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Financial Survey of Marshall Country, Minnesota, with Special Reference to Inequalities in Opportunity, Ability, and Effort

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FINANCIAL SURVEY OF MARSHALL COUNTY, MINNESOTA, WITH SPECIAL REFERENCE TO INEQUALITIES IN OPPORTUNITY, ABILITY, AND EFFORT

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This thesis, offered by Arnold S. Eid as a partial fulfillment of the requirements for the Degree of Master of Arts in Education in the University of North Dakota, is hereby approved by the Committee under whom the work has been done.

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CHAPTER 1

INTRODUCTION

It is the purpose of this study to survey the financial status of schools in Marshall County and to make suggestions for possible reorganization that would lead to a more equitable support of educational opportunities for all children of the County. The problem will be discussed under the following heads: ability of districts to support public education, effort put forth by districts to provide public education, and extension of high school facilities to rural districts.

Description of Marshall County

In considering the ability of the school districts of Marshall County to support education thought should be given to the fact that the land of the County varies considerably in fertility, and as nearly all of the people of the County are dependent directly or indirectly upon agriculture as their chief source of income, the productivity of the land is a vital factor. The western half of the County lies in the Red River Valley and the soil as a whole is very fertile. The eastern half on the other hand is much lighter and is not nearly so productive. Because of this reason the writer has made a comparison of the two halves of the County in their ability to provide education.

As the support of education is to a large extent raised by local taxation the value of the land is an important factor in school support. The true value of the land is difficult to determine, and that true values fluctuate considerably from time to time is quite evident. The tax paying power of land should be based upon ability to produce income. If not enough is produced to enable the owner to pay his taxes he is compelled

to borrow to pay them. If the taxes are not paid for a period of years the land reverts to the state for the unpaid taxes. Unless there is a sale for this land, there results an increased hardship for the remaining land owners, because there is an increase in the mill levy due to the decrease in total valuation. This additional burden may become too great for the other land owners and in time more and more of the land may revert to the state. That this has happened and is continuing to happen in Marshall County is borne out by the fact that about 150,000 acres of land in the County are now held by the state. The possibility that this amount will increase is almost a certainty because of the tax delinquency of the County, which was about thirteen and five-tenths per cent for the year 1939.

The eastern half of the County has a total valuation of 1,001,557 dollars and according to the school census it has 971 pupils of school age. This gives it a value of 1,031 dollars per pupil. The western half of the County has a total tax valuation of 2,844,294 dollars and a total school population of 1,540 pupils, or a value of 1,854 dollars per child. By combining all the rural districts the net valuation for tax purposes is 3,845,851 dollars, or a value of 1,536 dollars per child. Comparison of the rural with the classified school districts of the County in ability to support education shows an advantage in favor of the rural schools. There are nine classified schools in the County with a valuation of 1,226,079 dollars. There are 1,260 children of compulsory school age. This gives the classified districts a per pupil average of 972 dollars. The rural school districts have on the average 564 dollars more of taxable

property behind each child than the classified districts have.

In considering the ability of school districts to support education the aid given by the state is an important factor. The extent to which a district participates in the distribution of these aids will in a large measure determine how much it can spend for education. State aids are varied and come from various sources. Some state funds for education come from the permanent fund, some from legislative appropriations, and some from the income tax. Only a small amount of state money for schools comes from the real estate or property tax. Besides coming from various sources, state aids are of various kinds. Some are apportioned on a pupil basis, some are granted for certain kinds of schools and certain kinds of services, such as education for the handicapped, or for special departments. Two kinds of aid, supplemental and transportation aid, are on the basis of need.

The assessed valuation and mill rate of a school district can be used as one standard by which to judge the effort put forth to provide public education. In doing this the County was again divided into the eastern and western sections and the classified schools. That differences in effort do exist is quite evident. Districts with a high valuation are able to provide education with a minimum of effort; on the other hand, districts with low valuations are compelled to put forth greater effort to maintain the same standard of educational opportunities. The total amount of money spent by districts for education is another indicator by which we may judge effort. It was impractical to compare the three divisions, namely, the eastern half, the western half, and the classified schools, because of the large number of rural school districts;

however, a comparison was made of the combined expenditures of the rural districts and the combined expenditures of the classified districts.

Another standard by which to judge effort put forth to provide education is the quality of the teaching personnel employed by the district. Are the districts getting the best teachers available? This can be answered to some extent by the amount of training, years of experience, and salaries paid to the teachers. This is assuming that additional years of training will result in better teaching, and that higher salaries will attract better teachers.

A third standard of judging effort to provide education may be based upon the degree to which existing facilities are utilized. Do the pupils attend school with consistency? Do the pupils in the rural schools attend school as regularly as those in the classified schools? Schools are of little value unless the pupils are actually in attendance. The large majority of the rural schools provide eight-month terms whereas the classified schools all have nine-month terms.

Prior to the legislative act of 1937 there was considerable competition between classified schools in inducing the eighth grade graduates from the rural districts to go to high school. In order to eliminate this practice and to assist the rural districts to obtain their own high school facilities for their children the state legislature appropriated 150,000 dollars to be paid to rural districts which provided transportation for high school pupils.

Purpose of this Study

The purpose of this study is to determine inequalities to support

public schools that exist among the districts in Marshall County, and to make suggestions to reduce them to a minimum so that the support of education will be more evenly distributed. To determine what these inequalities are the following questions will be taken up for consideration:

1. How do the districts compare in assessed valuation in proportion to the school children enrolled?

2. How much state aid is received by the rural and classified school districts of the County?

3. In what way do the limitations of state aid affect the various districts?

4. How do the mill rates for school expenditures compare among the districts?

5. How do the school expenditures of classified districts compare with those of the rural districts?

6. How well do the school districts of Marshall County take advantage of existing school facilities?

7. Are the salaries of Marshall County teachers on par with the average for the state? How do they compare with North Dakota salaries?

8. Do teachers generally have more than the required training prescribed by law?

9. How many of the rural districts have taken advantage of the transportation aid given by the state?

10. To what extent does the aid given by the state pay for transportation costs?

11. Will more and more districts eventually provide transporation

or will those that provide it at the present time gradually drop out?

12. What effect does transportation of high school pupils have upon the total number of eighth grade graduates continuing in high school?

Sources of Data

The data for this study were secured largely from the office of the County Superintendent of Schools and from the County Auditor of Marshall County. Maps were obtained from the County Highway Department. Other sources of material were the Minnesota State Department of Education, and the individual superintendents of the classified schools in the County. It was difficult and expensive to gather some of these facts because the writer was eighteen miles away from the main source of information and the classified schools were scattered making it difficult to contact the village superintendents.

The extent of reliability is necessarily limited to the accuracy of figures collected. These figures were obtained directly from the official records of the County and some error may have resulted in tabulating. These figures were checked and rechecked for accuracy and the total were secured by the use of an adding machine so that the degree of reliability should be high.

The results of this study apply primarily to Marshall County as conditions vary from county to county. This study together with similar studies of other counties in the state could be used to formulate a better statewide reorganization to support schools.

Limitations

This thesis is limited to a consideration of the financial situation of the school districts of Marshall County and the extent to which

the districts are able to furnish equal educational opportunities for all children. The situation in each county no doubt varies, therefore these conclusions would not be applicable to other counties in the state.

CHAPTER 2

THE ABILITY OF SCHOOL DISTRICTS IN MARSHALL COUNTY TO SUPPORT SCHOOLS

Marshall County ranks as one of the larger counties in the State of Minnesota, ranking ninth in size. It is the second county south of the Canadian border. It is bounded on the north by Kittson and Roseau Counties, on the east by Beltrami County, and on the South by Polk and Pennington Counties. On the west it is separated from the State of North Dakota by the Red River. The land has a gentle slope and is well drained by the Tamarac, Snake, Middle, Moose, and Red Rivers. It is rectangular in shape and is approximately 1,788 square miles in area. Its population is 17,003 with the western half more densly populated than the eastern half.

Division of County

The County has eight villages and one city. The basic industry of the people of the County is farming. The County at one time was divided into 161 school districts, of which 152 were rural districts and nine were classified districts. At the present time there are only 143 rural districts as some of them have been dissolved. The land in these school districts was purchased by the federal government and converted into a federal game refuge. If present plans are carried out the size of the refuge will be increased on the eastern boundary by extending the boundary line another mile to the east because most of this land has reverted to the state because of tax delinquency. There is a small amount of land at the present time that still operates as unorganized territory in conducting schools; these areas do not operate schools, but transport pupils to districts that maintain schools.

A principle of American democracy is to give each child equal educational opportunities and to encourage him to develop himself in the field for which he is best suited. A study of the Marshall County map[1] shows the amount of land available for tax purposes to support schools. The eastern portion of the County has a large amount of acreage which has reverted to the state.[2] Although some of the state land may have been sold to private individuals since this map was constructed the amount is insignificant. The value of the rural school districts in the western half of the County was compared with those in the eastern half. The divisions placed seventy-one districts in the eastern half and seventy-two in the western half. The tax valuations given are the 1939 valuations for taxes to be paid in 1940.[3] The districts in each case are arranged in order of highest valuation to the lowest. The blank spaces are the districts which have been dissolved and are a part of the Mud Lake Game Refuge, and therefore are not given a tax valuation.

Table 1

Number of Pupils and Assessed Valuation Per Child in the Census of the Districts in the Eastern Half of Marshall County

District Number	Number of Pupils	Valuation	Value Per Child
110		69,507	
11	26	57,602	2215
13	28	47,971	1713
115	68	32,809	468
82	22	27,728	1260
59	21	26,202	1248
74	10	24,755	2475
47	29	23,744	819
109	12	21,899	1825
61	34	20,880	614
69	21	20,730	987
41	31	19,966	644
58	27	19,679	729

[1]Map of lands reverted to the state. (The map will follow this page)
[2]Valuations secured from office of county auditor.
[3]Ibid.

Table 1 (Continued)

District Number	Number of Pupils	Valuation	Value Per Child
20	11	19,151	1741
84	14	18,022	1287
53	17	16,820	989
89	13	16,651	1281
150	14	16,344	
68	19	16,115	848
140	36	15,902	442
28	27	15,637	579
64	17	15,499	912
133	19	14,953	787
94	20	14,645	732
34	10	14,291	1429
80	17	13,490	794
108	15	13,045	870
143	11	12,939	1176
162	12	12,902	1075
136	7	12,592	1799
98	16	12,552	784
85	15	12,375	825
121	16	11,973	748
105		11,807	
91	6	11,798	1966
114	18	11,786	654
119	9	11,552	1317
137	19	11,387	599
87	10	11,073	1107
100	23	10,928	475
128		10,852	
139	17	10,837	637
118	5	10,739	2148
103	13	10,507	808
120	10	10,335	1033
76	12	10,238	853
95	17	10,187	599
159	9	9,342	1038
116	13	9,271	713
135	11	9,216	838
81	5	9,145	1829
124	5	8,317	1663
72		8,305	
112	8	7,003	875
122	27	6,859	254
147	11	6,751	614
141	2	6,641	3320
83	10	6,491	649

Table 1 (Continued)

District Number	Number of Pupils	Valuation	Value Per Child
153	5	6,217	1243
154	3	5,657	1885
101	13	5,201	400
102	4	5,106	1276
111	11	4,919	447
157	1	4,807	4807
104	7	4,152	593
93	10	3,805	380
148		3,600	
123	2	3,312	1656
158		2,892	
151		681	
155		671	

Table 2

Number of Pupils and Assessed Valuation Per Child in the Census of the Districts in the Western Half of Marshall County

District Number	Number of Pupils	Valuation	Value Per Child
70	52	124,907	2402
19	34	90,636	2666
6	17	84,376	4963
40	24	69,383	2819
33	32	68,640	2145
5	36	67,133	1865
36	18	66,792	3711
26	54	63,231	1171
43	35	60,910	1747
55	61	60,016	984
10	26	59,530	2290
11	26	57,602	2215
7	18	54,813	3045
18	23	53,573	2329
60	14	52,880	3777
77	23	51,880	2256
29	22	49,039	2229
22	23	48,806	2122
54	15	48,246	3216
13	28	47,911	1713
21	23	47,841	2080

Table 2 (Continued)

District Number	Number of Pupils	Valuation	Value Per Child
4	53	47,675	898
66	18	46,988	2610
42	30	46,307	1544
24	16	42,878	2670
99	24	42,597	1775
117	19	39,015	2053
37	42	38,641	920
78	21	38,543	1835
134	23	37,793	1643
97	12	36,759	3063
96	16	36,157	2260
62	6	35,784	5964
16	12	35,769	2981
50	44	35,608	809
23	26	35,508	1366
48	8	34,465	4308
8	19	34,462	1814
75	13	32,126	2471
86	13	31,876	2452
27	33	31,469	954
88	8	31,024	3878
138	29	30,941	1067
44	45	30,918	687
51	9	30,839	3426
63	13	29,176	2244
25	19	29,083	1531
38	8	27,788	3473
131	8	26,003	3250
132	7	25,657	3665
161	21	24,676	1175
57	9	24,464	2718
71	11	24,111	2192
106	31	23,168	747
14	33	23,167	706
130	29	22,466	775
46	6	22,216	3703
127	10	22,207	2221
144	55	22,115	4423
67	14	21,110	1508
113	35	20,810	595
32	12	20,237	1686
15	12	18,967	1580
12	10	18,315	1831
52	10	18,254	1825
142	19	17,286	910
92	11	16,929	1630

Table 2 (Continued)

District Number	Number of Pupils	Valuation	Value Per Child
45	19	16,518	869
107	14	16,344	1167
56	15	14,490	966
160	10	13,246	1325
39	16	12,542	784

Table 3

Number of Pupils and Assessed Valuation Per Child in the Census of the Classified Schools of Marshall County

District Number	Number of Pupils	Valuation	Value Per Child
2	263	401,497	1526
3	197	207,293	1052
1	140	180,630	1290
31	120	136,733	1139
49	144	73,790	512
125	110	68,434	622
65	126	56,784	450
126	76	55,192	726
35	84	44,926	511

Variations in Ability of School Districts

School districts in the eastern half of Marshall County varied considerably in their ability to support schools. Thirty-four districts had valuations of less than 1000 dollars per child and seven of these had less than 500 dollars per child. Only four schools in this group had valuations over 2000 dollars per child. (Table I) Only fourteen of the districts in the western half had valuations under 1000 dollars per child, and no districts had less than 500 dollars per child. (Table 2) The total valuation of the eastern half was 1,001557 dollars in comparison with the western half which was 2,844,851 dollars or a difference in valuation of 1,843,295 dollars

in favor of the western school districts. This is considerably more than twice as large an amount. As a result the burden of supporting rural schools in the eastern half of the county would appear to be definitely greater. This difference would be offset, however, when one considers the total school population. (six to sixteen years) The eastern half had a total school population of 971 pupils and the western half 1,540. The approximate value of each student in the eastern half was 1,031 dollars and in the western half 1,854 dollars, which made a difference of 823 dollars value per child.[4]

The ability of the western schools to support public education is even greater than these figures indicate when one considers the total number of school plants in operation. The eastern half maintained fifty-six schools and the western half sixty-eight.[5] The western schools because of their larger enrollment, can maintain schools at a lower cost per pupil due to the fact that the schools are operating with more nearly maximum loads. In other words, it does not cost twice as much to furnish education for twenty pupils than it would for ten if the twenty pupils can be given instruction in a single school building. The heating and operating costs would be approximately as much for the ten pupils as for the twenty. The only difference would be in the cost of books and other supplies.

The total valuation of the classified schools was 1,226,079 dollars. The total number of pupils according to the 1939 school census in this group was 1,260, making the value per child 972 dollars, which is considerably less than that of the rural districts. The following table gives the comparisons clearly.

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[4]See Table 4

[5]Five districts have two schools each in operation.

Table 4

Total and Per Pupil Valuations of the Eastern and Western Rural Schools and the Classified Schools in Marshall County

Division	Number of Pupils	Total Valuation	Per Pupil Value
Eastern Half	971	$1,001,557	$1,031
Western Half	1540	2,844,851	1,854
Classified Schools	1260	1,226,079	972

The per pupil value was lowest in the classified school districts and it would appear that they were less able to support schools, but that conclusion is erroneous. These nine classified schools were operating ten plants,[6] concentrating pupils, reducing their unit costs of operation, and operating with greater efficiency than the rural schools. The teacher-pupil load was generally high.

The problem of low pupil-teacher ratio and heavy subject-teacher load found in small high schools are two important problems that must be faced in attempting to provide an effective educational program.[7] A study of the relationships between pupil-teacher ratio and the size of the school in the United States show that the pupil-teacher ratio is much lower than in large schools. The pupil-teacher ratio increases as the size of the school increases. If this ratio is presented graphically the median curve rises from thirteen pupils per teacher in the schools of twenty pupils to twenty-four in schools of five hundred. The curve rises rapidly until schools of eighty pupils are reached, then it holds fairly steady between twenty and twenty-one until it reaches 180. This low pupil-teacher ratio is both an advantage and a disadvantage. It is an advantage in that it gives the teacher greater opportunity to know his pupils, and the disadvantage is higher per pupil

[6] Warren has two school buildings in operation
[7] Langfitt-Cyr-Newsom, The Small High School at Work, p. 54.

costs even when low teacher salaries are paid

State Aid to Schools

In the beginning it was common to aid church schools on the same basis as the state schools, and sometimes in the beginning of state aids, the money was distributed among existing schools without first establishing any public schools.[8] In many eastern cities church schools first shared in the public funds. One of the most interesting fights in the whole process of secularizing American education was precipitated in the City of New York. In 1831 the Catholic Orphan Asylum applied to the city council for a grant of funds, which was allowed. The Methodists immediately applied for a similar grant and were refused.

The religious question now became more and more prominent though without any progress being made toward its settlement. The legislature deferred action until 1842 and then created a city board of education to establish real public schools and stop the debate on the question of aid to religious schools by enacting that no portion of the school funds was in the future to be given to any schools in which any religious, sectarian doctrine or tenet should be taught, inculcated or practiced. Thus the real public school system of New York was evolved out of this attempt to divide public funds among the churches. To settle the question in a final manner legislature in other states began to propose constitutional amendments to the people of their several states which forbade a division or diversion of the funds and these were almost uniformly adopted at the first election after being proposed. Such constitutional prohibition was adopted by the State of Minnesota in 1887.

[8]Cubberly, Education in the United States, p. 176-180.

Although over seventy-five per cent of local revenue was derived on the average from local taxes, studies show a trend in the increase in state and national participation in the support of public schools.[9] According to Newcomer there were but eight states in which state aids represented thirty per cent or more of the local revenue.[10] The amount received from the federal government is very small, being less than one per cent of the total revenue received by any local school system.[11]

Two theoretical principles derived from the methods of allocating state funds to school districts. It was held that state funds should be distributed to the needs of the districts or according to their financial ability to maintain schools. It was also argued that school systems should be encouraged to improve their schools by granting subsidies in terms of effort made. The ability-effort plan for apportionment of state funds resulted from combining these two principles. The unit of measure applied to ability was assessed valuation per teacher or per pupil; effort was maasured by tax rate levied on an equalized assessed valuation.

The aids given by the State of Minnesota follow these fundamental principles. Following is a detailed list of the state aids received by the Minnesota schools.

State Aids in Minnesota Schools

Classification Aid:

a. Graded elementary schools

(1) Six years . . . . . $300.

(2) Eight years . . . . . 400.

[9] D. G. Stayer and R. M. Haig, The Financing of Education in State of New York, p. 92.

[10] Mabel Newcomer, Financial Statistics of Public Education.

[11] Fred Engelhardt, Public School Organization and Administration, p. 497.

b. Ungraded elementary schools

(1) One teacher . . . . . $100. (eight months' school; $125
(2) Two or more teachers . . . . . 200. for nine months.)
(3) Superior, additional per school . 50.

c. Junior high school . . . . . 300.

d. Senior high school . . . . . 300.

e. Six year high school . . . . . 600.

f. Four year high school . . . . . 500.

g. High school department . . . . . 300.

Special Department Aid:

a. Agriculture . . . . . 500.

b. General industrial training . . . . . 400.

c. Home economics . . . . . 400.

d. Commercial education . . . . . 400.

Aid for Special Classes for Defectives:

a. Blind . . . . . 300. per pupil

b. Crippled . . . . . 250. per pupil

c. Deaf . . . . . 250. per pupil
(For board and room of non-resident deaf pupils, $150. additional)

d. Subnormal . . . . . 100. per pupil

e. Defective speech, not to exceed $1,500 for each teacher engaged exclusively in such work.

Tuition Aid:

For each non-resident high school pupil, years nine to twelve, $7.00 per month.

Library Aid: (for purchase of library books)

Not to exceed one-half the amount of money expended or fifty cents per pupil in average daily attendance for five hundred pupils.

Transportation Aid: (consolidated schools)

No consolidated school shall receive more than $36.00 annually for each pupil transported or boarded.

Rates to be determined by State Board of Education.

Aid cannot exceed the sum payed out by the district.

Teacher Training Aid: (payable in full)

Aid is based upon expenditures by the local school.

Aid not to exceed $1500.00 to any one school.

Supplemental Aid:

Received by districts where a thirty mill levy for maintenance plus all funds received from the state as apportionment or special state aids except transportation aid does not equal $60.00 for each resident pupil who shall have been in average daily attendance during the preceding year in the elementary school, and $100. for each high school student who shall have been in average daily attendance during the preceding year in a classified high school.

Federal Vocational Aid:

For agriculture, trade and industrial training, and home economics. State and federal funds combined cannot exceed three-fourths of the salaries of vocational teachers in any one of the above named fields.

Limitations on State Aids

The sum appropriated by the state was not sufficient to pay the state aids in full, as a result the aids were prorated. Some of the aids were paid in full, however. At the last session of the legislature the money

appropriated for state aid to schools amounted to 7,750,000 dollars for the first year of the biennium and 8,050,000 dollars for the second year of the biennium. According to statistics compiled by the State Department of Education[12] it would have taken approximately 3,400,000 dollars more to pay the state aids in full. Based on the 1938 valuations the total valuation of the state for tax purposes was 1,331,000,000 dollars; it would have required a state-wide levy of 2.55 mills to make up this deficiency if there were no tax delinquencies.

The rate of prorating state aids has declined gradually for the past ten years. In 1929 the aids were prorated at 96.2 per cent and from then on the rate of prorating has gradually decreased. This has not been due to a lowering of the amount appropriated for state aids; rather the appropriations have increased, but the increase has not kept pace with the amount that the schools are entitled to under the law. Due to the depression, the decline in real estate valuations reduced the revenue obtained from local sources. At the same time the same condition increased the school enrollment, particularly in the high schools because there was little chance for employment. Because of the increased enrollments and the decline in tax valuations the difference between the amount the school district could raise and the sixty dollars minimum set by the supplemental aid law that the state was to pay increased. As a result the aids have been prorated at a lower percentage each year. The last session of the legislature passed a law stating that the supplemental aid shall not be prorated at less than sixty-five per cent. The other prorated aids however can be prorated as low as necessity compels. For the 1939 school year the

[12]Bulletin issued by State Department of Education.

prorating rate was 58.5 per cent for these aids. A list of the state aids paid in full and prorated aids are as follows:

Full paid state aids.

Transportation of crippled children

Tuition of non-resident high school pupils

Aid to teacher training departments

Proratable aids.

Classification aid

Aid to classes for defectives

Transportation aid

Library aid

Supplemental aid (not less than sixty-five per cent)

The following tables list the state aids received by each of the three divisions afore mentioned. The teacher training aid and the non-resident high school tuition is not included in the table as this aid is received by the classified schools only. Warren is the only school in the County that receives teacher training aid.

Table 5

State Aids for Eastern Half of Marshall County

District Number	Classification Aid	Transportation Aid	Library Aid	Total Prorated at 58.5 per cent	Net Supplemental aid prorated at 65 per cent	Net Total
110						
11	125.00		5.00	76.05		76.05
13	200.00		2.00	118.17		118.17
37	200.00		3.50	119.05		119.05
115	250.00		10.00	152.10	768.94	921.04
82	200.00		9.50	122.56		122.56
59				58.50		58.50

Table 5 (Continued)

District Number	Classification Aid	Transportation Aid	Library Aid	Total Prorated at 58.5 Per Cent	Net Supplemental Aid Prorated at 65 Per Cent	Net Total
74				58.50		58.50
47	100.00		5.50	61.72		61.72
109	100.00	99.00	5.00	119.34		119.34
61				58.50		58.50
69	100.00		2.50	59.96		59.96
41				58.50		58.50
58				58.50		58.50
20				58.50		58.50
24				61.13		61.13
53				61.13		61.13
89	200.00		5.00	119.93	247.84	367.77
150				58.50		58.50
68				58.50		58.50
140				61.13		61.13
28				58.50		58.50
64				61.13		61.13
133				58.50		58.50
94				58.50		58.50
34				61.13		61.13
80	100.00		6.00	62.01		62.01
108	100.00		4.00	60.84		60.84
143				58.50		58.50
162				61.43		61.43
136				58.50		58.50
98				58.50		58.50
85				58.50		58.50
121				61.13		61.13
105						
91	100.00	50.00		87.75		87.75
114	200.00		5.50	120.22	268.56	388.78
119				102.38		102.38
137				58.50		58.50
87	125.00		3.00	74.88	414.86	489.74
100				61.43		61.43
128						
139				61.43		61.43
118				73.13		73.13
103	100.00		4.50	61.13	421.65	482.78
120	100.00		2.00	59.67	378.72	438.39
76	125.00		4.00	75.47		75.47
95						
159	100.00		3.00	60.26		60.26
116				73.13		73.13
135	100.00		4.00	60.84		60.84

Table 5 (Continued)

District Number	Classification Aid	Transportation Aid	Library Aid	Total Prorated at 58.5 Per Cent	Net Supplemental Aid Prorated at 65 Per Cent	Net Total
81				58.50		58.50
124	100.00			58.50	425.91	485.41
72						
112				58.50		58.50
122						
147				58.50		58.50
141				58.50		58.50
43				58.50		58.50
153	100.00			58.50	424.41	482.91
154						
101	100.00			58.50	501.48	559.98
102	56.00			32.76		32.76
111	175.00			102.38	434.89	537.27
157						
104	100.00			58.50	440.21	498.71
93						
148						
123				58.50		58.50
158						
151						
155						

Table 6

State Aids for Western Half of Marshall County

District Number	Classification Aid	Transportation Aid	Library Aid	Total Prorated at 58.5 Per Cent	Net Supplemental Aid Prorated at 65 Per Cent	Net Total
70	300.00	1296.00	9.50	939.22		939.22
19	200.00		5.00	119.93		119.93
6				61.43		61.43
40	175.00	475.00		380.25		380.25
33	200.00		10.50	123.14		123.14
5	200.00		9.00	122.27		122.27
36				58.50		58.50
26	125.00		5.00	16.05		76.05
43				58.50		58.50
9				58.50		58.50
55	200.00			117.00		117.00
10	125.00		6.50	76.93		76.93

Table 6 (Continued)

District Number	Classification Aid	Transportation Aid	Library Aid	Total Prorated at 58.5 Per Cent	Net Supplemental Aid Prorated at 65 Per Cent	Net Total
11	125.00		5.00	76.05		76.05
65						
7	175.00		6.00	105.89		105.89
18				85.50		85.50
60				61.43		61.43
77	100.00	94.00	4.00	115.83		115.83
29	100.00		7.00	62.30		62.30
22				102.38		102.38
54				58.50		58.50
13	200.00		2.00	118.17		118.17
21				61.43		61.43
4	200.00	346.00	10.00	325.26		325.26
66				58.50		58.50
42	175.00		6.00	105.89		105.89
24				102.38		102.38
99				58.50		58.50
117				58.50		58.50
37	200.00		3.50	119.05		119.05
78	100.00		6.00	62.01		62.01
134				58.50		58.50
97	100.00		3.50	60.55		60.55
96				58.50		58.50
62	100.00		2.50	59.96		59.96
16				58.50		58.50
50				58.50		58.50
23				58.50		58.50
48				102.38		102.38
8				61.43		61.43
75	100.00		4.00	60.84		60.84
86				58.50		58.50
27	100.00		6.00	62.01		62.01
88				58.50		58.50
138				61.43		61.43
44	100.00		7.00	58.50		58.50
63				58.50		58.50
25	125.00		4.50	75.76		75.76
38				58.50		58.50
131				102.38		102.38
132	100.00		3.50	60.55		60.55
161				58.50		58.50
57				61.13		61.13
71			3.00	1.76		1.76
106				58.50		58.50

Table 6 (Continued)

District Number	Classification Aid	Transportation Aid	Library Aid	Total Prorated at 58.5 Per Cent	Net Supplemental Aid Prorated at 65 Per Cent	Net Total
14	100.00		3.50	60.55		60.55
130	100.00	150.00	5.00	149.18		149.18
46				102.38		102.38
127	100.00		5.50	61.72		61.72
144				58.50		58.50
67				61.43		61.43
113				58.50		58.50
32	100.00		5.50	61.72		61.72
15				58.50		58.50
12				61.13		61.13
52				58.50		58.50
142				58.50		58.50
92	100.00		3.50	60.55		60.55
45				102.38		102.38
107				58.50		58.50
56						
160				102.38		102.38
39				61.13		61.13
Unorganized Territory	400.00	453.00	17.00	508.95	645.55	1154.40

Table 7

State Aids for Classified Districts of Marshall County

Name and Number of District	Classification Aid	Special Depts.	Transportation Aid	Library Aid	Total	Total Prorated at 58.5 Per Cent	Net Supplemental Aid Prorated at 65 Per Cent	Net Total
Warren	900.00	1725.00	360.00	62.50	3047.50	1782.79	6461.75	8244.54
Argyle	900.00	400.00			1300.00	760.50	3175.09	3935.59
Stephen	900.00	738.00	311.00		1949.00	1140.17	3702.58	5842.75
Alvarado	900.00	303.00	1421.00		2624.00	1535.04	3622.90	5157.94
Newfolden	900.00		3225.00	36.50	4161.50	2434.48	6034.09	8468.57
Oslo	800.00				800.00	468.00	2574.03	3042.03
Strandquist	900.00		3348.00		4248.00	2485.00	5134.01	7619.09
Middle River	800.00		801.00		1601.00	936.59	3009.92	3946.51
Holt	600.00		797.00	10.50	1407.50	823.39	2703.38	3526.77

Deviations in State Aids to Schools

The eastern half of the County received 12,385.27 dollars from the various state aids given by the state. The western half received 10,819.75 dollars. The slight difference in the aids received by the two divisions seems out of proportion considering the valuations of the two. This can be accounted for by the fact that the aids given by the state can be divided into two types. The first type includes classification aid, library aid and transportation aid. These aids are not distributed on the basis of need, but upon the class of school maintained and in the case of transportation upon the amount spent by the district. The classification and transportation aids for the western half are considerably higher than those for the eastern half.

The other type of state aid to schools is based upon the need of the districts for assistance. This type of aid includes the supplemental aid. Of the schools of the western half only one school receives supplemental aid. In the classified districts the aids are considerably greater than for the rural schools. This is due to the fact that they receive more classification aid and all the schools in this class receive supplemental aid. Many of the students from the rural districts attend the high schools in the classified districts and as total school enrollment is a basis for supplemental aid, this would give the classified districts a larger amount of state aid.

Table 8

Total State Aids of the Three Division

Area	Classification Aid	Special Depts.	Transportation Aid	Library Aid	Total Prorated at 58.5 Per Cent	Net Supplemental Aid Prorated at 65 Per Cent	Net Total
Eastern Half	325.00		149.00	129.00	4129.80	4727.47	12,385.27
Western Half	4525.00		2768.00	169.00	3012.20	645.55	10,819.75
Classified Schools	7600.00	2166.00	10263.00	109.50	12366.04	36417.75	48,783.79

Summary

1. There are 143 rural school districts in Marshall County and nine classified school districts.

2. During the past ten years approximately 150,000 acres of land within the County has reverted to the state for unpaid taxes; most of this land lies in the eastern half of the County.

3. The tax valuations of the western half of the County is more than twice as large as that of the eastern half.

4. The per pupil value is highest in the western half of the County and lowest in the classified districts.

5. The classified schools received sixty-seven per cent of the state aids alloted to the County for the year 1939.

6. The sum appropriated for state aids is not sufficient to pay state aids in full.

CHAPTER 3

EFFORT OF SCHOOL DISTRICTS IN MARSHALL COUNTY TO PROVIDE PUBLIC EDUCATION

In common school districts the law set a limit of thirty mills for maintenance. This law was in force until the last session of the legislature in 1939. At that time the law was amended to remove this restriction, so that at the present time there is no limit to the mill levy in the common school district.

Mill Rates and School Expenditures

In Tables 9 and 10 many of the school districts have a mill levy of thirty-one mills. The reason may be that many of the common school districts were levying up to the limit of thirty mills plus the one mill tax set by the state before the law was amended and as many common school districts vote at their annual elections to raise the same sum each year there would be no change in mill rates, unless there was a change in the valuation of the district.

It is quite possible that many common school districts are not aware that the law has been amended. Two mill rates were quoted in the table of levies for the classified districts. The higher levy was for the village or city property and the lower levy was for the agricultural lands of the district. The law provides that: "The rate of taxation of agricultural lands for school maintenance in any school district of the state maintaining a graded elementary or high school, and also in unorganized territories shall not exceed by more than ten per cent the average rate for school maintenance on similar lands in common school districts of the same county."[1]

[1]Laws of Minnesota, 1935, chap. 289.

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[1]Laws of Minnesota, 1935, chap. 289.

The rate that these lands can be taxed at will vary from year to year, but the variation is usually not great. It has been about twelve mills in Marshall County for the last years. The reason that the mill levies of the rural agricultural lands in the classified district all had mill levies greater than twelve mills was due to the fact that the money raised by such a levy plus the thirty mill levy on the property of the city or village together with the aids received from state aids were not sufficient to maintain the school. This made it necessary to make a deficiency levy on all the property of the district sufficiently large to make up the difference. The deficiency levy falls equally on all classes of property within the district.

The tables below give the valuations and mill levies of the districts of the three divisions in order of the highest valuation to the lowest.

Table 9

Valuations and Mill Rates of School Districts in

Eastern Half of Marshall County

District Number	Valuation	Mill Rate
110	69,507	40.9
11	57,602	4.5
13	47,971	21.9
115	32,809	31.
82	27,728	31.
59	26,202	8.6
74	24,755	.5
47	23,744	6.3
109	21,899	31.
61	20,880	5.8
69	20,730	5.8
41	19,966	13.5
58	19,679	18.8
20	19,151	11.7

Table 9 (Continued)

District Number	Valuation	Mill Rate
84	18,022	20.4
53	16,820	12.9
89	16,651	49.8
150	16,344	8.7
68	16,115	16.5
140	15,902	16.7
28	15,639	31.
64	15,499	19.4
133	14,953	31.
94	14,645	21.5
34	14,291	31.
80	13,490	30.7
108	13,045	31.
143	12,939	16.5
162	12,902	31.
136	12,592	31.
98	12,552	9.
85	12,375	31.
121	11,973	17.7
105	11,807	31.
91	11,798	9.9
114	11,786	31.
119	11,552	31.
137	11,387	27.4
87	11,073	31.
100	10,928	28.5
128	10,852	19.5
139	10,837	19.5
118	10,739	24.3
103	10,507	31.
120	10,335	31.
76	10,238	31.
95	10,187	31.
159	9,342	31.
116	9,271	31.
135	9,216	31.
81	9,145	31.
124	8,317	31.
72	8,305	23.7
112	7,003	31.
122	6,859	19.5
147	6,751	88.8
141	6,641	31.
83	6,491	31.
153	6,217	31.
154	5,657	19.5

Table 9 (Continued)

District Number	Valuation	Mill Rate
101	5,201	31.
102	5,106	31.
111	4,919	31.
157	4,807	25.2
104	4,152	31.
93	3,805	19.5
148	3,600	31.
123	3,312	8.2
158	2,892	19.5
151	681	31.
155	671	31.
	$1,001,557	1945.1

Average - 27.4%

Table 10

Valuations and Mill Rates of School Districts in

Western Half of Marshall County

District Number	Valuation	Mill Rate
70	124,907	39.
19	90,636	8.7
6	84,376	8.1
40	69,383	15.5
33	68,640	11.6
5	67,133	18.9
36	66,792	10.7
26	63,231	5.7
43	60,910	7.5
55	60,016	4.3
10	59,530	12.8
11	57,602	4.5
7	54,813	11.9
18	53,573	8.5
60	52,880	10.5
77	51,880	8.7
29	49,039	4.1
22	48,806	1.
54	48,246	11.4
13	47,911	21.9
21	47,841	10.4
4	47,675	15.7
66	46,988	13.8
42	46,307	6.4
24	42,878	22.

Table 10 (Continued)

District Number	Valuation	Mill Rate
99	42,597	22.9
117	39,015	13.8
37	38,641	24.3
78	38,543	14.
134	37,793	23.7
97	36,759	11.9
96	36,157	12.1
62	35,784	13.6
16	35,769	9.4
50	35,608	23.5
23	35,508	6.6
48	34,465	6.8
8	34,462	24.2
75	32,126	18.1
86	31,876	10.4
27	31,469	23.2
88	31,024	20.3
138	30,941	17.2
44	30,918	13.9
51	30,839	17.2
63	29,176	14.7
25	29,083	13.
38	27,788	19.
131	26,003	20.2
132	25,651	20.5
161	24,676	58.1
57	24,464	17.4
71	24,111	28.7
106	23,168	16.1
14	23,216	14.
130	22,466	12.1
46	22,216	1.
127	22,207	14.5
144	22,115	21.4
67	21,110	17.6
113	20,810	8.2
32	20,237	28.2
15	18,967	22.1
12	18,315	28.3
52	18,254	12.
142	17,286	12.6
92	16,928	9.9
45	16,518	19.2
107	16,344	13.2
56	14,490	31.
160	13,246	31.
39	12,542	17.
	$ 2,844,851	1141.7

Average - 14.4%

Table 11

Valuations and Mill Rates of the Classified

School Districts of Marshall County

District Number		Valuation	Mill Rate[a]	
2	Warren	401,497	66.	37.3
3	Argyle	207,293	49.4	35.2
1	Stephen	180,630	66.7	46.1
31	Alvarado	136,733	82.3	68.1
49	Newfolden	73,790	81.4	66.3
125	Oslo	68,434	88.9	63.5
65	Strandquist	56,784	54.	39.8
126	Middle River	55,192	77.6	63.4
35	Holt	44,926	106.6	88.1

[a]Two mill rates are given as city property has one rate and rural property another; city property is quoted first.

Variations in Valuations

The tax rates of the common school districts showed a greater degree of variation than did the districts of the classified schools. A greater degree of variation was found in the tax rate of the eastern half of the County compared with the western half, and the tax rates on the whole were higher for the eastern half than for the western half. In the western half of the County, thirty-four districts had mill levies of thirty-one mills, the old legal rate. Three had mill rates above that figure. The remaining districts in this division had mill rates ranging from the low of 4.5 mills up to thirty-one mills. The average for the division was 27.4 mills. The western half of the County had only two districts with mill levies of thirty-one mills, and one district above that figure. The remaining districts ranged from the low of one mill up to thirty-one. The average for the area was 14.7 mills. All the districts of the classified group had mill levies above thirty-one mills. The average for the agricultural lands of the classified group was 59.6 mills and the average for the village, or city property

was 74.8 mills.

Table 12

Summary Chart of Valuations and Mill Rates

of the Three Divisions

Area	Valuation	Average Mill Rate
Classified		
village property		74.8
agricultural land	$1,226,079	59.6
Eastern half	1,001,557	27.4
Western half	2,844,851	14.4

Expenditures of the Schools of

Marshall County

Expenditures of the school districts of the County are indicative of the effort of the districts to provide education facilities. Because of the large number of common schools it was impractical to list the districts with their itemized expenditures. For comparative purposes, the total expenditures of the common schools were compared with the total expenditures of the classified schools. As there are only nine classified schools the total itemized expenditures of each district is given in the following chart.[2]

[2]Taken from annual reports of city superintendents to the County Superintendent of Schools.

Table 13

Total School Expenditures of Classified

Schools in 1938-39

District Number	(1) For General Control	(2) Instructions				
		For Teachers Salaries	For Text-books	For Library Books	For Supplies	Other Expenses of Instruction
1	327.88	12770.00	429.00	160.77	1213.62	189.77
2	4168.70	24237,59	654.00	212.82	2405.31	
3	291.17	8530.00	477.18	129.48	565.87	108.27
31	2354.22	7762.50	546.90	139.05		1672.45
35	322.57	4740.00	135.34	93.51		307.63
49	2429.82	6844.50	408.84	212.14	473.02	233.40
65	74.27	7186.50	212.78	41.70	589.78	67.48
125	305.01	5383.25	315.12	94.35	577.45	31.69
126	1959.23	4024.04	529.76	88.06	408.59	272.13
Total	12232.87	81478.38	3709.02	1171.88	6233.64	2882.82

(3) Operation			(4) Maintenance		(5) Auxiliary Agencies		
For Janitors Salaries	For Fuel	For Janitors Supplies	Repair of Building and Up-keep of Grounds	Repair of Equip-ment	Trans-portation of Pupils	Promo-tion of Health	Other Auxil-iary Ex-penses
1145.00	1723.47	974.79	329.03	337.46	1491.95		
2855.00	3460.91	1639.17	1872.55	348.41	508.30	75.00	450.00
950.00	716.66	489.50	587.12	47.19			
1224.00	1828.09	346.72	372.35	255.55	3165.58		
784.50	821.78	173.01	154.38	19.56	1143.75		
700.00	362.00	381.77	195.15	22.25	3758.27	8.12	
765.00	605.65	151.17	174.45		3387.40	24.50	
930.00	746.65	299.55	194.90	27.33		49.51	41.20
700.00	320.67	270.74	6.05	33.60	973.35		6.00
10053.50	10585.88	4724.42	3885.98	1091.35	14428.60	157.13	497.20

Table 13 (Continued)

District Number	Fixed Charges: Insurance	Fixed Charges: Rent, Interest on Orders	Total Maintenance	Capital Outlay: Land, Ground, Buildings and Additions	Capital Outlay: New Equipment	Debt Service: Interest	Debt Service: Bonds
1	185.15	37.15	21315.14	38382.49	2521.25		
2	367.90		43255.66	152.21	1598.99	10.63	3000.00
3	12.35		12904.79	23521.43	863.14	145.88	
31	263.66		19931.07	1228.72		52.50	3000.00
35	304.73		9000.76		66.80	1160.84	500.00
49	507.48	3.96	16540.72		2190.24		
65	422.25	79.18	13782.11	15241.98			
125	178.63		9172.64		278.38		1000.00
126		29.90	9622.12		20.13		
Total	2242.15	150.19	155525.01	78526.83	7538.93	1369.85	7500.00

Total Orders Issued	Orders From Previous Year Paid	Cash on Hand at Close of Year	Grand Total	Total Outstanding Orders	Aggregate Bond Indebtedness
62218.88	166.81	7020.59	66940.34		31000.00
48017.49	218.57	7727.60	55963.66		40000.00
37435.24	217.29	22227.31	59879.84		25000.00
24212.29		677.71	24890.00		19400.00
10728.40	15.78	2712.77	13456.95		25500.00
18730.96		2533.77	21264.73		21264.73
29024.09	221.97		29246.06	9944.51	8000.00
10451.02	394.11	4759.77	15604.90		9500.00
9642.25		2645.88	12288.13		1400.00
250460.62	1234.59	50305.40	302000.61	9944.51	181064.73

Table 14

Expenditures of Ungraded Elementary School Districts and Graded Schools in Marshall County, Year Ending 1939

Item	City	Rural
General control	12,232.87	6,415.19
Teacher salaries	81,478.38	68,429.99
Textbooks	3,709.02	3,569.29
Library	1,171.88	898.56

Table 14 (Continued)

Item	City	Rural
Supplies	6,233.64	3,508.46
Other expenses of instruction	2,882.82	3,497.59
Janitors salaries	10,053.50	4,128.89
Fuel	10,585.88	5,679.70
Janitors supplies	4,724.42	2,139.57
Repair of building	3,885.98	7,409.98
Repair of equipment	1,091.35	1,160.20
Transportation of pupils	14,428.60	19,469.67
Promotion of health	157.13	11.00
Other auxiliary expenses	497.20	642.27
Insurance	2,242.15	1,050.64
Rent, interest on orders	150.19	152.51
Total maintenance	155,525.01	128,163.51
	Capital Outlay	
Improvement of buildings and additions	78,526.83	5,143.04
New equipment	7,538.93	1,740.14
Debt service, interest	1,369.85	226.20
Debt service, bonds	7,500.00	6,726.54
Bonded indebtedness	181,064.73	20,800.00

The classified schools spent only a total of 27,351.50 dollars more for the school year than the common schools when one takes into consideration that the schools of the classified districts maintained nine-month terms whereas the common school districts usually had eight-month terms. The classified schools offered twelve years of training and the common schools offered eight. The classified districts had 1,931 students enrolled and the common school districts had a total enrollment of 2,130.

It would seem fair to conclude that the classified districts are putting forth greater effort to provide education when one compares the expenditures and mill rates of the two divisions. It is quite obvious also that the same is true when one compares common school districts with one another. Some are able to maintain school with a very low mill levy while

others have extremely high tax rates to maintain the same class of school. The indebtedness of the classified districts was much greater than that of the common schools indicating that the classified districts have more modern buildings and more complete equipment than the common schools. The city and village schools are usually centers of activities for various programs, meetings, rehearsals, night classes and entertainment, not only by the pupils, but the public as well. This calls for more lighting, heating, water, and general upkeep. Rural schools are used for such purposes as well if the occasion arises but that is very seldom. The school plant is owned by the community and all the members of the community can show allegiance to the school without fear or prejudice.[3]

Average Daily Attendance

The average daily attendance of the schools is an indication of the effort put forth by the people to make use of the education facilities available. Of the 128 rural schools only sixteen had nine-month terms and the remaining 112 schools had eight-month terms. In most cases the nine-month term schools were in session approximately 172 days and the eight-month term schools were in session 154 days. On the average all schools lost about eight days during the school year because of holidays, teachers' conventions, and other reasons. The table below gives data regarding enrollment and average daily attendance first of the rural districts and then of the classified districts.

[3]Langfitt-Cyr-Newsom. The Small High School at Work, p. 385.

Table 15

Days in Session, Enrollment, Total Attendance By All Pupils, and Average Daily Attendance of Rural Districts in Marshall County

District Number	Total Days in Session	Enrollment	Total Attendance by All Pupils	Average Daily Attendance
4	153	35	4476	29.2
5n	153	19	1801	11.8
5s	152	7	1007	6.6
6	153	21	2019	13.2
7	168	17	2014	12.0
8	156	17	2365	15.2
9	156	27	2973	19.8
10	170	18	2714	16.0
11	173	23	3473	20.1
12	154	16	1425	9.3
13e	153	13	1255	8.2
13w	156	12	1391	8.9
14	153	34	3976	26.0
15	154	11	1396	9.1
16	158	6	615	3.9
17	157	9	1193	7.6
18	154	20	2135	13.8
19e	152	14	1885	12.4
19w	152	9	1211	8.0
20	155	7	993	6.4
21	156	18	2483	15.9
22	173	18	1970	11.3
23	156	15	2129	13.6
24	172	4	576	3.3
25	176	10	1611	9.2
26	170	24	3539	20.8
27	155	31	3705	23.9
28	156	26	3145	20.2
29	154	16	2214	14.4
30	152	10	1326	8.7
32	151	19	2237	14.8
33e	153	16	2142	14.0
33w	149	12	1341	9.0
34	156	12	1460	9.4
36	154	15	2015	13.1
37	154	37	4860	31.6
38	154	7	825	5.4
39	156	14	1436	9.2
40j	172	21	2917	17.0

Table 15 (Continued)

District Number	Total Days in Session	Enrollment	Total Attendance by All Pupils	Average Daily Attendance
41	153	29	3902	25.5
42	172	25	3408	19.8
43	150	25	2791	18.6
44	151	41	5326	35.3
45	172	8	1210	7.0
46	174	5	616	3.5
47	156	22	2589	16.6
48	174	4	681	3.9
50	153	32	4088	26.7
51	155	13	1825	11.8
52	155	6	730	4.7
53	154	13	1910	12.4
54	154	14	1912	12.4
55e	156	28	3030	19.4
55w	153	22	2455	16.1
56	154	14	1880	12.2
57	154	14	1827	11.9
58	153	26	3472	22.7
59	156	14	1966	12.6
60	155	13	1741	11.2
61	154	25	3307	21.5
62	154	5	693	4.5
63	157	9	919	5.9
64	155	14	1829	11.8
66	156	16	2227	14.3
67	155	16	2047	13.2
68	159	13	1899	11.9
69	155	10	2084	13.4
70	170	37	5624	33.1
71	155	8	851	5.5
72j	In Pennington County			
73	158	18	1984	12.7
74	158	7	838	5.3
75	152	8	1140	7.5
76	172	9	1421	8.3
77	153	21	2253	14.7
78	153	17	2198	14.4
80	154	13	1886	12.2
81	158	2	269	1.7
82n	154	17	2213	14.3
82s	153	7	863	5.6
83	154	7	894	5.8
84	155	19	2844	18.3
85	154	14	1917	12.4
86	156	26	2433	15.6

Table 15 (Continued)

District Number	Total Days in Session	Enrollment	Total Attendance by All Pupils	Average Daily Attendance
87	173	8	1098	6.4
88	154	14	1463	9.5
89n	155	7	1038	6.7
89s	154	7	571	3.7
91	156	4	537	3.4
92	155	12	1342	8.7
94	156	25	2481	15.9
96	156	12	1577	10.1
97	155	9	1154	7.4
98	156	16	2055	13.1
99	156	25	3308	21.1
100	157	19	2683	17.1
101	147	15	1611	11.0
102	147	1	116	.8
103	155	11	1452	9.4
104	155	9	909	5.9
105j				
106	150	20	648	17.7
107	155	7	999	6.4
108	153	9	1185	7.7
109	154	12	1586	10.3
111	170	12	1412	8.3
112	154	4	557	3.6
113	151	29	3093	20.5
114e	156	15	2132	13.7
114w	154	3	417	2.7
115	171	53	7421	43.3
116	174	13	1924	11.1
117	155	11	1004	6.5
118	172	5	717	4.2
119	174	8	1262	7.3
120	158	9	890	5.6
121	155	17	2012	13.0
123	154	1	134	.9
124	153	4	593	3.9
127	155	17	2171	14.0
130	156	22	2849	18.3
131	172	9	1165	6.8
132	154	7	1056	6.9
133	157	13	1833	11.7
134	155	19	2236	14.2
135	155	9	1279	8.3
136j	154	6	585	3.8
137	155	19	2588	16.7
138	153	31	3465	22.6

Table 15 (Continued)

District Number	Total Days in Session	Enrollment	Total Attendance by All Pupils	Average Daily Attendance
139	155	12	1529	9.9
140	152	30	2751	18.1
141	155	4	475	3.1
142	153	13	1767	11.5
143	155	15	1311	8.5
144	154	4	595	3.9
147	154	9	962	6.3
150	155	8	684	4.4
153j	158	5	522	3.3
159	154	7	928	6.0
160	170	7	987	5.8
161	154	18	2330	15.1
162	153	11	1489	9.7
Unorganized	155	49	5987	38.6
		2130	269150	1714.9

Table 16

Days in Session, Enrollment, Total Attendance by All Pupils,

And Average Daily Attendance in Classified Districts

District	School Days in Session	Pupils Enrolled	Total Attendance by All Pupils	Average Daily Attendance	Transfer to School
1 Stephen	173	240	34,833	201.3	8
2 Warren	172	501	72,302	420.4	24
3 Argyle	174	175	27,529	158.2	5
31 Alvarado	170	201	30,336	178.5	8
35 Holt	173	118	17,442	100.8	4
49 Newfolden	171	222	33,433	195.5	8
65 Strandquist	170	166	24,343	143.2	1
125 Oslo	172	161	23,908	139.4	5
126 Middle River	176	147	22,972	130.5	5

The per cent of attendance in rural schools was eighty per cent and in classified schools eighty-six per cent. From this it would be reasonable to conclude that the classified areas take better advantage of their schools. The difference was not exceptionally great. One reason may be that city children have better access to their schools, especially during the winter months.

Effort of the School Districts of Marshall County To Secure Better Teachers

It is not the purpose of this study to evaluate teaching, therefore no effort was made to evaluate it. However, a study of the teachers employed by the rural and classified districts should indicate to a certain degree the effort on the part of the districts to secure better teachers. To teach in the rural school of Minnesota requires only one year beyond high school, as a result the majority of the rural school districts employ teachers with one year of training beyond high school. Assuming that additional years of training should develop better teachers, do the districts seek to employ teachers with additional years of training? This can only be judged by what the districts actually do. A study of the teachers employed by the districts has been made and the data secured is as follows:

Table 17

Years of Training, Tenure, Experience, and Salaries of Rural Teachers in Marshall County

District Number	Years of Training	Tenure	Total Years of Experience	Salary	Term
4	1	4	11	70	8
4	1	1	6	70	8
5	1	1	7	75	8
6	1	2	5	75	8
7	2	1	5	75	9
8	2	1	4	70	9
9	1	5	16	65	8
10	2	1	3	70	9
11	2	2	17	75	9
12	1	1	1	62½	8
13e	1	1	2	60	8
13w	1	1	1	60	8
14	1	2	6	70	8
15	1	1	2	55	8
16	1	2	2	60	8

Table 17 (Continued)

District Number	Years of Training	Tenure	Total Years of Experience	Salary	Term
17	1	1	1	60	8
18	1	1	1	65	8
19e	1	1	1	65	8
19w	1	1	1	65	8
20	2	1	2	60	8
21	1	2	9	70	8
23	1	1	4	75	8
24	2	1	9	75	9
25	1	1	2	65	9
26	1	4	4	75	9
27	1	5	7	80	8
28	2	1	12	78	8
29	1	3	3	70	8
30	1	1	6	60	8
32	1	1	5	70	8
33e	1	1	5	70	8
33w	1	1	2	60	8
34	1	1	7	55	8
36	1	3	16	75	8
37	2	2	18	65	8
37	1	2	7	60	8
38	1	1	5	60	8
39	1	1	1	60	8
41	1	3	14	80	8
42	2	4	7	75	8
43	2	1	5	70	8
44	2	2	3	90	9
47	exam	1	32	67	8
50	1	2	7	80	8
51	1	1	3	60	8
53	1	1	2	65	8
54	1	2	8	75	8
55e	2	1	12	70	8
55w	1	1	7	70	8
56	1	2	2	65	8
57	1	3	4	65	8
58	1	3	4	60	8
59	1	1	1	60	8
60	1	1	3	70	8
61	1	2	4	65	8
62	1	2	8	65	8
63	1	5	15	60	8
64	1	3	5	65	8
66	1	2	2	70	8
67	1	3	5	70	8

Table 17 (Continued)

District Number	Years of Training	Tenure	Total Years of Experience	Salary	Term
68	1	1	7	62½	8
69	1	1	8	65	8
70	2	2	5	75	9
70	2	2	2	70	9
71	exam	2	31	50	8
73	1	1	3	66	8
74	exam	1	22	60	8
75	1	1	1	65	8
76	1	1	1	65	8
77	1	1	5	70	8
78	1	1	5	70	8
80	2	2	11	65	8
81	1	1	1	65	8
82n	2	5	10	65	8
82s	1	1	3	65	8
84	1	3	13	70	8
85	1	1	6	70	8
86	1	1	6	65	8
87	1	2	4	65	8
88	2	1	17	75	8
89n	1	5	9	55	8
89s	exam	7	18	60	8
92	1	1	7	70	8
93n	2	1	1	75	9
94	exam	1	14	60	8
95n	1	2	4	75	8
96	1	8	13	70	8
97	2	1	15	75	9
98	1	3	6	55	8
99	1	1	3	65	8
100	1	1	1	60	8
101	2	1	22	70	8
103	1	2	2	60	8
106	1	1	3	75	8
107	1	2	5	65	8
108	1	3	7	65	8
109	1	3	3	60	8
112	1	1	16	57½	8
113	1	1	1	75	8
114e	1	1	2	60	8
115	1	6	13	95	9
115	1	3	7	75	9
116	1	1	12	60	9
117	1	2	2	60	8
120	2	2	4	60	8

Table 17 (Continued)

District Number	Years of Training	Tenure	Total Years of Experience	Salary	Term
121	1	1	4	65	8
122n	4	1	3	75	9
124	2	2	4	70	8
127	1	2	4	65	8
130	2	1	1	70	8
132	1	4	4	55	8
133	2	2	3	65	8
134	2	2	22	75	8
135	2	1	14	65	8
137	1	1	2	60	8
138	1	1	7	75	8
139	1	2	6	65	9
140	1	1	2	60	8
142	1	2	4	65	8
143	1	1	1	65	8
144	1	2	13	55	8
147	1	1	1	57½	8
150	2	1	4	60	8
153j	1	1	3	50	8
159	1	1	1	62½	8
160	1	1	9	62½	8
161	1	1	8	70	8
162	1	2	5	70	8

Comparison of Teachers in Rural And Classified Districts

Of the 128 rural schools of the County, sixteen maintained nine-month terms and 112 schools maintained eight-month terms. Of the total number of teachers, eleven were men and 117 were women. Twenty-eight had elementary standard certificates which require two years of training, ninety-nine had elementary limited certificates or one year of training, and one teacher had four years of training. The tenure for the County was low as seventy-two of the teachers were serving their first year at their present positions. Approximately thirteen per cent were teachers without

experience. The teachers rated better in regard to experience than they did in tenure. The low tenure was possibly due to a great deal of shifting from one school to another within the County, perhaps because of slight salary increases. The average salary was 66.58 dollars a month in the year of 1938-1939.

The tendency for classified teachers in the grades was to have at least two years of training plus some summer school work. Four grade teachers in the city schools of the County had four years of training and three had three years of training. Six of the schools were organized on the six-six plan and in these systems all teachers from the seventh grade on are compelled by law to have at least four years of training. The average salary of Minnesota rural teachers was 691 dollars in comparison with the 532.64 dollar average in Marshall County. The average state salary in urban schools was 1,751 dollars in comparison with 1,039.50 dollars in this County, indicating that both were below average for the state.[4] The state average of the two was 1,120 dollars and for Marshall County, 786.07 dollars. Urban communities of Minnesota are cities of 2,500 population so that our city and village schools in reality did not fall under urban classification. Salaries of classified schools were considerably higher than rural schools, and as a result attract teachers with more extensive training; also a teacher with more training is in a position to demand a higher salary.

Summary

1. Mill rates in rural districts vary from a low of one mill to a

[4]School Life, 1939, U. S. Office of Education.

high of 88.8 mills; the average mill rate for the eastern half of the County was almost twice as large as that of the western half.

2. The average mill rate in the classified districts was more than three times as large as the average of all the rural districts.

3. The total expenditures of the classified districts was greater than the total expenditures of rural districts.

4. All classified districts maintain nine-month school terms while 112 of the 128 rural districts maintain only eight-month school terms.

5. Classified schools were six per cent higher than the rural schools in average daily attendance.

6. Teachers in classified schools were better trained and received higher salaries than the rural teachers; tenure in the rural schools was relatively low.

7. The salaries of both the rural and classified teachers in Marshall County were below the average for the state.

CHAPTER 4

EXTENSION OF HIGH SCHOOL FACILITIES TO RURAL SCHOOL DISTRICTS

The special session of the 1937 legislature provided funds for assisting districts not maintaining high schools in the transportation or board of its high school pupils.

In compliance with the above statute, the State Board of Education was to formulate such rules and regulations as may be necessary to the end that there should be no competition between school districts for the enrollment of students.

High School Transportation

The regulations as set up by the State Department of Education called for a committee in each county to assign the territory for each high school. These committees were composed of the county and high school superintendents. This committee was instructed to assign to each high school, in a fair and impartial manner, such territory as each high school should serve. The following procedure was to be followed in assigning territory:

1. The county committee shall have charge of determining the boundaries of high school areas to be served by the various high schools.

2. The county committee shall act on all the petitions presented to it for transfer of territory or school districts from one high school area to another.

3. The county committee shall observe, as far as possible, when determining boundaries of high school areas or passing on petitions the following factors:

   a. The capacity of the building to accommodate the added enrollment.

b. The desire of the parents of the pupils as to the high school such parents wish to send their children.

c. That the territory assigned to a high school area is contiguous.

d. The curriculum offerings of the high schools.

e. The establishment of efficient and economical transportation routes.

1. The territory should be assigned in such a manner as to avoid duplication of bus routes over the same roads and the elimination of buses traveling in other high school areas and past other high schools.

4. That no solicitation has taken place to bring about a demand for a petition of transfer.

Any district not maintaining a high school may petition the county committee to have all or part of such district transferred to a high school area other than the one to which it was originally assigned. Such petitions may be made by the school board on a majority vote at the annual or special meeting in such districts. Any district may appeal to the commissioner of education to alter the decision of the county committee on petitions.

High School Area Division

The Marshall County committee, since its origin, found it necessary to meet four times; this included the work of organizing the areas and meetings to act on petitions. All petitions were of a minor nature and resulted in only minor changes in the high school areas. The superintendents in Marshall County spoke favorably of the high school area division which resulted in making the high schools more available for the rural districts not maintaining high schools.

In the summer of 1937, the first tentative plan for high school areas in Marshall County was submitted to the area committee by the County Superintendent of Schools, Mr. Nels M. Engen. In his first draft, Mr. Engen followed district boundaries. He took into consideration highway facilities, distances to be traveled, and trading centers of individual communities. The committee, made up of village school superintendents who were more familiar with their respective territories, made suggestions for boundary changes. The changes that were affected disregarded school district boundary lines and made the divisions where it seemed most advisable.

Non-Resident Pupils

The following table gives the number of non-resident high school pupils in the high schools of Marshall County. No effort was made to determine whether the pupils enrolled in the high schools were from Marshall County or from some other county. Under the present plant of high school areas it is quite likely that the number of pupils from other counties attending Marshall County school would be offset by Marshall County pupils attending in some high school outside of Marshall County.

Table 18

Non-Resident High School Pupils in Marshall County

High Schools

School	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40
Stephen	48	49	53	57	65	65
Warren	73	74	73	86	106	103
Argyle	27	24	31	33	32	32
Alvarado	18	37	44	47	46	54
Holt	15	15	16	17	12	9
Newfolden	39	41	46	49	57	82
Strandquist	8	5	6	15	24	15
Oslo	9	9	15	24	37	45
Middle River	23	30	33	33	48	46

The net gain in non-resident enrollment from 1934-35 to 1935-36 was thirty-four. The net gain in enrollment for 1935-36 to 1936-37 was thirty-three pupils. The 1937-38 school year was the first year of the high school area and, as they were not assigned until August of that year, many of the rural districts did not take advantage of the transportation aid until the following year. The net gain in non-resident pupils for 1937-38 over 1936-37 was forty-five pupils. The net gain for 1938-39 over the 1937-38 school year was sixty-five pupils. There were still a number of school districts that were not taking advantage of the high school transportation aid in Marshall County.

Table 19

Districts Participating in Transportation of High School Pupils; the Total Cost of Transportation and the Amount Paid by the District and the State

District Number	Total Cost of Transportation	Amount Paid by District	Amount Paid by State
8	180.00	102.42	77.58
9	90.00	51.21	38.79
15	141.00	80.23	60.77
16	48.00	27.31	20.69
17	154.00	87.63	66.37
20	81.00	46.09	34.91
22	120.00	68.28	51.72
23	168.00	95.59	72.41
24	72.00	40.97	31.03
27	260.00	147.94	112.06
30	30.00	17.07	12.93
32	72.00	40.97	31.03
33	252.00	143.39	108.61
34	24.00	13.66	10.34
35	120.00	68.28	51.72
36	120.00	68.28	51.72
37	163.00	92.75	70.25
39	30.00	17.07	12.93
40	180.00	102.42	77.58

Table 19 (Continued)

District Number	Total Cost of Transportation	Amount Paid by District	Amount Paid by State
43	107.00	60.88	46.12
45	93.00	52.92	40.08
52	32.00	18.21	13.79
57	57.00	32.43	24.57
61	70.76	40.26	30.50
67	21.00	11.95	9.05
Total	72.00	40.97	31.03

Table 20

Eighth Grade Graduates From the Ungraded Elementary Schools of Marshall County for the School Year 1938-39, and the Number of Graduates Continuing in High School or Some Other School for Which the State Pays the Tuition

District Number	Number of Graduates	Number Attending High School	Per Cent Continuing
4	1	1	100
6	4	3	.75
7	3	3	100
9a	5	5	100
10	1	1	100
11	3	3	100
13	2	1	.50
17a	1	1	100
18	1	1	100
19	2	2	100
21	1	1	100
23a	1	1	100
26	3	2	.67
27a	4	3	.75
28	1	1	100
29	3	3	100
30a	1	1	100
32a	2	1	.50
33a	4	3	.75
34a	3	0	000
36a	3	3	100
37a	4	4	100
38	1	1	100
39a	1	1	100

Table 20 (Continued)

District Number	Number of Graduates	Number Attending High School	Per Cent Continuing
42	5	4	.80
43a	1	1	100
44	4	1	.25
50	2	1	.50
51	3	1	.67
52a	1	0	.00
53	2	2	.67
54	1	0	.00
55	2	1	.50
56	1	0	.00
58	2	0	.00
59	2	0	.00
61a	4	3	.75
64	2	2	100
66	2	0	.00
67a	4	4	100
68	3	3	100
69a	3	1	.33
70	1	0	.00
71	1	0	.00
73	1	0	.00
75	2	0	.00
76a	1	1	100
77	2	2	100
78a	3	3	100
80a	1	1	100
82	1	1	100
83	2	1	.50
84	2	2	.00
85	2	1	.50
86	1	1	100
88	1	1	100
89	2	0	.00
91a	1	1	100
92	1	0	.00
94a	1	1	100
96a	1	1	100
97a	1	0	.00
99	3	1	.67
100	1	1	100
103a	1	1	100
106a	4	4	100
108	1	0	.00
109a	2	2	100
113a	1	1	100
115a	4	4	100

Table 20 (Continued)

District Number	Number of Graduates	Number Attending High School	Per Cent Continuing
116a	2	0	.00
121	2	2	100
122	2	1	.50
123	1	1	100
127a	2	2	100
130	1	1	100
133a	1	1	100
134	3	3	100
135a	1	1	100
137	2	2	100
138	1	0	.00
139a	1	1	100
140a	2	2	100
141	1	0	.00
142a	1	1	100
143	1	1	100
147a	3	2	.67
161	1	1	100
162	2	1	.50

aDistricts furnishing high school transportation.

The following districts furnish transportation but had no graduates for the year 1939: 8, 15, 16, 20, 22, 24, 35, 40, 45, 57, 87, 119, 120, 131, 136, and 144.

According to the original plan the state appropriated 150,000 dollars to reimburse the rural districts who took part in furnishing transportation for districts not maintaining high schools. The per pupil cost was not to exceed six dollars per month per child. Of this sum, the state paid two-thirds of the transportation cost up to the stipulated sum of six dollars. If the transportation costs exceeded more than six dollars per pupil the school districts furnishing the transportation were to pay all costs above this sum. This aid could be received only by common school districts. Parents of children in a common school district could not pay transportation costs and receive reimbursement. This situation came up quite frequently

in some districts where there were only one or two families with high school pupils; these families would rather pay the cost, if it did not exceed six dollars a month, than ask the district to pay it. These families felt that they received the benefit and that it was unfair to ask others to help pay the transportation costs.

As in the case with all state aids, the amount appropriated is not sufficient to pay the state's share in transportation costs. Therefore, the money appropriated is prorated among the school districts participating. The year of 1937-38 was prorated at forty-five per cent and the year 1938-39 at forty-three and one-tenth per cent. The possibilities are that unless the appropriation for transportation is increased, the reimbursement each district receives from the state will decrease from year to year at least for a time, because more and more districts are availing themselves of this assistance. Effort was made by school administrators to have this aid increased at the legislative session in the spring of 1939. This met with some opposition by a number of senators and representatives on the grounds that this was the only contribution on the part of common schools to furnish high school education for their pupils. However, the appropriation was increased from the former 150,000 dollars to 200,000 dollars. This aid given to furnish transportation lowers the other aids in that the funds for this aid are taken from the total fund appropriated for schools.

During 1937-38 forty-three districts in Marshall County were assisted with high school transportation and in 1938-39 the number was increased to fifty-three.

Effect of Transportation on High School Attendance

Effect of high school transportation upon the number of eighth grade graduates attending high school from rural districts is shown accordingly:

Table 21

Enrollment of High School Pupils in the High Schools of Marshall County from 1935 to 1939

School	1935-36	1936-37	1937-38	1938-39
Alvarado	109	119	118	120
Argyle	67	80	108	119
Holt	35	37	37	32
Middle River	52	52	49	73
Newfolden	85	128	137	143
Oslo	51	49	62	72
Stephen	89	96	104	147
Strandquist	38	49	56	91
Warren	204	196	284	293

The above figures would indicate that the division of the County into high school areas had a definite effect in increasing the enrollments in most of the high schools. This information would be misleading in that it does not take into consideration the fact that many of the schools changed from the eight to four plan to the six to six plan during the five year period. The following chart will indicate the type of system and the year in which the change was made.

Table 22

Classification of Schools

School	Type of System	Year of Change
Alvarado	6-6	
Argyle	6-6	1938-39
Holt	8-2	
Middle River	8-4	
Newfolden	6-6	1936-37
Oslo	8-4	1930-31
Stephen	6-6	1938-39
Strandquist	6-6	1938-39
Warren	Junior-Senior High School	1937-38

In the districts furnishing transportation there were seventy-five graduate, sixty-two of these are attending high school this year which is 82.66 per cent.[1] In districts not furnishing transportation, there were ninety-seven graduates of which sixty-one are attending high school or 62.88 per cent. These figures show that more attend high school where transportation aid is given. People with limited means are seriously handicapped in districts where aid is not given, as the cost of board and room for their children is undoubtedly prohibitive in many instances. Consequently many pupils are denied the opportunity of a high school education.

Summary

1. The high school area divisions have worked out favorably; it lessened competition for rural high school pupils among the classified schools.

2. It was found that the number of rural school pupils attending high school increased from 260 pupils in the year 1934-35 to 451 in the year 1939-40.

3. The sum appropriated by the state to pay high school transportation costs was not sufficient to pay the state's share of transportation costs in full.

4. In 1937-38 forty-three districts received transportation aid and in 1938-39 the number was increased to fifty-three.

5. A larger percentage of eighth grade graduates in districts furnishing transportation entered high school than in districts where high school transportation was not furnished.

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[1]List of graduates from county superintendent's office, 1939.

CHAPTER 5

SUMMARY AND CONCLUSIONS

In Chapter 2 of this study the valuations of the school districts in relationship to value per child and the state aids received by the County were examined in an effort to determine the ability of the district to maintain adequate educational facilities.

It was found that great inequalities existed in regard to ability to furnish education. The districts in the eastern portion were less able to provide education as numerous districts in this section had valuations considerably under 1000 dollars per child. How adequate schools can be provided with these low valuations is difficult to comprehend. A mill levy of sixty mills on a 1000 dollar basis was necessary to produce sixty dollars a year per child which was approximately the amount spent for education in rural schools of the County. The situation was even more serious for many of the districts, as their valuations per child were considerably lower than this figure.

All school districts of the County participated in state aid to some degree. Although the classified districts received seventy-one per cent of the state aid and the rural districts received twenty-nine per cent, none of the schools were receiving aids in excess of what they needed. The classified schools maintained an average mill levy of sixty-five mills for all property and the rural average for the County was twenty mills. This would indicate that the schools of Marshall County on the whole could not be criticized because of a lack of effort to support their schools. There were districts in the western portion of the County that had high valuations and therefore their mill levies were correspondingly low.

In the effort to provide schools the western division and classified schools put forth the greatest effort as far as tax rates were concerned. This may not mean that they were maintaining better schools but the reasons may be that the valuations were higher than in the eastern part. The western division was fortunate in having high valuations due to the nature of the land, therefore less effort was necessary. Classified districts exerted themselves to a much greater degree than all the rural schools as they provided all the high schools in the County. There is no law compelling classified districts to maintain high schools, but they do so through their own initiative. In actual expenditures they spend 27,000 dollars more yearly to maintain ten school systems than the rural districts spend to maintain 124.

Pupils in classified areas had a slightly higher average in daily attendance than the rural areas, being only a difference of six per cent. The average for both groups was relatively high showing excellent efforts to utilize schools to the limit.

Classified districts had a better record in the matter of teachers' salaries, tenure, and training. The qualifications in classified schools are by law higher necessitating more training. In rural schools the law requires only one year beyond high school, thus the great majority of rural teachers had only one year of training. Salaries of the teachers of the County were below the average for the state, but higher than the average for the state of North Dakota. Tenure for rural school teachers was relatively low, shown by the fact that seventy-two teachers in the rural schools were serving their first year in their present positions.

High school transportation has proved to be a benefit in the County to the districts participating. Records show that the districts participating had a higher percentage of eighth grade graduates who entered high school. More districts are continually taking advantage of the plan. State aid for transportation is inadequate; fifty-three of the districts in the County collect transportation aid. If all the districts participated, the aid would be considerably decreased as an increase in this County would, no doubt, mean an increase in the districts throughout the state receiving transportation aid.

Suggestions for Improvement

One of the chief problems of the schools is the lack of financial support. This can only be remedied by either increasing the valuations of school districts or by modifying and increasing state aids. The only way to increase valuations would be to enlarge the districts, but this is impractical because our system of highways is inadequate to provide transportation. Only as the highways are improved can this suggestion be followed. The County is so large and because of the northern location, climatic conditions are a serious handicap. It would take many years before the County would be financially able to keep transportation facilities under control at all times during the year. The better suggestion offered is to modify and increase state aids. The State Department has already made a suggestion to this effect. It has proposed that classification aids be eliminated. Of all state grants to public schools the least justifiable are the classification aids which total 1,500,000 dollars annually. These aids are given to school districts without regard to the number of school children or financial resources or needs of the districts. Eliminating

thia aid, under the present law of distribution, would increase the amount allotted to the other aids, particularly, supplemental aid, thus giving greater aid to districts in need of financial assistance. The aids should also be increased. If a 2.55 mill levy on all the property in this state would make it possible to pay state aids in full, it should not be necessary for districts to have a mill levy of over 100 mills to support schools in any district of the County.

If the burden of supporting schools were distributed more evenly throughout the state, the writer suggests a salary schedule be set up for the state providing annual increases graded on the basis of additional college credit. This would encourage teachers to secure additional training which should result in better teaching.

It would be difficult for anyone to make any suggestions for changing the high school areas that exist unless one were to make a detailed study of each high school area. Undoubtedly there are some minor changes that could be made in each of the areas, but this change should be proposed by the school superintendents in each area. The high school areas are large enough and sufficiently scattered so that each high school has all the territory that it can serve efficiently with possibly one exception. The villages of Oslo and Alvarado are located but six miles apart. There is a possibility that sometime in the future after highways have been improved, the two areas could be consolidated. That this will develop is highly improbable unless they are compelled to do so. The high school areas may prove valuable in bringing about consolidation of rural districts with classified districts.

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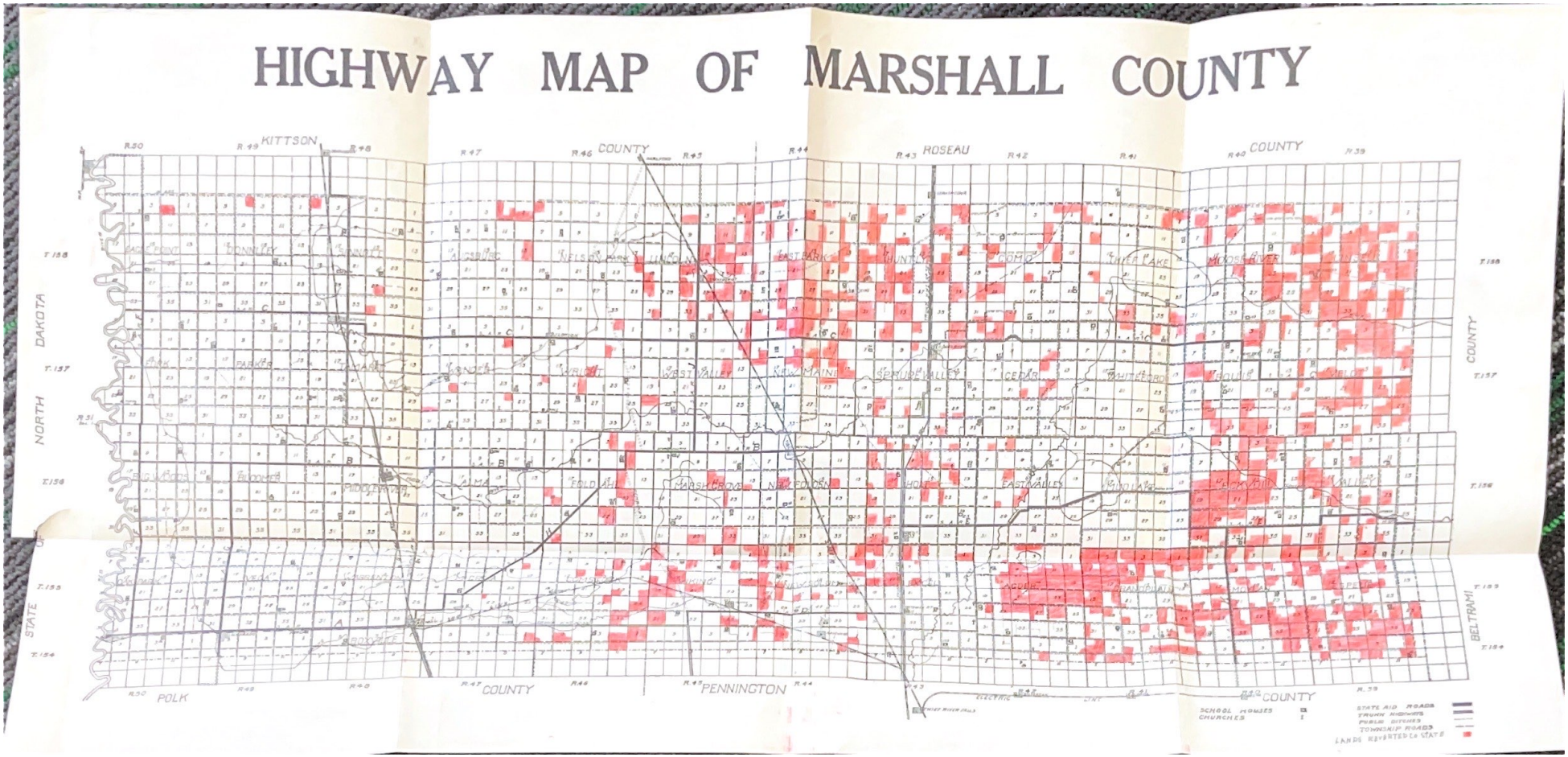
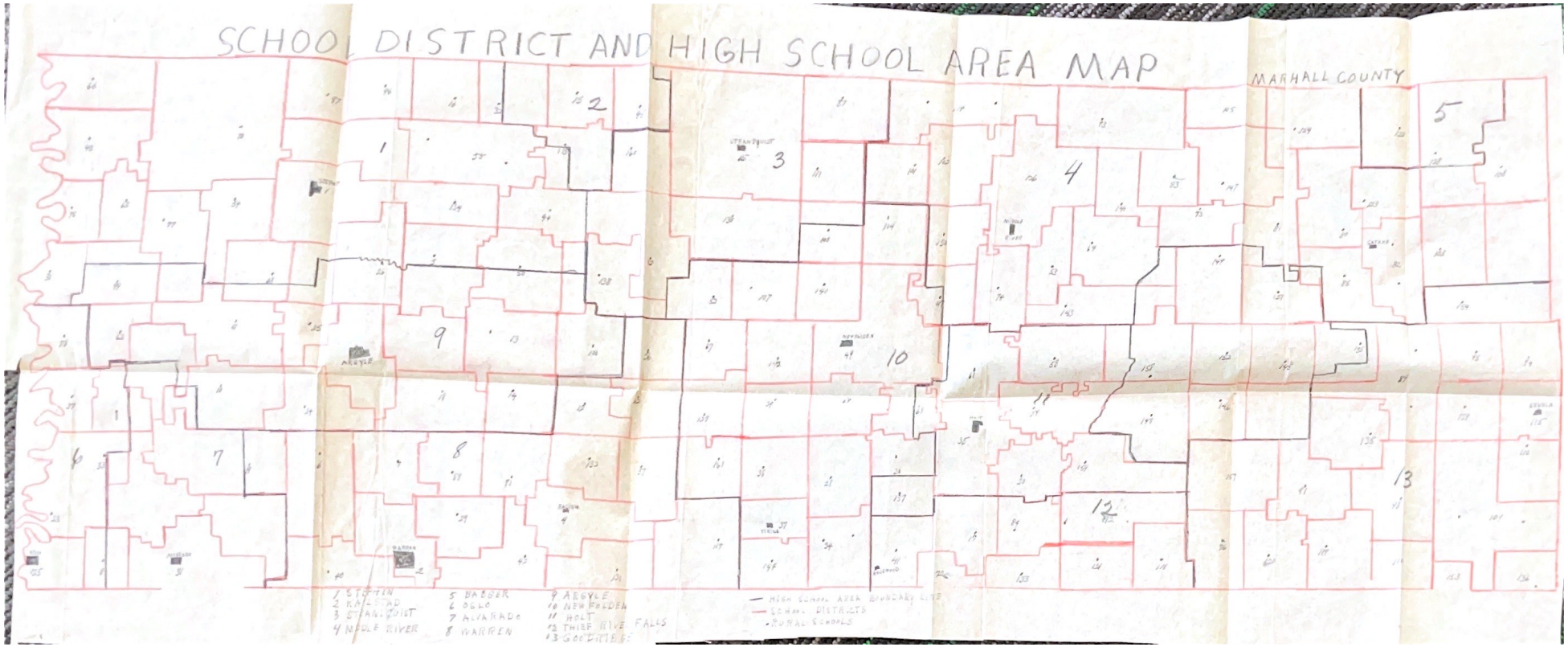
HIGHWAY MAP OF MARSHALL COUNTY




SCHOOL DISTRICT AND HIGH SCHOOL AREA MAP
MARSHALL COUNTY
1 STOKEN
2 RALEIGH
3 STRANDQUIST
4 MIDDLE RIVER
5 BADGER
6 OSLO
7 ALVARADO
8 WARREN
9 ARGYLE
10 NEW FOLDEN
11 HOLT
12 THIEF RIVER FALLS
13 GOODRIDGE
HIGH SCHOOL AREA BOUNDARY LINE
SCHOOL DISTRICTS
RURAL SCHOOLS