds outstanding remained fairly constant (Figure 5).

Comparison of General and Sinking Fund Levies

Table 42 was compiled to show how the tax dollar was spent. The levies appear high, but were necessarily so because of the 1932 law reducing taxable valuations to fifty percent. Since

Figure 6

Certificates of Indebtedness in Mountrail County

1925 to 1936

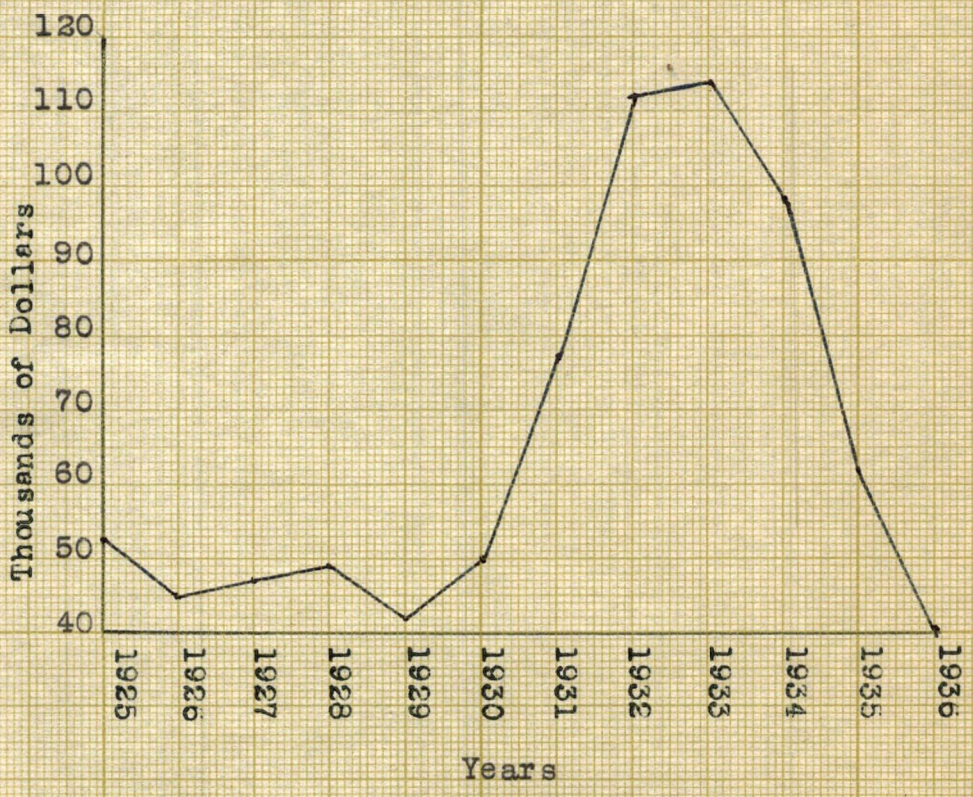


Figure 7

Warrants Outstanding in Mountrail County

1921 to 1936

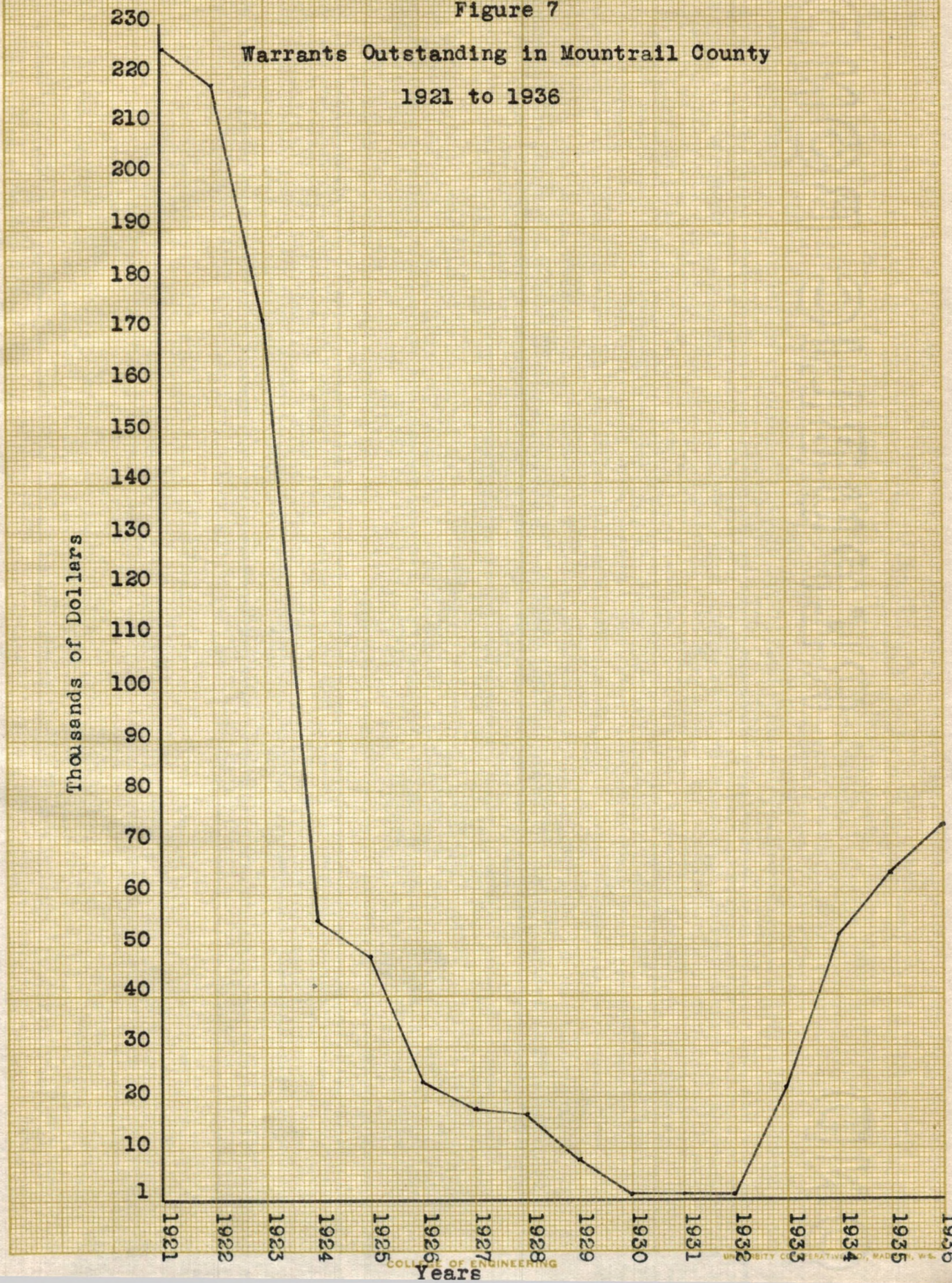


Table 42

Comparison in Mills of the Average General Fund Levy and Average Sinking Fund Levy with the Average Total Levy

District Number	General Fund Levy[a]	Sinking Fund Levy[a]	Total Levy[a]	Percent of Sinking Fund Levy
		classified districts		
# 3	26.52	22.72	49.24	46.14
82	18.00	8.48	26.48	32.1
137	27.00	23.05	50.05	46.05
		open country graded districts		
11	19.67	9.45	29.12	32.45
89	15.45	3.15	18.60	16.94
		consolidated districts		
1	20.25	24.30	44.55	54.55
5	18.00	6.25	24.25	25.77
8	23.00	14.15	37.15	38.09
10	18.21	3.12	21.33	14.63
14	17.85	6.44	24.29	26.51
23	17.53	1.20	18.73	6.41
39	18.00		18.00	
83	17.01	1.68	18.69	8.88
110	17.66	1.90	19.56	9.71
119	18.00	4.98	22.98	21.58
		rural districts		
2	14.06		14.06	
4	5.44	.43	5.87	7.33
6	17.00	1.46	18.46	7.85

Table 42 (Continued)

Comparison in Mills of the Average General Fund Levy and Average Sinking Fund Levy with the Average Total Levy

District Number	General Fund Levy[a]	Sinking Fund Levy[a]	Total Levy[a]	Percent of Sinking Fund Levy
		rural districts		
# 7	16.16		16.16	
9	17.00	3.76	20.76	18.11
12	17.00	7.28	24.28	29.98
13	16.00		16.00	
15	12.50	5.91	18.41	32.1
16	17.00	11.55	28.55	40.46
17	18.75	6.85	25.60	26.76
18	15.63	2.12	17.75	11.94
19	16.59	3.43	20.02	17.13
20	14.89	2.14	17.03	12.57
21	17.00	.62	17.62	3.46
22	16.42	1.13	17.55	6.44
24	14.95		14.95	
25	19.00		19.00	
27	15.09		15.09	
28	8.88		8.88	
35	12.67	1.02	13.69	7.45
60	16.46		16.46	
84	4.01		4.01	
87	11.48		11.48	
88	15.80		15.80	

Table 42 (Continued)

Comparison in Mills of the Average General Fund Levy and Average Sinking Fund Levy with the Average Total Levy

District Number	General Fund Levy[a]	Sinking Fund Levy[a]	Total Levy[a]	Percent of Sinking Fund Levy
		rural districts (Continued)		
# 96	17.00		17.00	
103	16.13		16.13	
104	14.74		14.74	
113	9.98		9.98	
120	14.91	.70	15.61	4.48
121	11.44		11.44	
134	10.62	1.82	12.44	14.63
135	11.74		11.74	
139	15.46	2.02	17.48	11.56
141	14.30		14.30	
142	11.82		11.82	
143	15.00	6.13	21.13	29.01
145	12.56		12.56	
146	14.64		14.64	
147	12.63		12.63	
148	15.92		15.92	

[a] In mills

expenditures remained constant, levies had to be raised to meet expenditures. This point was well brought out in the study made by Knapp.[8] Stanley #82 had the lowest general fund and sinking fund levy of the classified districts. It had a total levy of

[8] Ivar Knapp, "A Financial and Population Survey of the School Districts of Williams County, North Dakota, Unpublished Master's Thesis, University of North Dakota Library, 1936.

26.48 mills. Plaza had voted an additional nine mill levy for its general fund. It also had the highest sinking fund levy of this group. Parshall #3 had almost reached the limit in general fund levies, and its sinking fund levies were almost equal to Plaza #137. Parshall had 46.14 percent of its total levy devoted to the sinking fund. This was the highest, while Stanley #83 ranked lowest with 32.1 percent.

Mountrail #11 showed a total levy of 29.12 mills as contrasted with 18.60 mills for Dymond #89. Table 42 showed that Mountrail #11 had a mugh higher indebtedness per child than Dymond #89, therefore the higher levy. Mountrail #11 had 32.45 percent of its total levy devoted to the sinking fund while Dymond #89 had 16.94 percent, or about one-half as great a percentage. This high percentage of levy for the sinking fund and high total levy is not justified for such small school units. Even though classified districts exceed in levies, the pupils are subjected to better school facilities.

Consolidated districts ran quite close to the eighteen mill levy for the general fund. Exceptions were Sanish #1 with 20.25 mills and Van Hook #8 with twenty-three mills. Sinking fund levies showed greater variations. Tagus #39 showed no levy for the sinking fund, Sanish #1 ranked high in per-pupil indebtedness, being exceeded only by Van Hook #8 (Table 43). Van Hook #8 levied 14.15 mills for sinking fund pu rposes. This was over ten mills lower than Sanish #1. Its general fund levy, however, was 2.25 mills higher. White Earth #23 showed only 1.20 mills for its sinking fund. It therefore devoted only 6.41 percent of its levy to sinking fund purposes. Sanish #1 spent the highest percentage

of its levy for the sinking fund, 54.55 percent. Four districts had less than twenty percent of their levy devoted to the sinking fund; three, between twenty and thirty percent; one, between thirty and forty percent; and one, over fifty percent.

Twenty-three rural districts had no sinking fund levies. The remaining seventeen devoted from 3.46 percent to 40.46 percent of the total levy to the sinking fund. District #16 devoted 40.46 percent of its total levy to the sinking fund. It levied an average of seventeen mills for the general fund and 11.55 mills for the sinking fund. These levies are too high for the educational opportunities offered in the small schools. Consolidation would not increase the mill levies much beyond their present status. Except for Sanish #1 and Van Hook #8 of the consolidated districts, the total levies of consolidated and rural districts ran reasonably close.

Interest and Sinking Fund

The trends of the interest and sinking fund are shown in Figure 8, which covers the years 1921 to 1935 inclusive and shows a steady incline until 1925 when 95,000 dollars were found in the interest and sinking funds of the schools of Mountrail County. This decreased to 77,000 dollars in 1927, rose to 83,000 dollars in 1928, dropped to 80,000 dollars in 1929, and rose to 85,000 dollars in 1928, dropped to 80,000 dollars in 1929, and rose to 85,000 dollars in 1930. From that point they dropped to a low of 25,000 dollars in 1934. Indications are they would rise again after 1935.

Inequalities in Indebtedness

Inequalities in indebtedness per child enrolled is shown in

Figure 8

Interest and Sinking Funds in Mountrail County

1921 to 1935

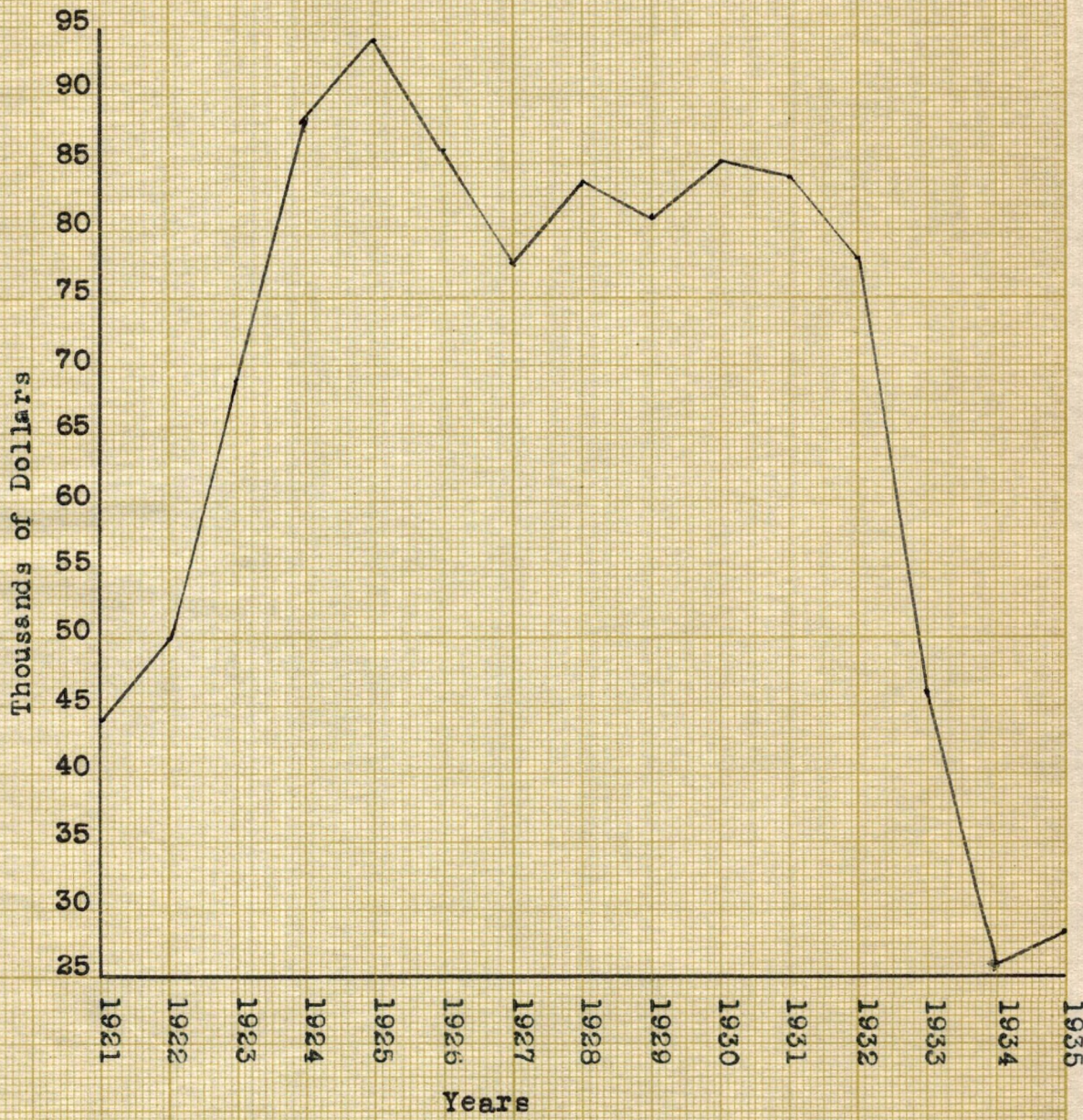


Table 43

Average Indebtedness Per Child Enrolled in School Districts of Mountrail County for the Four Year Period 1932-1936

District	Average Indebtedness Per Child Enrolled
classified districts	
Parshall #3	$209.92
Stanley #82	159.27
Plaza #137	267.24
Total	636.43
Average	212.14
open country graded districts	
Mountrail #11	229.43
Dymond #89	129.77
Total	359.20
Average	179.60
consolidated districts	
Sanish #1	245.10
Lunds Valley #5	84.78
Van Hook #8	308.09
Wabek #10	80.39
Manitou #14	201.58
White Earth #23	19.58
Tagus #39	23.59
Palermo #83	65.25
Blaisdell #110	32.97
Ross #119	178.94

Table 43 (Continued)

Average Indebtedness Per Child Enrolled in School Districts of Mountrail County for the Four Year Period 1932-1936

District	Average Indebtedness Per Child Enrolled
consolidated districts (Continued)	
Total	$1,040.27
Average	104.03
rural districts	
Osborn #2	14.25
Lostwood #4	
Powers Lake #6	50.31
Bicker #7	
Model #9	55.80
Banner #12	164.42
Cottonwood #13	40.96
Fertile #15	152.65
Howie #16	233.82
Big Bend #17	231.46
Liberty #18	84.76
Valley #19	209.71
Division #20	130.78
Riverview #21	67.47
Boyd #22	104.00
Rat Lake #24	3.42
Dalager #25	103.57
Chilcot #27	29.04

Table 43 (Continued)

Average Indebtedness Per Child Enrolled in School Districts of Mountrail County for the Four Year Period 1932-1936

District	Average Indebtedness Per Child Enrolled
rural districts (Continued	
Sweetwater #32	$ .83
Duffy #35	46.55
Lowland #60	9.92
Webber #84	61.81
Knife River #87	
Pioneer #88	14.84
Crowfoot #96	12.18
Stave #103	
Vie #104	56.86
Rosebud #113	.28
Pearl #120	26.47
Alger #121	47.00
Baldy#124	67.91
Redmond #125	
Sidonia #139	69.31
Shell Lake #141	67.03
Shell #142	31.17
Harmony #143	22.54
Crane Creek #145	28.57
Springdale #146	19.25
Burke #147	46.04

Table 43 (Continued)

Average Indebtedness Per Child Enrolled in School Districts of Mountrail County for the Four Year Period 1932-1936

Districts	Average Indebtedness Per Child Enrolled
rural districts (Continued)	
Wagner #148	$ 15.45
Total	2,320.43
Average	58.01

Table 43. Plaza had an average per-child indebtedness of 267.24 dollars. Stanley had the lowest indebtedness of the classified districts with an average of 159.27 dollars. This was only about three-fifths as great as the indebtedness per child for Plaza.

The per-child indebtedness of Dymond District was 100 dollars less than the indebtedness for Mountrail District. The average for the open country graded districts was 179.60 dollars. Dymond district was below this average and Mountrail district was above.

Consolidated districts had a bigger variation than either of the preceding groups. White Earth was low with 19.58 dollars per child and Van Hook had the highest indebtedness of any district in any group thus far considered, having a per-child indebtedness of 308.09 dollars. This was nearly three times as much as the consolidated district average of 104.03 dollars. Palermo had an indebtedness of 65.25 dollars per child enrolled. This figure is distorted because of the 20,000 dollar bond floated for t he construction of a new school building.

The rural districts indicated considerable variation, five

districts having no indebtedness per child enrolled, whereas District #16 had an indebtedness of 233.82 dollars per child enrolled. This was four times the average indebtedness of the rural districts. Three districts had an indebtedness of over 100 dollars.

Summarizing Table 43 and comparing the average indebtedness per child enrolled within each of the four groups we find that the classified districts had an indebtedness of 212.14 dollars, nearly three times as great as that of the average rural district which had an indebtedness of 58.01 dollars per child (Table 44). The

Table 44

Comparison of Average Indebtedness Per Child Enrolled

Type of District	Average Indebtedness Per Child Enrolled
Classified	$212.14
Graded	179.60
Consolidated	104.03
Rural	58.01

consolidated districts' indebtedness of 104.03 dollars was only half as great as that of the classified districts. Previously to 1931, bonds were used almost exclusively for financing building programs, and this may account for this form of indebtedness. A graphic picture of per-child indebtedness is shown by Figure 9.

Both figures are drawn to the same scale and show the consolidated districts with the high indebtedness of over 300 dollars per child enrolled. Classified districts ranked second highest with over 260 dollars, rural districts ranked third, and open country districts ranked lowest with nearly 230 dollars per child

Figure 9

Average Indebtedness Per Child Enrolled

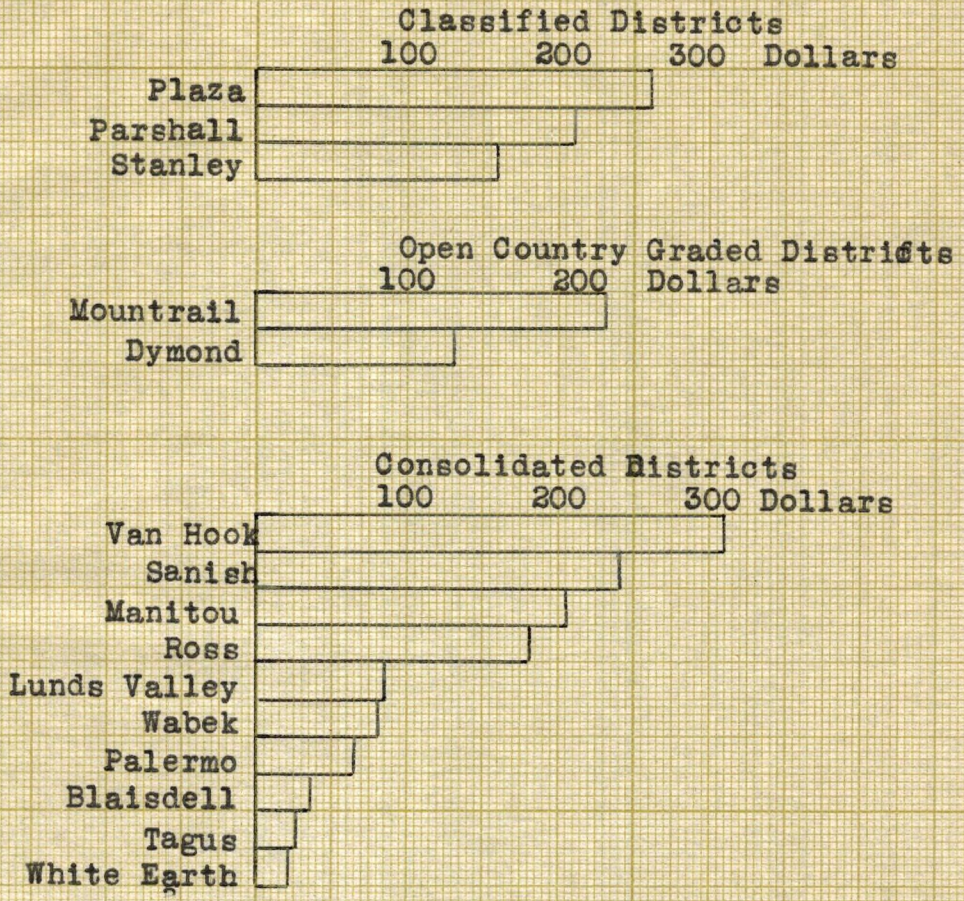
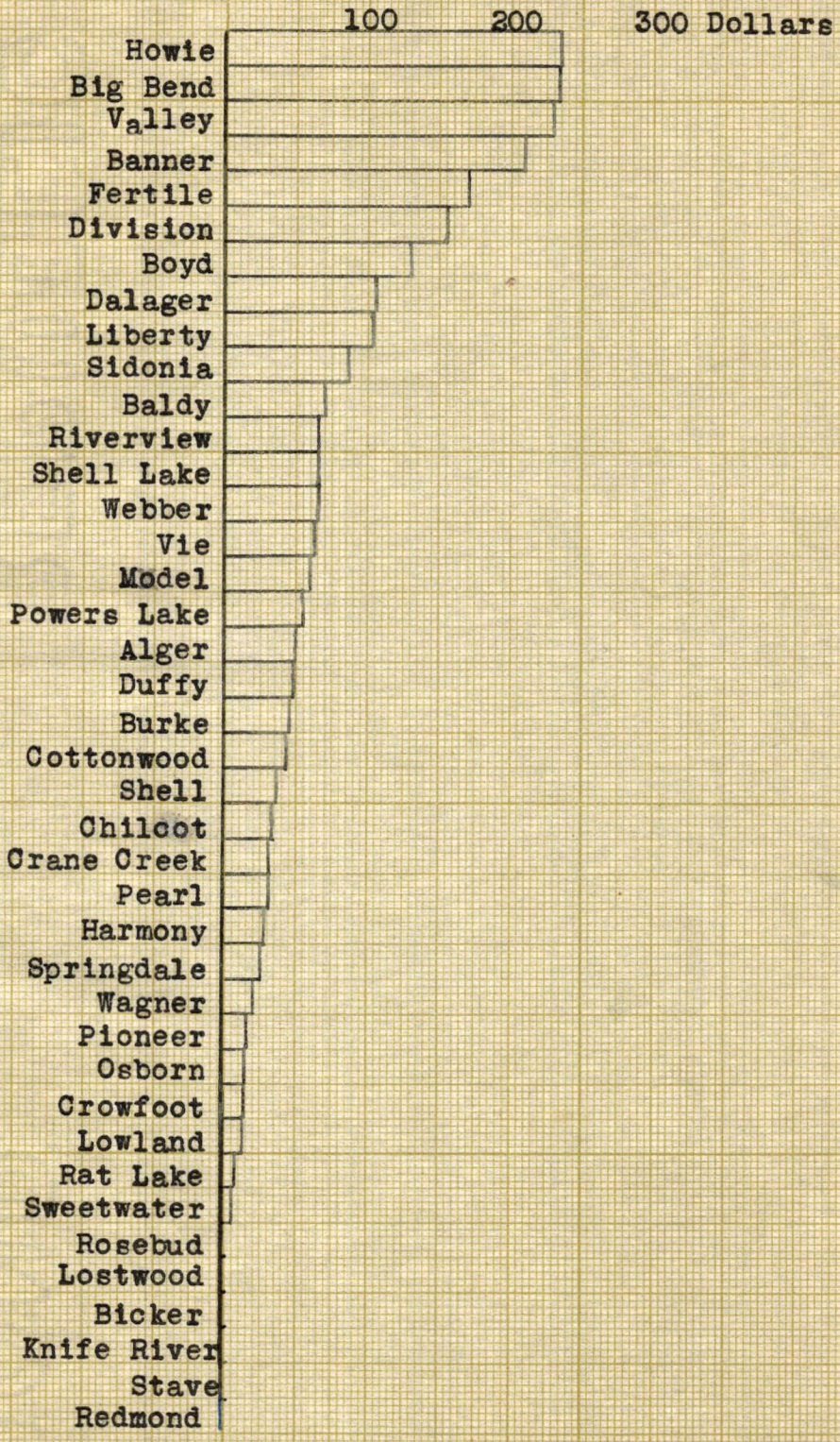


Figure 9 (Continued)

Average Indebtedness Per Child Enrolled



enrolled.

Classified districts with an indebtedness of 162,899 dollars and an assessed valuation of 1,180,532 dollars had a high ratio of 13.79 percent (Table 45). Consolidated districts ranked

Table 45

Ratio of Debt to Valuation of Property---Four Year Average

Type of District	Total Indebtedness	Assessed Valuations	Ratio of Debt to Valuation
Classified	$162,899	$1,180,532	13.79
Graded	16,053	250,415	6.41
Consolidated	175,802	2,617,195	6.72
Rural	75,860	4,172,023	1.82
Total	430,614	8,220,165	7.19
Average	107,654	2,044,041	

[a] To the nearest dollar

second; open country graded districts, third; and rural, last with only 1.82 percent. This is an expected picture, and may draw arguments of the greatest economy among rural districts. They had the greatest assessed valuation and should accordingly offer better opportunities, but this has not appeared to be the case.

The effects of the depression are clearly brought out in Table 46. This shows the slow rise of certain items of expenditures. General Control dropped from 8,055.80 dollars to 6,241.88 dollars in 1934 (Table 46). From 1934 to 1936 it has risen only 631.86 dollars. Instructional service dropped 45,210.19 dollars from 1933 to 1934 and rose slowly. In 1936 this important expenditure was still 4,823.29 dollars below the 1933 level. Auxiliary agencies have alternately risen and fallen during this four year

period, and the 1936 level was 5,010.89 dollars above the 1933 level. Maintenance has shown a very fluctuating trend, the 1936

Table 46

Trends in Expenditures for All Schools of Mountrail County 1933-1936

	1933	1934	1935	1936	Total
1[a]	$ 8,055.80	$ 6,241.88	$ 6,425.35	$ 6,873.74	$ 27,596.77
2	112,821.38	67,611.14	72,104.62	107,998.04	360,535.13
3	38,959.95	41,134.46	38,391.03	43,970.84	162,456.28
4	15,314.04	17,536.03	18,231.35	19,223.87	70,305.29
5	3,987.05	2,772.68	7,652.45	4,811.92	19,224.10
6	3,635.82	4,097.70	3,152.34	2,913.12	13,798.98
7	832.69	2,419.58	2,727.23	21,246.96[b]	27,226.46
8	15,509.45	17,089.55	21,041.18	18,398.37	72,038.55
9	199,116.13	158,903.02	169,725.55	225,436.86	753,181.56

[a] Column 1 General Control, column 2 Instructional Service, column 3 Auxiliary Agencies, column 4 Operation of Plant, column 5 Maintenance, column 6 Fixed Charges, column 7 Capital Outlay, column 8 Debt Service.

[b] District #83 spent 19,918.30 dollars for a new building

level being 824.87 dollars higher than 1933. The peak was reached in 1935 when 7,652.45 dollars were spent. Fixed charges rose in 1934, but dropped after that time, and in 1936 were 722.70 dollars lower than at any other time during the four year period. Capital outlay showed a gradual increase until 1936 when it jumped to over 21,000 dollars. This figure is distorted because of the outlay necessary by Palermo District #83. If 19,918.30 dollars were deducted from the total of 21,246.96 dollars as shown in Table 46, the total outlay for the year would be reduced to 1,328.66 dollars.

This compares favorably with previous years. Debt service showed considerable increase until 1935 when it dropped 2,642.81 dollars. The 1936 level was 2,888.92 dollars higher than the 1933 level.

Table 47

Total Average Expenditures Per Child Enrolled and Per District

Type of District	Per Child Enrolled	Per District	Total Expenditures
Classified	$42.11	$11,289.19	$33,687.57
Consolidated	55.71	6,251.52	62,515.31
Graded	57.51	2,390.80	4,781.60
Rural	52.91	1,682.49	37,299.76
Average	52.09	5,388.50	42,071.06

The classified districts showed the lowest average expenditures per child enrolled (Table 47). They were 9.98 dollars below the average for all districts. They spent the most per district. The graded districts spent the most per child enrolled, and were 5.52 dollars above the average of 52.09 dollars. Rural districts spent 1,682.49 dollars or 9,546.70 dollars less per district than the classified districts. This difference is very slight when differences in educational opportunities are considered. Rural districts spent nearly twice as much in the aggregate as the classified districts.

Summary

Classified districts spent the least and rural districts spent the most per pupil enrolled for general control. Open country graded districts spent the least in the aggregate and the

classified districts were second. Rural districts spent the most.

Rural districts spent 29.92 dollars per pupil for instructional service as contrasted with 28.89 dollars per pupil for the classified districts. The rural districts spent less than one-half as much per teacher as the classified districts; yet their total expenditures for instructional services were very much higher than for classified districts. The rural districts spent 404.62 dollars per teacher as contrasted with 825.69 dollars for the classified group. All districts outranked the rural group, and this may be taken as a good indication that the rural teacher received less teaching supplies and less salary.

The classified group had the larger libraries and spent more for libraries than any other group. This group therefore gives greater educational opportunities from this angle.

By using the public bus system the rural districts spent far too much money for the educational benefits derived. They spent 11.93 dollars more in 1933 and 22.87 dollars more in 1935 than the classified districts.

Operation of plant expenditures of the classified districts were second highest per pupil. They housed nearly eight times as many students as the rural districts yet their per-pupil cost was only ninety-five cents higher. The additional cost was well worth while because of the added comforts of the larger schools.

The aggregate maintenance cost of the rural districts was second highest, being exceeded only by the consolidated districts. The classified districts were just nine cents above the average per-pupil cost. Total expenditures for the classified districts

were below total expenditures for the rural districts, yet the rural districts were unable to spend as much in each district as the other groups.

Rural and graded districts ranked highest in fixed charges expenditures per child enrolled.

Classified districts did the most to keep their buildings, furniture, etc., up to date, as evidenced by their higher per-district expenditures for capital outlay.

The classified districts and the consolidated districts were lower in debt service expenditures per child enrolled than either of the other two types of districts. The classified districts were next to the lowest in total expenditures, yet these districts offered better and more opportunities not offered by other classes of districts. Bonds outstanding and certificates of indebtedness had been reduced quite uniformly for all groups. Warrants had been freely used and were shown to be on the increase.

The percent of sinking fund levies indicate an economy in consolidating schools. Though the interest and sinking funds were decreased to 25,000 dollars in 1934 they increased since then.

Great inequalities were shown in average indebtedness per child enrolled. Many variations were evidenced.

Total average expenditures per child enrolled was the lowest for the classified districts. In this comparison the graded districts were highest, and the consolidated districts ranked second highest. Rural districts had the highest aggregate expenditures.

CHAPTER 6

ABILITY OF SCHOOL DISTRICTS IN MOUNTRAIL COUNTY TO SUPPORT SCHOOLS

Since great inequalities exist in the sources of income as well as in school expenditures, this chapter will deal with the inequalities in ability to support schools. As a measure of the ability of districts to support schools, the amount of the debt of the district as well as the money available for school purposes must be considered. The ability to support schools might be expressed as the ratio between the obligations to be met and the money available. Since most of the school money is derived from taxes, the fifty percent taxable valuation is taken as a basis.

As an index of ability, the taxable valuation per child enrolled will be used, also the income per child enrolled. The pupils enumerated might also be used, but by using this method some of the teachers might be emumerated if they are local teachers and under twenty-one years of age. The abilities as measured by the children enrolled may vary because of the differences in enrollments from year to year. The burden of support will vary with the variations in the number of children in school.

The land area and miles of railroad are important in the assessed valuations of school districts, and must necessarily be included in the study.

Average Assessed Valuations

Great variations in average assessed valuations existed among the various school districts (Table 48). The miles of rail-

road and children enrolled were included to make the comparisons clearer. Stanley had more than twice as great assessed valuations as either of the other two classified districts. The assessed valuations per child enrolled showed that Stanley had 2,036.39 dollars as contrasted with 1,257.75 dollars per child for Plaza and 915.43 dollars for Parshall.

Table 48

Average Assessed Valuation Per Child Enrolled

Type of District	Average Assessed Valuation	Assessed Valuation Per Child	Sections of Land	Miles of Railroad	Enrollment
		classified districts			
Parshall #3	$ 233,436	$ 915.43	18	3	255
Stanley #82	684,227	2,036.39	36	11.5	336
Plaza #137	262,869	1,257.75	45	3.5	209
Total	1,180,532	4,209.57	99	18.0	800
Average	393,511	1,403.19	33	6	266
		open country graded districts			
Mountrail #11	128,170	2,418.30	36		53
Dymond #89	122,246	4,074.86	36		30
Total	250,416	6,493.16	72		83
Average	125,208	3,246.58	36		41
		consolidated districts			
Sanish #1	154,520	821.91	16	2	188
Lunds Valley #5	200,727	2,447.89	27	6	82
Van Hook #8	240,390	973.24	36	6	247
Wabek #10	149,280	2,618.92	27	8	57
Manitou #14	301,979	4,507.14	36	7	67

Table 48 (Continued)

Average Assessed Valuation Per Child Enrolled

Type of District	Average Assessed Valuation	Assessed Valuation Per Child	Sections of Land	Miles of Railroad	Enrollment
		consolidated districts (Continued)			
White Earth #23	$ 399,512	$ 2,512.65	72	6.5	159
Tagus #39	286,426	4,034.17	36	6.5	71
Palermo #83	288,711	2,858.52	36	7	101
Blaisdell #110	258,511	3,916.83	36	6	66
Ross #119	337,143	4,013.61	36	6	84
Total	2,617,199	28,704.88	358	61.0	1,122
Average	261,720	2,870.49	35.8	6.1	112
		rural districts			
# 2	119,095	3,721.73	27	7	32
4	200,046	4,546.50	36	6	44
6	129,192	2,177.89	38		61
7	124,460	2,705.67	36		46
9	123,009	4,100.30	27	7	30
12	154,276	2,910.87	36		53
13	88,051	3,668.79	36		24
15	142,601	3,565.03	36		40
16	117,942	2,620.94	36		45
17	109,801	2,196.01	35		50
18	87,596	1,622.15	27		54
19	29,229	4,175.57	8.5		7
20	63,143	4,209.54	18	3	15
21	69,908	3,679.37	28		17

Table 48 (Continued)

Average Assessed Valuation Per Child Enrolled

Type of District	Average Assessed Valuation	Assessed Valuation Per Child	Sections of Land	Miles of Railroad	Enrollment
		rural districts (Continued)			
# 22	$ 60,541	$ 3,561.23	36		17
24	89,865	2,723.19	36		33
25	27,779	3,968.53	54		7
27	67,534	2,501.26	34		27
32	187,022	15,585.15	36	2.25	12
35	98,272	2,586.09	44		38
60	185,665	3,043.69	36	2	61
84	109,478	4,210.68	36		26
87	96,542	1,787.81	36		54
88	112,953	3,529.79	36		32
96	99,966	2,563.22	36		39
103	109,351	4,754.37	36		23
104	102,395	4,654.32	36	1	22
113	189,444	10,524.66	36	6	18
120	113,641	2,319.19	36		49
121	119,245	6,624.72	36		18
124	115,166	3,598.93	36		32
125	69,203	7,689.31	36		9
139	73,979	2,113.68	36		35
141	106,666	3,678.13	36		29
142	154,102	4,402.92	45		35
143	109,263	3,902.23	36		28

Table 48 (Contimued)

Average Assessed Valuation Per Child Enrolled

Type of District	Average Assessed Valuations	Assessed Valuation Per Child	Sections of Land	Miles of Railroad	Enrollment
		rural districts (Continued)			
#145	$132,779	$ 5,772.97	45		23
146	92,836	4,641.81	36		20
147	118,419	2,631.52	36		45
148	119,090	5,954.49	36		20
Total	4,419,545	165,046.11	1,402.5	34.25	1,272
Average	110,489	4,126.15	35.01	4.28	31.8

Stanley had nearly two and one-half times as great assessed valuations per child as Parshall. Variations are also great in the sections of land and miles of railroad contained in these districts. Parshall with eighteen sections of land had only one-half as much land as Stanley with thirty-six sections. Plaza with forty-five sections had two and one-half times as much land as Parshall, and eighteen sections more than Stanley. Greater inequalities exist in the number of miles of railroad within these districts. Stanley had eleven and five-tenths miles, which was nearly four times that of Parshall and Plaza. Parshall, with 29,433 dollars less assessed valuations, and forty-six more pupils to educate, had 342.32 dollars less per child than Plaza. This difference might be accounted for by the fact that Plaza had twenty-seven more sections of land than Parshall. Stanley was well above the average in every comparison.

The open country graded districts had a difference of 5,924

dollars in assessed valuations. Mountrail had the highest assessed valuations, twenty-three more pupils to educate, and 1,656.56 dollars less per pupils enrolled. Both districts had thirty-six sections of land and no railroads.

The consolidated districts varied from 821.96 dollars per child to 4,507.14 dollars. Two districts, Sanish and Van Hook, had less than 1,000 dollars per child enrolled; four had between 2,000 and 3,000 dollars; one, between 3,000 and 4,000 dollars; and three had over 4,000 dollars of assessed valuations per child enrolled. Sanish, with the second lowest valuations, lowest assessed valuations per child, also had only sixteen sections of land and two miles of railroad, This was the lowest of any of the consolidated districts. Van Hook and Sanish had the highest enrollments for the consolidated districts, yet they had the lowest assessed valuations per child enrolled. Half of the districts were below the average of 261,720 dollars for assessed valuations, and 2,870.49 dollars for assessed valuations per child enrolled. Three districts had less than the average of 35.8 sections of land, one had less than the average of six and one-tenth miles of railroad, and seven were below the average in enrollment.

The rural districts showed variations in every respect. Valuations ranged from 27,779 dollars to 200,046 dollars. Assessed valuations per child ranged from 1,622.15 dollars to 15,585.15 dollars, while children enrolled ranged from seven to sixty-one. Seven districts had railways to draw on for school support. Railroad mileage ranged from one to seven miles. Two districts, #32 and #113, had unusually high per-child valuations. Their assessed

valuations were among the three highest. Both had thirty-six sections of land, and both had railroads running through their boundaries. District #32 had 2.25 miles of railroad but only twelve pupils to educate. District #113 had only six miles of railroad and eighteen pupils. These two districts are sparsely settled, and the railroads play important parts in raising their valuations per child.

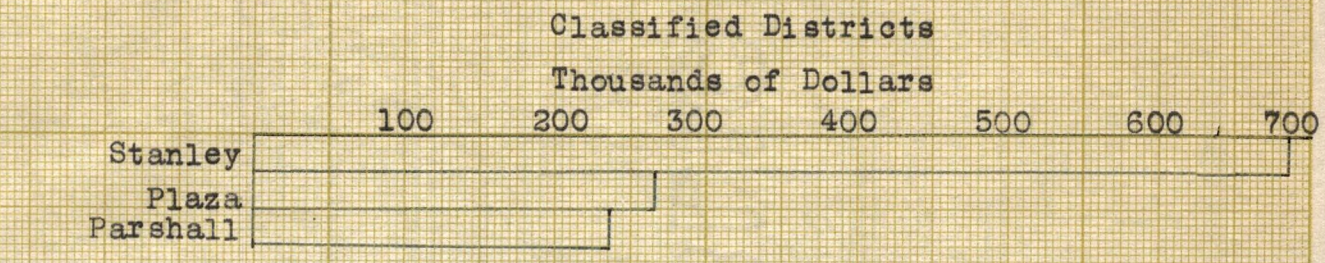
A comparative picture is presented in Figure 10. Stanley is shown to have had an assessed valuation far in excess of any other school. White Earth, Ross, Manitou, Palermo and Tagus were next in rank, but these districts did not go over 400,000 dollars in valuation. Sanish and Wabek had a lower assessed valuation than four of the rural districts. The open country districts were considerably lower than several of the rural districts. The rural districts showed less drastic variations in assessed valuations than any other group, except the open country graded districts. By comparing the rural districts with the highest and lowest assessed valuations it will be noted that there is a wide range.

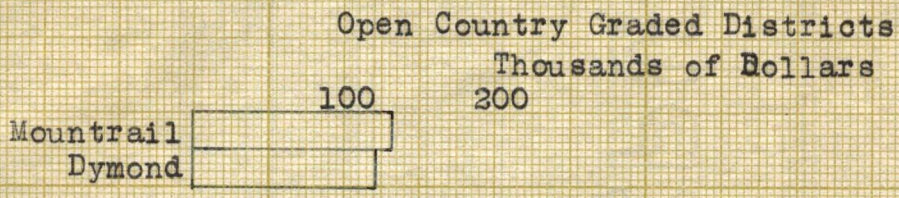
Average Assessed Valuations Per Child Enrolled

The average assessed valuations per child enrolled is shown by Table 49. Parshall seemed the least able of the classified districts to support education, while Stanley seemed most able. The two open country graded districts were more able to support education than the classified districts. The consolidated districts ranged from 821.91 dollars to 4,507.14 dollars. Two rural districts showed great ability to support education, having 15,585.15 dollars and 10,524.66 dollars respectively per child enrolled. Six

Figure 10

Average Assessed Valuations Per District





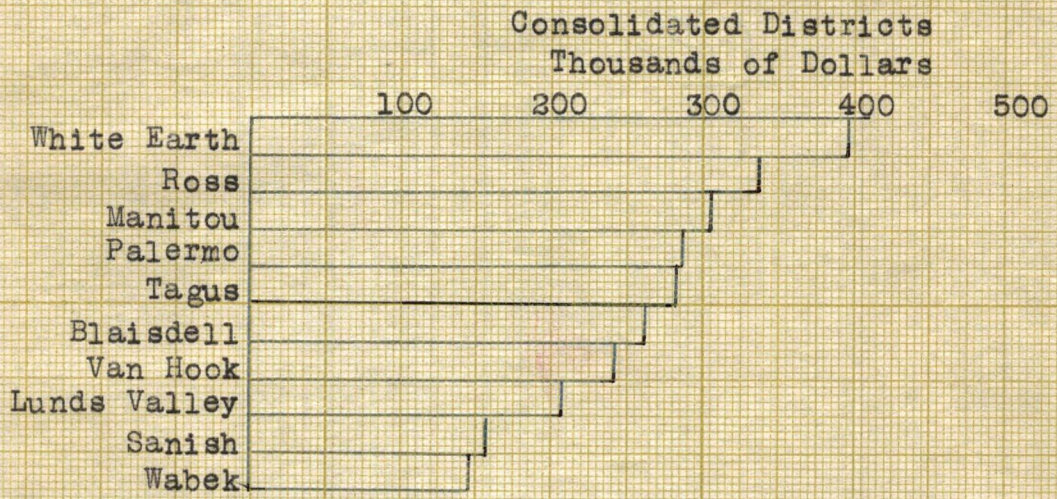
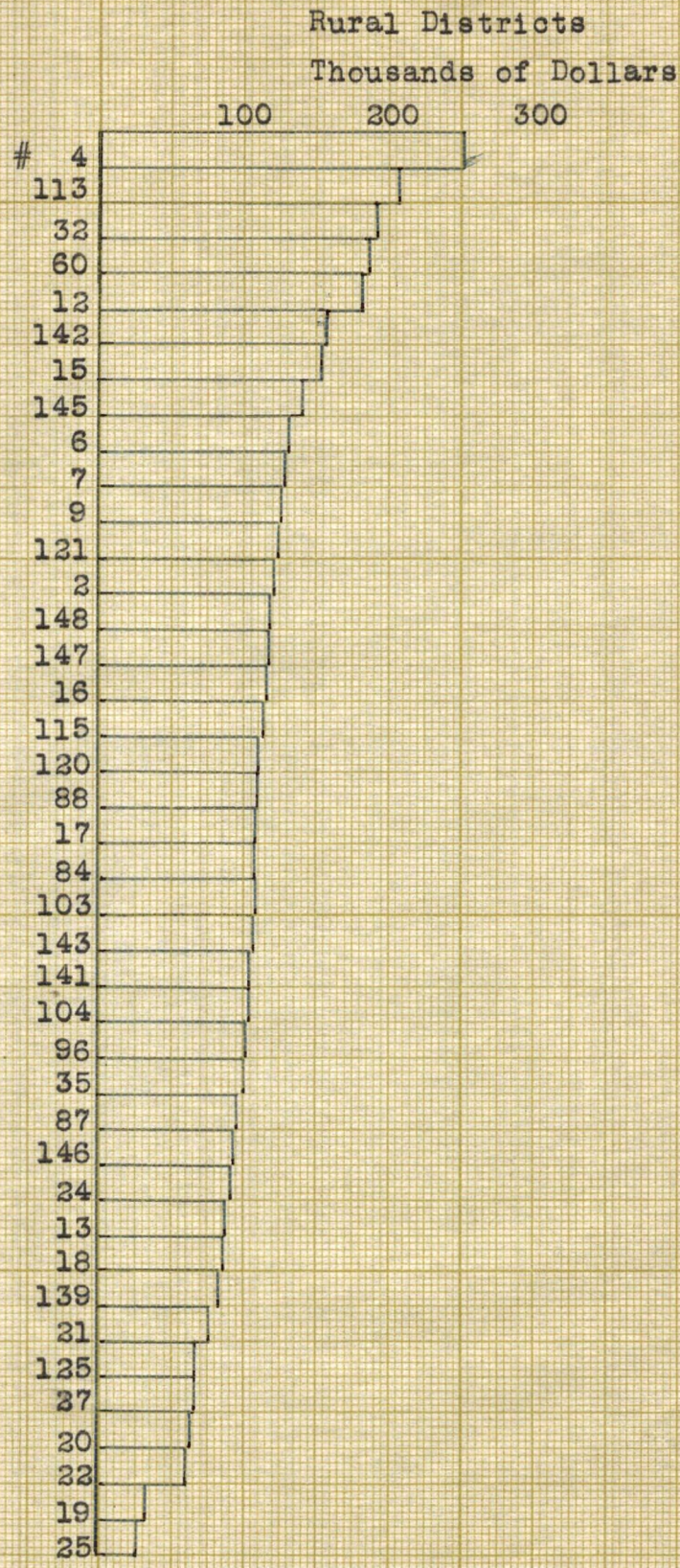


Figure 10 (Continued)

Average Assessed Valuations Per District



rural districts showed greater ability than the consolidated districts, and twenty-six or over one-half of the rural districts were better able to support schools than the classified group.

Table 49

Average Assessed Valuations Per Child Enrolled

Thousands of Dollars	Classified Districts	Graded Districts	Consolidated Districts	Rural Districts
15-16				#32
10-11				#113
7- 8				#125
6- 7				#121
5- 6				#145,148
4- 5		Dymond	Manitou Tagus Ross	#4,9,19,20,84,103, 104,142,146
3- 4		Mountrail	Blaisdell	#2,13,15,21,22,25, 60,88,124,141,143
2- 3	Stanley		Lunds Valley Wabek White Earth Palermo	#6,7,12,16,17,24, 27,35,96,120,139, 147
1- 2	Plaza			#18,87
0- 1	Parshall		Van Hook Sanish	

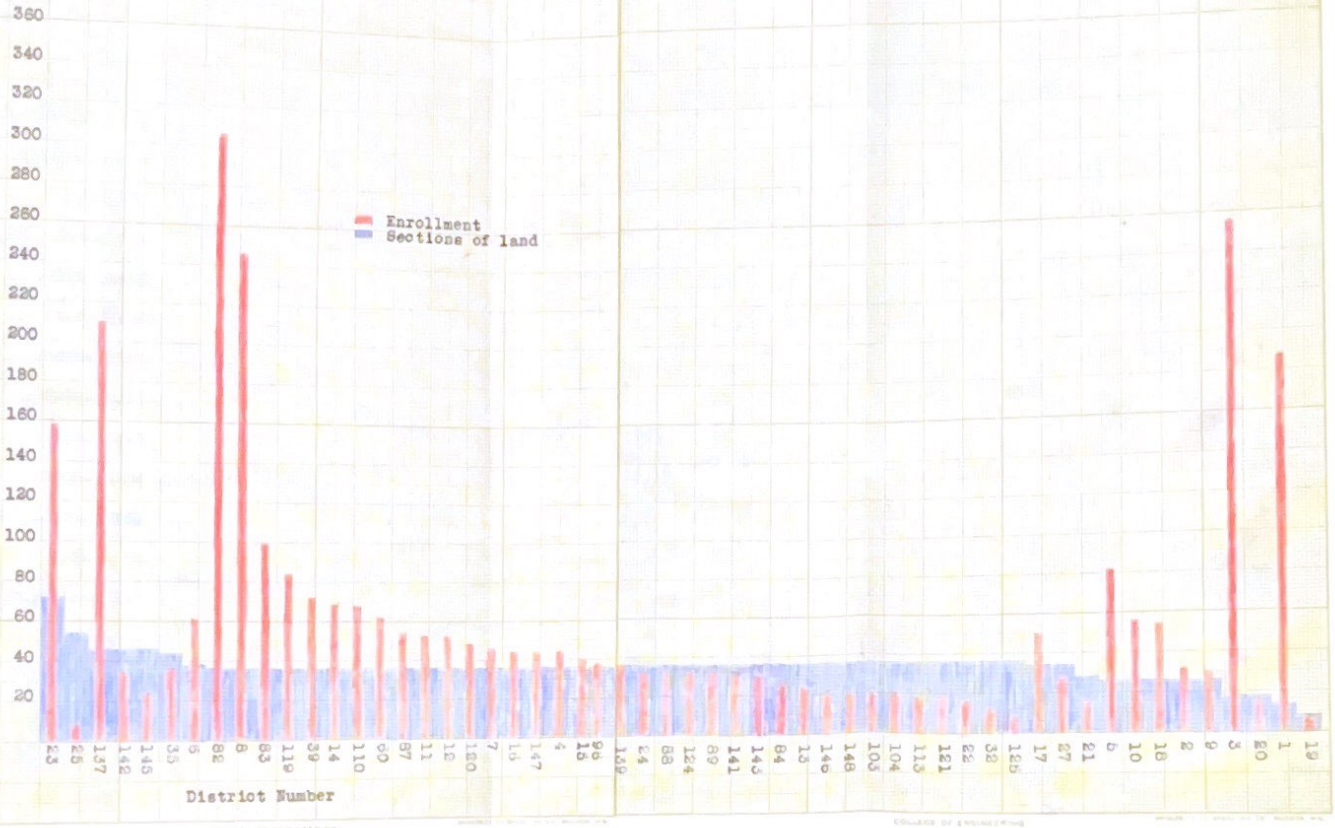
The high ranking rural districts were fortunate enough to have railroads, large units of land, and comparatively low enrollment to aid them.

Inequalities in Size and Average Enrollment of Districts

The school districts of Mountrail County showed great variations in area and enrollment. District #23 with seventy-two sections of land led all the districts in area (Figure 11). The enrollment in District #23 was 159, which was not as low as in

Figure 11

Inequalities in Size and Enrollment of Districts



many districts. Probably the most exaggerated case was District #25 with seven pupils enrolled and fifty-four sections of land. The ability of this district was far better than that of any other, as recorded by Figure 11. District #32 with twelve pupils enrolled and thirty-six sections of land had an assessed valuation of over 15,000 dollars (Table 48). In Figure 11 this difference does not stand out so greatly. The thirty-six districts having thirty-six sections of land each, vary in pupil enrollment from nine to 336 pupils.

Comparison of Assessed Valuations

The assessed valuations per child enrolled is summarized in Table 50. Classified districts led all districts in assessed

Table 50

Comparison of Assessed Valuations and Total Receipts Per Child Enrolled

Type of District	Average Total Receipts	Average Enrollment	Assessed Valuation Per Child	Sections of Land	Miles of Railroad
Classified	$37,502	266	$1,403,19	33	6
Graded	3,191	41	3,246.58	36	
Consolidated	55,539	112	2,870.49	35.8	6.1
Rural	55,718	31.8	4,126.15	35.01	4.28

valuations, having about three times as much valuation as the rural and graded groups. Assessed valuations per child were highest in the rural districts and lowest in the classified districts. The classified districts led in railroad mileage and children enrolled. They had not the ability that the other groups had, but their added educational benefits justify their position.

Figure 12

Assessed Valuations in Mountrail County

1921 to 1936

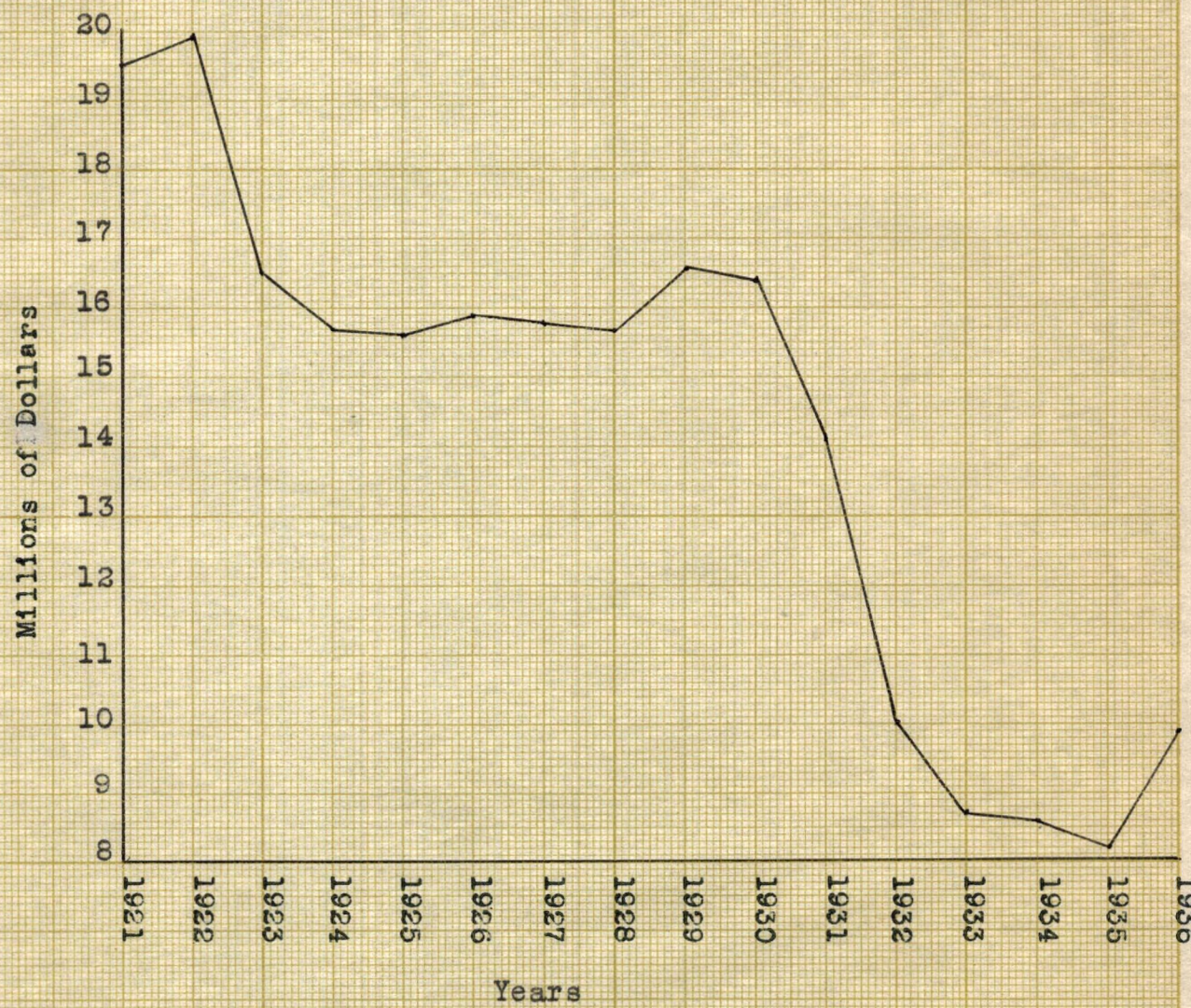
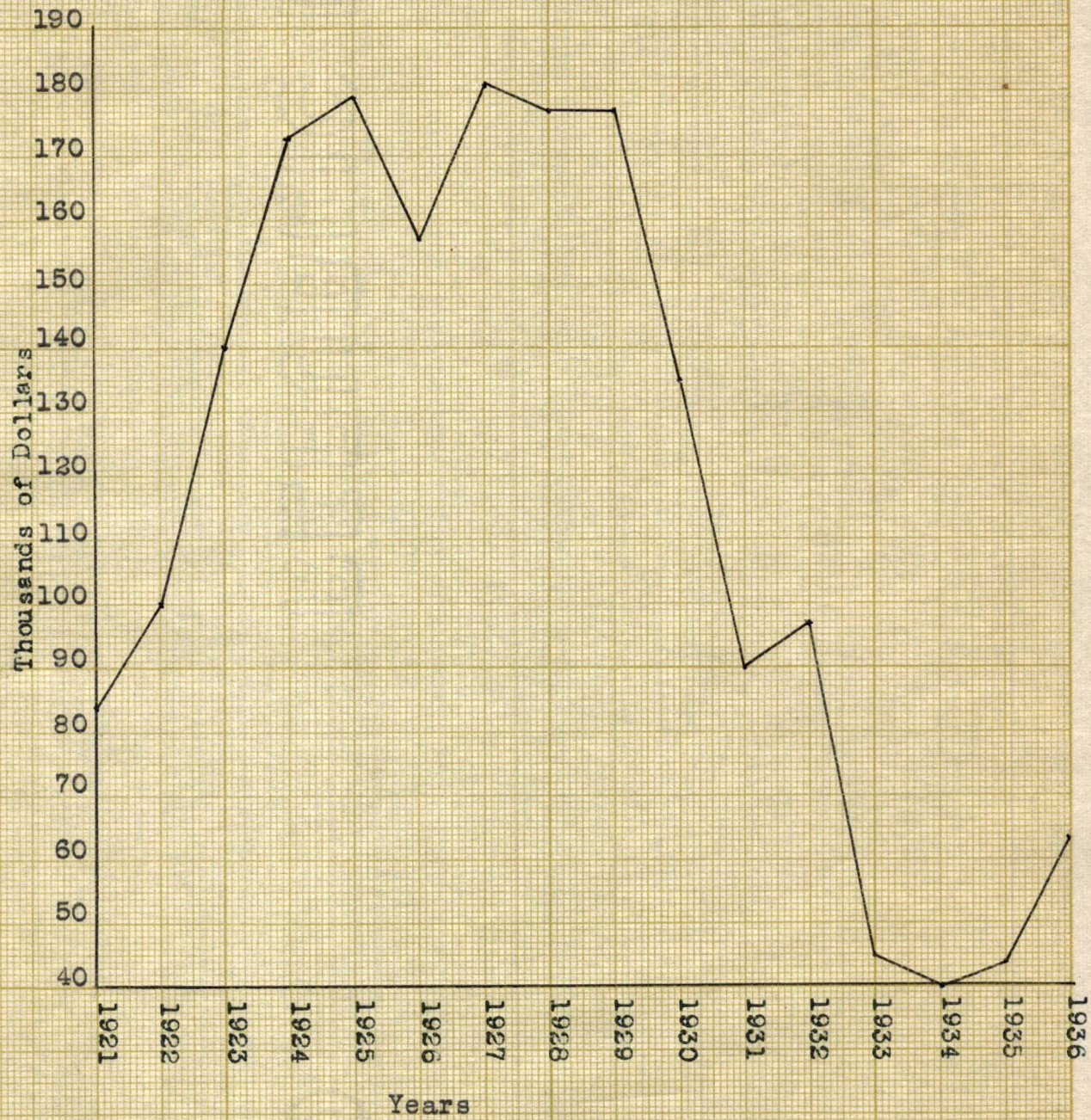


Figure 13

Cash on Hand in Mountrail County

1921 to 1936



During the fourteen year period from 1922 to 1936 the assessed valuations have been declining sharply. From 1924 to 1930 there was a slight increase in valuations, but following 1930 there was a decided decrease with a slight increase in valuations after 1935 (Figure 12).

Cash on hand showed an interesting condition of the financial affairs of the school districts (Figure 13). The peak year was 1927 with over 180,000 dollars in the treasuries of school districts. From that point it decreased sharply until 1934 when cash on hand had dropped to 40,000 dollars. By 1936 it had increased to well over 60,000 dollars. As cash on hand decreases the districts will naturally become more conservative, and Figure 13 is interesting as a possible barometer of ability.

Summary

Great inequalities existed among the various groups in assessed valuations. Stanley had nearly two and one-half times the assessed valuations per child as compared with Parshall.

Three consolidated districts had over 4,000 dollars in assessed valuation per child enrolled.

Rural district assessed valuations ranged from over 27,000 dollars to over 200,000 dollars. Eight districts had railroads passing through.

When considered on the basis of assessed valuations per child enrolled, Parshall seemed least able to support its schools, and Stanley seemed most able.

Size and enrollments in districts varied greatly. District #23 had seventy-two sections of land, the largest district in the

county. District #25 had seven pupils and fifty-four sections of land. Thirty-six districts had thirty-six sections of land and pupil enrollments ranging from nine to 336 pupils.

CHAPTER 7

EFFORTS OF SCHOOLS TO SUPPORT EDUCATION

Inasmuch as inequalities exist in incomes, expenditures, and ability to support schools, it is reasonable to believe that inequalities will also exist in regards to efforts to support schools. This chapter will attempt to show that such inequalities do exist.

Since ability is based on assessed valuations as well as income per child enrolled, effort to support schools will be based on expenditures. Total expenditures, expenditures per child enrolled, theoretical tax rates, and effort ratios will be considered. A consideration of expenditures alone is not a good index because of the variations in ability. Equal expenditures do not mean equal incomes.

The general property tax will be the only item considered in determining effort since state apportionment, county tuition, and federal aid do not require any special effort on the part of school districts. Debt service and outlay for new buildings was deducted when computing expenditures.

Average Expenditures Per Child Enrolled

Classified districts spent an average of 11,229.19 dollars per district and 42.44 dollars per child enrolled (Table 51). Parshall and Plaza had fewer pupils enrolled per district than the average for this group of districts. Stanley had seventy more pupils than the average for classified districts. Stanley spent the most in the aggregate, but because of its large enrollment it

was not highest in per-child expenditures. Parshall spent the least money in the aggregate and the least per child enrolled. Plaza with the lowest enrollment of any of the classified dis-

Table 51

Average Expenditures and Assessed

Valuations Per Child Enrolled

Type of District	Average Total Expenditures	Enrollment	Expenditures Per Child Enrolled
	classified districts		
Parshall #3	$ 9,422.98	255	$ 36.95
Stanley #82	14,224.71	336	42.39
Plaza #137	10,039.88	209	48.03
Total	33,687.57	800	127.37
Average	11,229.19	266	42.44
	open country graded districts		
Mountrail #11	2,220.66	53	41.89
Dymond #89	2,560.94	30	85.36
Total	4,781.60	83	127.25
Average	2,390.80	41	63.62
	consolidated districts		
# 1	6,316.82	188	33.60
5-	4,667.56	82	56.92
8	9,581.30	247	38.79
10	3,813.97	57	66.91
14	5,893.92	67	87.97
23	8,210.81	159	51.64
39	5,652.17	71	79.61

Table 51 (Continued)

Average Expenditures and Assessed

Valuations Per Child Enrolled

Type of District	Average Total Expenditures	Enrollment	Expenditures Per Child Enrolled
	consolidated districts (Continued)		
# 83	$ 6,552.17	101	$ 64.88
110	5,077.50	66	76.93
119	6,748.59	84	80.34
Total	62,314.81	1,122	637.59
Average	6,231.48	112	63.76
	rural districts		
2	1,763.17	32	55.09
4	2,436.94	44	55.36
6	2,353.60	61	38.58
7	2,320.69	46	50.45
9	2,514.46	30	83.81
12	2,069.62	53	38.99
13	1,540.18	24	64.17
15	2,431.57	40	60.79
16	2,579.65	45	57.32
17	2,061.14	50	41.21
18	1,731.33	54	32.01
19	674.75	7	92.54
20	963.67	15	64.24
21	1,130.55	19	59.50
22	917.92	17	53.99
24	1,666.97	33	50.51

Table 51 (Continued)

Average Expenditures and Assessed

Valuations Per Child Enrolled

Type of District	Average Total Expenditures	Enrollment	Expenditures Per Child Enrolled
	rural districts (Continued)		
# 25	$ 361.02	7	$ 51.57
27	1,227.47	27	45.46
32	1,312.24	12	109.35
35	1,601.94	38	42.16
60	2,976.91	61	48.80
84	1,633.43	26	62.82
87	1,208.46	54	20.53
88	1,935.64	32	60.49
96	1,871.12	39	47.97
103	1,405.79	23	61.12
104	1,722.08	22	26.08
113	1,918.01	18	106.55
120	2,767.37	49	56.27
121	1,329.28	18	73.84
124	1,886.69	32	58.96
125	614.37	9	68.26
139	1,263.47	35	36.09
141	1,579.26	29	54.45
142	1,802.78	35	51.51
143	1,775.28	28	63.40
145	1,460.08	23	63.43
146	1,144.41	20	57.22

Table 51 (Continued)

Average Expenditures and Assessed

Valuations Per Child Enrolled

Type of District	Average Total Expenditures	Enrollment	Expenditures Per Child Enrolled
	rural districts (Continued)		
#147	$ 1,752.31	45	$ 38.94
148	1,796.55	20	89.83
Total	67,575.57	1,272	2,304.66
Average	1,689.39	31.8	57.62

tricts spent most per child enrolled. There did not seem to be any correlation between total expenditures and enrollment. Parshall had more pupils enrolled and spent less money in the aggregate than Plaza with a smaller enrollment and larger total expenditures.

The open country graded districts showed great inequality in per-pupil costs. Aggregate expenditures were reasonably close, though there was a difference of twenty-three pupils in enrollment. This may account for the wide difference in costs per child enrolled.

Consolidated district enrollments ranged from sixty-six to 247. District #8 with 247 pupils enrolled had the highest total expenditures of all districts in the consolidated group. District #10 had the lowest aggregate expenditures. Per-pupil costs ranged from 33.60 dollars to 87.97 dollars. This wide range shows a possible lack of effort to maintain better schools. Seven districts were below the average in pupils enrolled, and three districts were below the average in per-pupil costs. Five districts were below the average in aggregate expenditures.

The average total expenditures for the rural districts was 1,689.39 dollars. Nineteen districts, or almost one-half, were below this average. Total expenditures ranged from 361.02 dollars to 2,767.37 dollars. The average enrollment for the rural districts was thirty-two. Twenty districts, or one-half of the total districts, were below this average. The expenditures per child enrolled also showed great variations from the average of 57.62 dollars. The highest per-child expenditures were 109.35 dollars for District #32; the lowest per-child expenditures were 20.53 dollars for District #87.

All of the four groups of districts showed inequalities in efforts to support schools. A high enrollment did not necessarily mean low expenditures per child enrolled.

Effort Ratio as an Index of Ability

The effort-ratio derived by dividing average expenditures per child enrolled by the assessed valuation per child enrolled gives a good index of the actual efforts put forth by the school districts to support education. Average general fund levies were included for comparative purposes. The school with the highest levy may be said to expend the greatest effort to maintain desirable schools.

Parshall with an effort ratio of .040 showed the greatest effort to maintain its school among classified schools. Parshall had the lowest average assessed valuations per child, the lowest average expenditures per child, and its general fund mill levy was within twelve-hundredths mill of the legal limit. Stanley showed the least effort to maintain a desirable type of school. Its effort

ratio was .0213. Its average assessed valuations per child

Table 52

Average Mill Levies and Ratio of Expenditures to Wealth Per Child Enrolled

Type of District	General Fund Levy in Mills	Valuation Per Child Enrolled	Expenditures Per Child	Effort Ratio
		classified districts		
Parshall	26.88	$ 915.43	$36.95	.0404
Stanley	18.00	2,036.39	43.38	.0213
Plaza	27.00	1,257.75	48.03	.0252
Average	23.73	1,403.19	41.84	.0298
		open country graded districts		
#11	19.67	2,418.30	41.89	.0173
89	15.45	4,074.86	85.36	.0209
Average	17.56	3,246.58	63.62	.0196
		consolidated districts		
# 1	20.25	821.91	33.60	.0409
5	18.00	2,447.89	56.92	.0233
8	23.00	937.24	38.79	.0414
10	18.21	2,618.92	66.91	.0255
14	17.85	4,507.14	87.97	.0195
23	17.53	3,512.65	51.64	.0206
39	18.00	4,034.17	79.61	.0198
83	17.01	2,858.52	64.88	.0227
110	17.66	3,916.83	76.93	.0196
119	18.00	4,013.61	80.34	.0200
Average	18.55	2,866.89	63.76	.0222

Table 52 (Continued)

Average Mill Levies and Ratio of Expenditures to Wealth Per Child Enrolled

Type of District	General Fund Levy in Mills	Valuation Per Child Enrolled	Expenditures Per Child	Effort Ratio
		rural districts		
# 2	14.06	$3,721.73	$55.09	.0148
4	5.44	4,546.50	55.36	.0122
6	17.00	2,117.89	38.58	.0182
7	16.16	2,705.67	50.45	.0186
9	17.00	4,100.30	83.81	.0204
12	17.00	2,910.87	38.99	.0134
13	16.00	3,668.79	64.17	.0175
15	12.50	3,565.03	60.79	.0171
16	17.00	2,620.94	57.32	.0219
17	18.75	2,196.01	41.21	.0188
18	15.63	1,622.15	32.01	.0197
19	16.59	4,175.57	92.54	.0221
20	14.89	4,209.54	64.24	.0153
21	17.00	3,679.37	59.50	.0162
22	16.42	3,561.23	53.99	.0152
24	14.95	2,723.19	50.51	.0185
25	19.00	3,968.53	51.57	.0130
27	15.09	2,501.26	45.46	.0182
32	8.88	15,585.15	109.35	.0070
35	12.67	2,586.09	42.16	.0163
60	16.46	3,043.69	48.80	.0160

Table 52 (Continued)

Average Mill Levies and Ratio of Expenditures to Wealth Per Child Enrolled

Type of District	General Fund Levy in Mills	Valuation Per Child Enrolled	Expenditures Per Child	Effort Ratio
		rural districts (Continued)		
# 84	4.01	$ 4,210.68	$ 62.82	.0149
87	11.48	1,787.81	20.53	.0115
88	15.80	3,529.79	60.49	.0171
96	17.00	2,563.22	47.97	.0187
103	16.13	4,754.37	61.12	.0129
104	14.74	4,654.32	26.08	.0056
113	9.98	10,524.66	106.55	.0101
120	14.91	2,319.19	56.27	.0243
121	11.44	6,524.72	73.84	.0111
124	10.62	3,598.93	58.96	.0164
125	11.74	7,689.31	68.26	.0089
139	15.46	2,113.68	36.09	.0171
141	14.30	3,678.13	54.45	.0148
142	11.82	4,402.92	51.51	.0117
143	15.00	3,902.23	63.40	.0160
145	12.56	5,772.97	63.43	.0110
146	14.64	4,641.81	57.22	.0123
147	12.63	2,631.52	38.94	.0148
148	15.92	5,954.49	89.83	.0151
Average		3,445.69	57.62	.0167

enrolled was the highest of the classified group and its general

fund mill levy was only eighteen mills. This was nine mills below the maximum allowed by law.

The open country graded districts had quite wide variations in their effort ratio. This group of districts were below the classified districts in effort.

The consolidated districts had an effort ratio that ranged from .0195 to .0414. Only two districts exceeded Parshall of the classified group in effort. Only two consolidated districts exceeded the classified average effort of .0298. The consolidated districts were all close to the eighteen mill levy for the general fund. No district dropped below the seventeen mill levy. Van Hook was the only school to reach a twenty-three mill levy for the general fund. It also had the highest effort ratio of .0414. Manitou had the highest average assessed valuation as well as the highest average expenditures per child enrolled. It had the lowest effort ratio, and was among the lowest in average general fund levies. As a group the consolidated districts had an average of .0222.

Rural district effort ratios ranged from .0056 to .0243.The general fund levy was 14.74 and 14.91 mills respectively. District #84 levied 4.01 mills for its general fund. It had 4,210.68 dollars in assessed valuation per child enrolled and spent 62.82 dollars per child. The effort ratio for District #84 was .0149.

Parshall made over seven times the effort that District #104 did with an effort ratio of .0056. No rural district or open country district exceeded the efforts of Parshall.

Theoretical Tax Rates

Local revenue divided by the taxable (fifty percent) val-

uation of a district gives the theoretical tax rate in mills. The theoretical tax rate represents the levy necessary to raise the local revenue if all tax payers paid their taxes. Delinquent taxes may represent lack of effort as well as lack of ability.

Parshall with the lowest taxable valuation would have to assess 1.95 mills in order to raise the 4,557 dollars of its local revenue. Theoretical tax rates ranged from 1.32 to 1.95 mills or a range of thirty-three hundredths of a mill. The average theoretical tax rate for the classified districts was 1.72 mills.

Open country graded districts had a range from seventy-nine hundredths to 1.00 mill or a range of twenty-one hundredths mill. This range was not as great as that of the classified districts. The consolidated districts ranged from 1.04 mills for Tagus to 2.24 mills for Van Hook. This represents a spread of 1.21 mills. Tagus was thirty-eight hundredths of a mill below the average for the consolidated districts, while Van Hook was eighty-two hundredths of a mill above the average of 1.42 mills.

Rural districts averaged seventy-nine hundredths of a mill. The lowest theoretical rate was eleven hundredths and the highest was 1.41 mills. Districts #24 and #84 had a theoretical rate of eleven hundredths of a mill each. This was sixty-eight hundredths of a mill below the average for rural districts. District #60 had a rate of sixty-two hundredths of a mill above the average. Twelve rural districts out of the forty had a mill levy over one mill.

The efforts of the school districts of Mountrail County are most clearly shown by the use of a combination effort ratio mill levy chart. The greatest effort is shown as a number placed up

Table 53

Ratio of Average Local Revenue to Taxable Valuation[a]

Type of District	Taxable Valuation	Local Revenue	Theoretical Tax Rate in Mills
	classified districts		
Parshall	$ 233,436	$ 4,557	1.95
Stanley	684,227	12,227	1.79
Plaza	262,869	3,464	1.32
Total	1,180,532	20,248	5.06
Average	393,511	6,749	1.72
	open country graded districts		
Mountrail	128,170	1,011	.79
Dymond	122,246	1,218	1.00
Total	250,416	2,229	1.79
Average	125,208	1,115	.89
	consolidated districts		
Sanish	154,520	2,092	1.35
Lunds Valley	200,727	3,062	1.53
Van Hook	240,390	5,384	2.24
Wabek	149,280	2,443	1.63
Manitou	301,979	4,972	1.65
White Earth	399,512	4,936	1.24
Tagus	286,426	2,981	1.03
Palermo	288,711	2,092	1.03
Blaisdell	258,511	3,308	1.28
Ross	337,143	5,119	1.49

Table 53 (Continued)

Ratio of Average Local Revenue to Taxable Valuation[a]

Type of District	Taxable Valuation	Local Revenue	Theoretical Tax Rate in Mills
	consolidated districts (Continued)		
Total	$2,617,199	$37,272	14.48
Average	261,720	3,727	1.42
	rural districts		
# 2	119,095	1,093	.93
4	200,046	1,072	.54
6	129,192	890	.69
7	124,460	1,562	1.26
9	123,009	1,695	1.38
12	154,276	788	.51
13	88,051	1,164	1.32
15	142,601	844	.59
16	117,942	585	.50
17	109,801	771	.70
18	87,596	568	.65
19	29,229	409	1.40
20	63,143	690	1.09
21	69,908	596	.85
22	60,541	350	.58
24	89,865	938	1.04
25	27,779	31	.11
27	67,534	365	.54

Table 53 (Continued)

Ratio of Average Local Revenue to Taxable Valuation[a]

Type of District	Taxable Valuation	Local Revenue	Theoretical Tax Rate in Mills
	rural districts (Continued)		
# 32	$ 187,022	$1,059	.57
35	98,272	416	.42
60	185,665	2,613	1.41
84	109,478	125	.11
87	95,542	432	.45
88	112,953	1,335	1.18
96	99,966	1,188	1.19
103	109,351	1,155	1.06
104	102,395	794	.78
113	189,444	1,550	.82
120	113,641	1,210	1.06
121	119,245	1,153	.96
124	115,166	1,366	1.19
125	69,203	442	.64
139	73,978	586	.79
141	106,666	457	.43
142	154,102	748	.49
143	109,263	869	.80
145	132,779	876	.66
146	92,836	492	.53
147	118,419	862	.73
148	119,090	728	.61

Table 53 (Continued)

Ratio of Average Local Revenue to Taxable Valuation[a]

Type of District	Taxable Valuation	Local Revenue	Theoretical Tax Rate in Mills
	rural districts (Continued)		
Total	$4,419,544	$34,867	
Average	110,489	872	.79

[a] To the nearest dollar

and to the right. This takes into account the effort ratio and the actual general fund mill levy.

Parshall showed the greatest effort when measured on the basis of the effort ratio and general fund mill levy (Figure 16). Two other districts had as high effort ratios, but lower general fund mill levies. Plaza had as high general fund mill levies, but its effort ratio was much lower. Sixteen districts had a general fund mill levy ranging from sixteen to 17.9 mills, and an effort ratio ranging from .0125 to .0249. Fourteen districts had mill levies ranging from fourteen to 15.9 mills, and effort ratios ranging from .0050 to .0249. This group represents the greatest range in effort ratio. Two districts, #84 and #4,had general mill fund levies ranging from four to five and nine-tenths mills. Their effort ratio ranged from .0100 to .0149. Rural District #32, with an assessed valuation of 15,585.15 dollars per child enrolled, and District #113,with 10,524.66 dollars per child enrolled, showed very poor effort. Both districts had a general fund mill levy ranging from eight to nine and nine-tenths mills and an effort ratio of .0050 to .0124. District #32 had the highest assessed

Figure 14

Effort-Ratio and Mill-Levies in Mountrail County

Effort Ratio	4-5.9	6-7.9	8-9.9	10-11.9	12-13.9	14-15.9	16-17.9	18-19.9	20-21.9	22-23.9	24-25.9	26-27.9
.0425-.0449												
.0400-.0424									#1	#8		#3
.0375-.0399												
.0350-.0374												
.0325-.0349												
.0300-.0324												
.0275-.0299												
.0250-.0274								#10				#137
.0225-.0249						#120	#83	#5				
.0200-.0224						#89	#23,9, 16,19	#82,119				
.0175-.0199						#18,24, 27	#14,6,7, 13,98, 110	#17,39				
.0150-.0174				#124	#15,35	#20,88, 139,143, 148	#21,22, 60	#11				
.0125-.0149	#84				#147	#2,141	#12, 103	#25				
.0100-.0124	#4		#113	#87,121 142	#145	#146						
.0075-.0099				#125								
.0050-.0074			#32			#104						

valuation of any district in the county, yet its effort ratio was the lowest.

Summary

The classified districts spent the least per child enrolled, yet they offered educational facilities that far surpassed the other groups.

Great inequalities were shown in per-pupil costs of the open country graded districts. Likewise per-pupil costs were high for the consolidated group, ranging from 33.60 dollars to 87.97 dollars. Lack of effort may be concluded as being the cause of such variations.

Nearly half of the rural districts were below the average total expenditures. Per-pupil costs ranged from 20.53 dollars to 109.35 dollars.

A high enrollment did not indicate high efforts.

Parshall with an effort ratio of .0404 made over seven times the effort of rural district #104. Van Hook consolidated school had the highest effort ratio among the consolidated districts.

Van Hook had a theoretical tax rate of 2.24 mills. Parshall was next high when theoretical taxes were considered.

Parshall showed the greatest effort when measured by the effort ratio and general mill levy chart. Van Hook and Sanish were lacking in mill levies before they could reach the same position as Parshall.

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

Public education is a state function and it is time that our schools be taken out of the horse-and-buggy era, and the school children of North Dakota be given an education that approaches the times.

Mountrail County is an agricultural county with over eighty percent of its 984,522 acres devoted to farms. It is divided into fifty-five school districts ranging in size from eight and five-tenths sections to seventy-two sections of land. The 3,043 pupils within the fifty-five districts were instructed by 168 teachers. These 168 teachers indicated quite high training, because of the professional degrees held. Classified and consolidated district teachers were better trained than rural district teachers. The classified and consolidated district teachers were also better paid and had more experience than rural teachers.

Pupil-teacher ratios were over twice as high in classified and consolidated districts as in rural districts.

In 1930, 71.3 percent of the emmerated pupils were in attendance. An enriched curriculum would undoubtedly raise this percentage. Only five-tenths percent of the total population was illiterate.

Rural district averages were far below the classified and consolidated district averages in all forms of school incomes. This means that each school within these districts will have very little to work with.

Rural districts collected only 55.7 percent of the taxes it levied as contrasted with 67.8 percent of the taxes collected by the classified districts and 63.9 percent collected by the consolidated districts.

Thirty-two rural districts received no aid from railroads, the chief public utility aiding the schools through taxes paid.

The rural districts spent too much money in some departments and too little in others. General control expenses were much too high in the case of rural districts. Classified districts spent the least for general control.

Instructional services for rural districts were highest in the aggregate but lowest per teacher and per district.

Classified districts spent more money for, and had larger libraries than rural districts.

Maintenance costs and operation of plant costs were high for the rural districts. The classified districts were nearly the same, yet their costs were justified because of added comforts and added educational facilities.

Debt services and sinking fund levies were lowest per pupil for classified and consolidated districts.

Rural districts had the highest total average expenditures.

The above brief facts point to the impracticality of the small school units such as the rural districts. The ability and efforts of the rural districts were not satisfactory as evidenced in this study.

It is suggested that Mountrail County be re-districted in such manner as to eliminate a large number of these small,

expensive school units. After a study of Map 4 it seems that the least that could be done as a preliminary measure would be to re-district in such a manner as to prevent overlapping of areas served by the schools. It would be still better if four or five large districts could be established. The exact number of schools could best be determined by a meeting of school officers and school men together with the county superintendent. These individuals could go over the existing road conditions and the topography of the county, and locate the schools in the most advantageous places. This would re-distribute the benefits from public utilities to a much greater number of pupils. Great savings could be brought about by reducing the number of school board members. School board members as such add nothing to the education of the pupils, yet they demand their share of the money that could be more wisely spent on more practical things such as additional books and other instructional supplies. Why not have four or five districts with a dozen board members rather than fifty-five districts with 277 members (including clerks and treasurers)? These schools could all be headed by one well-trained superintendent, with a principal having a Master's degree at the head of each school. Supplies could be in charge of a purchasing agent, thereby allowing the schools to benefit by lower prices on quantity lots.

The district boundaries would have to be flexible enough to permit a child to attend the school nearest his or her home, since a re-distribution of pupils would be one factor offered in opposition to this plan.

Probably the biggest opposition to this proposed plan would be that of equalizing the existing debts. The debt argument is somewhat settled in our school laws. Debts are to be equalized by a board consisting of the county superintendent and one member from each school board of the districts affected by the change. This new board shall take into account the assets, funds on hand, and debts of each district and shall levy a tax against each old district such as will equalize the debt situation. Taxes levied for equalization purposes shall be in addition to all other taxes, and levies for school purposes and equalization cannot exceed thirty mills on the dollar.[9]

This program of re-districting must necessarily be gradual. With an increase in better roads it will be much more possible to establish longer bus routes, and this will aid the program of re-districting greatly.

The educational facilities available and benefits derived from such a program are well worth the efforts and money expended.

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[9] School Laws of North Dakota, 1935, Sections 225-229

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