

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1951

Critical analysis of the proposed school district reorganization plan in Bowman county North Dakota

Carl Launer

The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Launer, Carl, "Critical analysis of the proposed school district reorganization plan in Bowman county North Dakota" (1951). *Graduate Student Theses, Dissertations, & Professional Papers*. 6134.
<https://scholarworks.umt.edu/etd/6134>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

**A CRITICAL ANALYSIS OF THE PROPOSED SCHOOL DISTRICT
REORGANIZATION PLAN IN BOWMAN COUNTY
NORTH DAKOTA**

by

CARL LAUNER

**B.A., Dickinson State Teachers College
Dickinson, North Dakota, 1941**

**Presented in partial fulfillment
of the requirements for the degree of
Master of Education**

MONTANA STATE UNIVERSITY

1951

UMI Number: EP36935

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP36935

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

110.
8-13-51
G. C.

This professional paper has been approved by the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Education.

James E. Short
Chairman of the Board of Examiners

W. T. Clark
Dean of the Graduate School

Date August 9, 1951

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND ITS SETTING	1
The Problem	1
Statement of the problem	1
The delimitation of the field of the study	2
Definitions of terms used	2
Importance of the study	3
Setting of the Problem	6
Present conditions in Bowman County	6
The proposed plan of the Bowman County	
Reorganization Committee	7
II. REVIEW OF RELATED LITERATURE	10
Literature on School District Reorganization	
in General	10
Review of Literature on School District	
Reorganization in Other States	14
Literature on School District Reorganization	
in North Dakota	16
III. PRESENTATION AND ANALYSIS OF DATA	19
Presentation of the Survey Data	19
School population in 1949-50	20
Existing roads in terms of accessibility	20
Number of schools operating	20
Enrollment of schools	21
School expenditures in 1949-50	21

CHAPTER	iv PAGE
Cash reserves--assets and liabilities	
in 1949-50	22
Assessed valuation in 1949-50	22
Mill levies in 1949-50	22
Analysis of the Data	22
Tabulation by district of the survey data . . .	22
Summary analysis of the survey data	23
Comparison of taxes under reorganization and	
the present district system	32
IV. SUMMARY, CONCLUSION, AND RECOMMENDATIONS	34
Summary	34
Brief review of this study	34
Limitation of this study	35
A summary of the data in the survey	36
The effect of reorganization on the nine	
eastern school districts of Bowman County . .	37
Conclusion	38
Recommendations	38
BIBLIOGRAPHY	41
APPENDIX	44

LIST OF TABLES

TABLE	PAGE
I. ANNUAL EXPENDITURES, ASSESSED VALUATIONS, TAX LEVIES, ENROLLMENTS, PER PUPIL COSTS IN THE NINE DISTRICTS OF EASTERN BOWMAN COUNTY, 1949-50	24
II. VALUATION OF SCHOOL PROPERTY, SCHOOLS IN OPERATION, SCHOOL CENSUS, CASH ON HAND IN THE NINE DISTRICTS OF EASTERN BOWMAN COUNTY, 1949-50	25
III. ASSESSED VALUATIONS IN THE NINE DISTRICTS OF EASTERN BOWMAN COUNTY, 1949-50	30
IV. EFFECT OF REORGANIZATION ON THE TAX RATE IN THE NINE SCHOOL DISTRICTS	33

CHAPTER I

THE PROBLEM AND ITS SETTING

North Dakota is one of the twenty-seven states of the nation that is reorganizing local school administration units.¹ This has come about by legislation enacted by the 1947 Legislature creating county school survey committees.² These committees were assigned the responsibility of making the survey and the submitting of recommendations to the people of the county. The Bowman County committee for the reorganization of school districts has completed this work. The final determination of reorganization is given to the local people at a special election.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to compare the proposed reorganized district and the present school districts of Bowman County, North Dakota, in regard to:

1. Educational program

¹Kenneth E. McIntyre, Ph. D., "School Redistricting in 48 States," American School Board Journal, 120:31-2, May, 1950.

²North Dakota Reorganization Bill, House Bill No. 43, S. L. 1947, Section 6, See Appendix A.

2. Tax burden equalization
3. Cost of operation of schools

The delimitation of the field of the study. The study is restricted to a comparison of the educational and financial aspects of the area composed of the nine eastern districts of Bowman County, North Dakota, with the reorganized district that has been proposed for this area by the county committee. These nine present school districts comprise an area of eight townships or the eastern one-fourth of Bowman County. This area is twelve miles wide and twenty-four miles long. Scranton is the trade, community, and high school center for this area.³

The study is not concerned with the reorganization of the other proposed districts in Bowman County, nor is it concerned with the reorganization procedures that may be necessary to put the plan into effect.

Definitions of terms used. For purposes of clarification the following definitions of terms are presented as they are defined in the North Dakota Reorganization Bill:

1. "Reorganization of school districts" shall mean and include the formation of new school districts, the alteration of the boundaries of established school

³See Map, Appendix B.

districts, and the dissolution or disorganization of established school districts, through or by means of:

- a. The uniting of two or more established districts.
 - b. The subdivision of one or more districts.
 - c. The transfer to an established district of a part of the territory of one or more districts; or the attachment thereto of all or any part of the territory of one or more districts subject to disorganization for any of the reasons now specified by law; or the transfer therefrom of any part of the territory of said established districts; and
 - d. Any combination of the methods aforementioned.
2. "County committee" and "state committee" shall mean, respectively, the county committee for the reorganization of school districts and the state committee for the reorganization of school districts; and
 3. "County superintendent" shall mean the county superintendent of schools.⁴

Importance of the study. Educators and the public of Bowman County, North Dakota, have been challenged with the problem of improving the educational standards for their children. Reorganization of school districts seems to be one answer to this problem. The experiences of other states clearly indicate that a larger administrative district following the boundaries of community areas around a trade center is the best method of improving the educational standard of our public schools. Such a district has the resources and a sufficient number of pupils to

⁴North Dakota Reorganization Bill, op. cit., Section 2.

operate a complete educational program from grades one through twelve.⁵

Since the county committee has completed its plans for school district reorganization and since the method written into the bill⁶ requires an election for the adoption or rejection of the proposed school district reorganization plan upon the majority vote of those voting in the territory of the proposed district, this study will furnish pertinent information for:

1. The school administrator in case the plan is adopted.
2. The public in view of pending election on reorganization.
3. The county reorganization committee concerning the reorganization plan in the area of this study.

The information in this study is important to the school administrator in case the proposed school district reorganization plan is adopted. Because of his position, the school administrator will be called upon to give advisory assistance and provide information to the lay

⁵The Minnesota Institute of Government Research, Inc., "Improving Education in Minnesota by Reorganizing Local School System, State Governmental Research Bulletin, No. 25--January, 1949, Saint Paul 1, Minnesota, p. 18.

⁶North Dakota Reorganization Bill, op. cit., Section 18, Appendix A.

members of the community concerning the problems of the proposed plan. He will be faced with increased problems in housing, staff selection and assignments, personnel records and certainly with problems concerning business accounting, administration and supervision because of the enlarged district under his jurisdiction. The fact that school administrators should be well informed is very well expressed by McIntyre who states:

Educators must be ready to meet the challenge, and to provide the type of educational opportunities that the pupils deserve, and that parents expect to develop from the many campaign promises that they are hearing.⁷

The information of this study is important to the public in view of the pending election on the proposed school district reorganization plan.

The real starting point in any program of school district reorganization is the decision of the people as to the kind of educational system they need and want. There has been considerable objection to changing school district boundaries because of a lack of knowledge and understanding concerning school district reorganization. The information in this study may contribute to a better knowledge and understanding of the county committee's proposed plan and benefit the voter at the school district reorganization election.

⁷McIntyre, loc. cit.

The information in this study is important to the county reorganization committee concerning the reorganization plan in the area of this study. It is in reference to the last part of McIntyre's statement that this study will be of importance and value.

Those who have been through the mill consistently make such statements as 'don't try to go too fast'-- 'Take the people along', 'Let citizens groups do much of the ground work'. 'Provide for hearings on every proposal'. Of course, the data must first be collected, and this involves considerable effort in studying the problem and in surveying each local situation.⁸

II. SETTING OF THE PROBLEM

Present conditions in Bowman County. The Reorganization Bill of 1947 of the State of North Dakota created the county committee for reorganization of school districts in Bowman County.⁹ The purpose of this committee is to prepare and submit to the state committee a comprehensive plan for the reorganization of the thirty-two present school districts in Bowman County. These school districts vary in size from one-half of a township to two townships in area. Several of the districts had no schools in operation. The enrollments of the schools that were operating ranged from

⁸McIntyre, loc. cit.

⁹North Dakota Reorganization Bill, op. cit., Section 6, See Appendix A.

five pupils to 525 pupils. The tax levies for these districts ranged from 9.52 mills to 54 mills.

The proposed plan of the Bowman County Reorganization Committee. After considerable study of the county school system the county committee proposed a plan¹⁰ to reorganize the thirty-two present school districts into four districts.

Some of the factors which the county committee took into consideration in the development of their plan were the size, the geographical features, the number of pupils attending school, the population of the existing districts, the location and conditions of the school buildings and their accessibility to the pupils, the location and condition of roads and natural barriers within the district, and the school centers where children living in the districts attend high school. All factors which might affect the determination of proper school district boundaries were given due regard by the county committee in formulating a plan for the reorganization of the school districts of Bowman County.

Because the Little Missouri River is a natural barrier and Marmarth is the trading center and has the only

¹⁰Bowman County School District Reorganization Plan, Office of County Superintendent of Schools, Bowman, North Dakota.

high school for this area, it was decided by the county committee to give the territory west of the Little Missouri River, in Bowman County, to Slope County, to be incorporated into one district in Slope County.¹¹ This area and the area north of Marmarth in Slope County would comprise one district. It was agreed by the Slope County Committee to accept this plan. This area includes the parts of the four present school districts located west of the Little Missouri River in Bowman County--namely, Beaver School District, No. 14; Sunny Slope School District, No. 24; Seven Mile School District, No. 25; and Dale School District, No. 30.

One of the factors used in determining the boundaries for the proposed districts was the location of the high school attendance centers, where the children in the districts now attend high school. Rhame, Bowman, and Scranton are the high school attendance centers for Bowman County. Rhame is located in the western part of the county, Bowman in the central part of the county and Scranton in the eastern part of the county. Using Rhame, Bowman and Scranton as the high school attendance centers, the county committee divided the remaining twenty-eight districts into three proposed school districts. The eastern district is to be composed of the nine present school districts in eastern

¹¹See map, Appendix B.

Bowman County. The central district is to be composed of the twelve school districts in the central part of Bowman County. The seven remaining districts and the part of the four districts bordering the Little Missouri River are to comprise the western district in Bowman County.

CHAPTER II

REVIEW OF RELATED LITERATURE

An attempt is made in this chapter to present a review of the history of school district reorganization along with a discussion of the trends and some of the solutions that have been given in periodicals and books by accepted authorities on the subject.

Literature on school district reorganization in general. Why do people reorganize their school districts? The answer to the question lies largely in the concept of the purpose of the school district.

From the beginning of public education in this country, school district organization has been looked upon as a device to serve the people. It has been a means of bringing the teachers and pupils together, of constructing and equipping school buildings, and of collecting and using money for educational purposes.

When the school district fails to serve its purpose, the citizens will modify it just as they change the operation of their business establishments, the management of their farms, or the organization for construction and upkeep of their highways.

The school district is regarded as a servant of the people. As long as the demand for an elementary school program did not exceed teaching the three R's the small school district was a satisfactory administrative unit.¹ All that was necessary for a reasonably good school was a classroom, a good teacher, a few books, and a number of pupils. The typical school district could provide these essentials.

As living problems have become more complex and a greater range of educational opportunities and services have been demanded, it has become necessary to make adjustments in the school district organization. Cities were the first to change. During the early history of American education it was quite common for cities to have a board of education wherever there was a school. Gradually people realized that this was impractical. It was inefficient in the use of finances and equipment. It needlessly created difficult problems in administration. It did not serve the educational interests of the people to the best advantage. Consequently all the public schools in the city were managed by a single board of education.²

¹Howard A. Dawson, et al, Your School District, (Department of Rural Education of the National Education Association, Washington 6, D. C., 1948), p. 71

²F. E. Butts, Cultural History of Education, (McGraw-Hill Book Co., Inc., New York and London, 1947) pp. 478-9.

About the time of the first World War people began to believe that all rural children should have the advantage of a secondary education. To provide this opportunity small school districts had to be reorganized by establishing county high school districts and special vocational high schools which combined or consolidated elementary districts into larger administrative units for high school purposes. These actions clearly show the efforts of the people to make the local school district meet the educational needs of their children.³

Many rural children have been deprived of essential educational services that have long been accepted as commonplace in well organized city school systems because of the inadequacy of the local school district organization. Rural parents are no longer content to have their children "short changed" by an old-fashioned system of school administration. School district reorganization is an attempt of the rural people to give their children the educational opportunities they deserve.

School district reorganization is taking place in all sections of the nation, from Florida to California, and from Texas to North Dakota.⁴

³Dawson, et al, op. cit., p. 18.

⁴The Minnesota Institute of Government Research, Inc., "Improving Education in Minnesota by Reorganizing Local School System, State Governmental Research Bulletin, No. 25-- January, 1949, Saint Paul 1, Minnesota, p. 4., p. 13.

The National Commission on School District Reorganization lists the following underlying factors which lead to school district reorganization:

1. There has been a marked decline in the number of children of school age in farming areas. This decline is the result of a gradual decrease in the size of farm families, an increase in the size of farms, and the migration of people from open-country areas to village and urban centers. These changes in the distribution of population and in social and economic relationships have had a direct influence on the kind of school organization deemed to be desirable.

2. New educational needs arising from changes in social and economic life have increased the demands on the schools for new and better services, as indicated by longer school terms, by the greater number of years children spend in school, and by enrichment and expansion of the curriculum. These increased demands have caused a well recognized trend toward larger units of school administration.

3. The new educational needs and the resultant need for reorganization have been recognized first by a relatively small number of educational and civic leaders, who have assumed the duty of interpreting these needs to the general public. In proportion to the recognition and understanding of the people of educational needs and the kind of program necessary to meet them, the people have brought about the reorganization of school districts. Conversely, where inefficient and outmoded school districts are continued and children deprived of needed educational opportunities, it is because a majority of the people in these communities have not fully understood the kind of educational program needed nor the kind of school district necessary to have it.

4. Developments in transportation and communication have led to changes in neighborhood and community organization resulting in larger community centers, usually around villages or small cities. These new and natural developments in community organization have made possible larger local units of school administration without divorcing the schools from community life. School district organization can hardly be expected to

remain static. The need for reorganization to meet new conditions has been continually arising thruout the history of our public schools and no doubt will continue to do so.

5. The excessively high cost per pupil of small schools and the inability to obtain needed services thru small school districts have been a powerful incentive to school district reorganization.

6. Prominent among the newer and expanded services that can be made economically available only thru larger units of local school administrative units are: (a) secondary educational opportunities broader in scope than those now offered and available to the entire population of secondary school ages; (b) educational opportunities and facilities for adults; (c) educational services and facilities for young children especially for those of kindergarten age and younger; (d) educational opportunities and facilities for handicapped children and youth; (e) vocational education; (f) health education and health services; (g) guidance and counseling services.⁵

Review of literature on school district reorganization in other states. A summary⁶ of the responses of the state departments of public instruction of the forty-eight states shows that twenty-seven states are reorganizing local school administration units in some degree. Fifteen of these states are reorganizing as a result of a formal reorganization act which describes the machinery under which that reorganization shall take place. Eleven of the states

⁵Dawson, et al, op. cit., pp. 126-7.

⁶R. E. Wochner, "School District Reorganization Activity in the United States," American School Board Journal, 117:25-6, September 1948.

are consolidating present administrative units, while the activity of the other sixteen states is concerned primarily with the complete reorganization of districts.

Eighteen of the states reorganizing are including all reorganized territory based on natural community areas into districts. These districts will offer a continuous program throughout the elementary and secondary levels.

Twelve states now have a county-unit school system of administration. They are Alabama, Florida, Georgia, Louisiana, Maryland, Kentucky, North Carolina, Tennessee, Utah, Virginia, West Virginia, and Delaware.⁷

The county survey method has been used by a number of states with worthwhile results. The state of Washington reduced the number of schools by forty-nine per cent. Kansas has cut the number of its schools from 8,031 to 5,350.⁸

Reorganization of school districts in the state of Kansas has been brought to a halt by the Kansas Supreme Court declaring the Reorganization Acts of 1945 and 1947 unconstitutional.⁹

Illinois abolished thirty per cent or 3700 of its

⁷The Minnesota Institute of Government Research, Inc., op. cit., p. 8.

⁸Ibid., p. 4.

⁹Dawson, et al, op. cit., p. 191.

school districts, with only a part of the counties reporting. Illinois will have 864 units as contrasted with 2000 a year or so ago, if all pending plans are approved by the voters. North Dakota, Wisconsin, California, Missouri, and Iowa are using the county survey method at the present time but it will be some time before any great change in the actual number of school districts will be noted.¹⁰

Utah, West Virginia, New Mexico, and Idaho have enacted laws which have taken from the local community the delegated authority for the establishment of school districts. In these states the legislature itself has reorganized school districts or placed the duty to do so on local or state officials. This assumption of power by the states may become a general practice in other states, especially if the local communities carry on delaying tactics and fail to establish satisfactory local school units.¹¹

Literature on school district reorganization in North Dakota. The report of the state committee to the Governor of North Dakota has very briefly but quite fully stated the progress of school district reorganization in North Dakota.

¹⁰Minnesota Institute of Governmental Research, Inc., op. cit., p. 4.

¹¹Dawson, et al, op. cit., p. 242.

The county reorganization committee in each of 53 counties has completed a comprehensive survey of the educational facilities in their county.

Seventeen counties have completed tentative and comprehensive plans and have called elections on proposed districts in the county. A number of additional counties have completed one or more plans and will call elections at a later date. Educational meetings and official public hearings have been held in every county with but few exceptions.

Sixteen districts are in operation at the present time. One was approved by the electors on October 17 and another on November 17 and will go into operation July 1, 1951. The total area covered by these districts was formerly covered by 100 districts and included 3,489 sections of land. These districts are located in Burke, Nelson, Grant, Bottineau, Dickey, McKenzie, Towner, Pembina, Wells, Williams, and Cass counties. They vary in size from 36 sections to 1,431 sections of land and average about 201 sq. miles. Taxable valuations vary from a low of \$112,329 which represents the valuation of a district formed to include area on one side of the reservoir of the new Heart Butte Dam to \$4,813,000 for the district in Williams County. The average taxable valuation is slightly over \$1 million. Burke County leads in reorganization with three districts in operation, a fourth one approved by the county and state committees, and tentative plans made for three or four others to cover the remainder of the county.

Westhope, Tolna, Bisbee, Fullerton and Mountain are to have new and larger school buildings made possible by a reorganization of the districts in the area. Carpio, through the annexation of an adjacent district is also getting a new building. In each case the size and value of the building that each community will get has been made considerably higher by the help of the districts that have been added. In each case the building has been adapted to the area and the community which it serves. Fires have been primarily responsible for the need for new buildings at Westhope, Bisbee, and Carpio and it has brought forcefully to our attention the inability of the small and inadequate school district in North Dakota to take care of building needs in emergencies such as these communities experienced.

Added to the progress made in establishing larger districts under the reorganization law is the annexation of adjacent territory to about 10 districts under the old laws pertaining there-to. These annexations have not been extensive in size but they have assisted these districts in providing better educational opportunities by means of added financial support and school population. Enriched programs have resulted under both methods.

A less tangible measure of the progress of redistricting is the growing concern of more people for better schools. There has been a great deal of active discussion of educational problems and progress by patrons and the result has been a growing realization that our schools can give greater opportunities for a broad education to more children than it is doing at present and also that there can be more uniformity in the kind of an education that they do get. When people talk and think about good schools the problem of getting them is not as difficult.¹²

¹²State Committee on Reorganization, Report of the Committee on School District Reorganization to the Governor of North Dakota, December 1, 1950, pp. 6-7.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

In attempting to present a comprehensive picture of the educational set-up of the nine eastern school districts of Bowman County a survey of the nine school districts was made to obtain data on:

1. School population
2. Existing roads in terms of accessibility
3. Number of schools operating
4. Enrollment by schools
5. School expenditures
6. Cash reserves--assets and liabilities
7. Assessed valuation
8. General mill levy

PRESENTATION OF THE SURVEY DATA

In making the survey to secure information on the above mentioned topics, the records in the office of the Bowman County Superintendent of Schools were used as the source of information on all topics except the roads of the area. The information on the topic of roads and their accessibility was obtained by the writer through maps of the area and through the actual experience of traveling on the roads of this locality for the past thirty years.

School population in 1949-50. Information received from the records in the Bowman County Superintendent's Office shows that this area had a school census¹ of 255 children. (Note: Total enrollment for the same year was 251.)

Existing roads in terms of accessibility. Road maps² of the area show that there is one paved road (U. S. Highway No. 12) running through the central part of the proposed district in an east-west direction. The only other hard surfaced road runs in a north-south direction through the center of the proposed district. The remaining roads of this area are graded, dirt roads. All of these roads with the exception of the two hard surfaced main roads are impassible part of the time in severe winter weather. This was very true in the winter of 1949-50 when it was necessary to obtain the services of the U. S. Army Engineer Corps to open the roads so that people could secure food and supplies at Scranton for themselves and their livestock.

Number of schools operating.³ The 255 children enumerated in the 1949-50 census are in attendance or will be in attendance in the eight schools of this area. Seven of these eight schools are one teacher rural schools. The

¹Table II, page 25.

²Appendix B.

³Table II, page 25.

Scranton School is a six teacher graded elementary and high school. The present school at Scranton employs one teacher for every two grades up to the sixth grade and three teachers including the superintendent, from grades seven through twelve.

Enrollment of schools. The enrollment⁴ in the eight schools ranged from five pupils each in Washington and Stillwater to 102 grade and 62 high school pupils in Scranton. The pupils from the Fischbein School District are transported to Scranton and are for this reason counted in Scranton's attendance. Seven pupils from the Buffalo Springs School District were enrolled in the Scranton School because they had older brothers and sisters attending high school or were nearer to the Scranton School than the Buffalo Springs School. There were other instances of children from other districts attending Scranton School for various reasons.

School expenditures in 1949-50. The expenditures⁵ in the eight school districts ranged from \$2,282.70 in the Washington School District to \$21,888.15 in the Scranton School District.

⁴Table I, page 24.

⁵Ibid.

Cash reserves--assets and liabilities in 1949-50.

None of the school districts have liabilities. The assets have been broken down into two headings--Cash on Hand⁶ and Valuation of School Property. The cash on hand for the eight school districts ranged from \$382.07 for the Scranton School District to \$10,165.01 for the Stillwater School District. The valuation of school property ranged from \$2000 for the Washington School District to \$81,300 for the Scranton School District.⁷

Assessed valuation in 1949-50. The assessed valuations of the nine school districts ranged from \$89,293 in the Haley School District to \$234,271 in the Scranton School District.⁸

Mill levies in 1949-50. Mill levies of the nine school districts varied from 9.52 mills in the Haley School District to 36 mills in the Scranton School District.⁹

ANALYSIS OF THE DATA

Tabulation by district of the survey data. All statistics concerned with this study are presented in tabular

⁶Table II, page 25.

⁷Ibid.

⁸Table I, page 24.

⁹Ibid.

form in Tables I and II. Information concerning the location of roads, position of school districts, schools in operation, boundary lines of present and proposed school districts are shown on the map in Appendix B.

Summary analysis of the survey data. The school census of the survey area shows 255 children between the ages of 6 and 21. This figure is not likely to show any great increase in the rural school districts in the future. Greater use of improved farm machinery has tended to increase the size of economical farm units and to reduce the number of farm operators through consolidation. During the period from 1940 to 1944 the number of farm operators in the United States declined by 600,000.¹⁰

The undeveloped country roads have greatly retarded school district reorganization. The general prevalence of the idea, that the boundaries of attendance areas and administrative units must be co-terminous, has lead many people to believe that their little rural school will be closed and that transportation systems will be inaugurated and that this will be too costly. Actually a reorganized school district must in many cases continue the rural

¹⁰Lowry Nelson, Farms for Veterans, National Planning Association Pamphlet No. 47, September 1945, p. 7.

TABLE I

ANNUAL EXPENDITURES, ASSESSED VALUATIONS, TAX LEVIES,
ENROLLMENTS, PER PUPIL COSTS IN THE NINE DISTRICTS
OF EASTERN BOWMAN COUNTY 1949-50

Name	Assessed Valuation	Expenditures	Mill Levy	Enrollment	Per Pupil Cost
Stillwater	\$ 106,510	\$ 3,086.52	23.5	5	\$617.30
Washington	89,293	2,282.70	16.8	5	456.54
Haley	95,001	2,395.76	21.1	7	342.25
Whiting	115,067	4,056.48	11.52	13	312.04
Hammond	105,117	3,453.86	24	12	287.82
Buffalo Springs	101,068	3,325.06	27	13	255.77
Gascoyne	172,917	5,011.32	23.14	22	227.77
Fischbein	160,943	3,418.68	26	19 *	179.93
Scranton	<u>234,271</u>	<u>21,888.15</u>	39	<u>164</u> **	133.47
	\$1,180,187	\$68,918.53		251	

* Pupils are transported to the Scranton School and counted in with Scranton's total enrollment.

** Number includes grade and high school enrollment.

TABLE II

VALUATION OF SCHOOL PROPERTY, SCHOOLS IN OPERATION,
 SCHOOL CENSUS, CASH ON HAND IN THE NINE DISTRICTS
 OF EASTERN BOWMAN COUNTY 1949-50

Name	Valuation of School Property	Schools in Operation	School Census	Tax Revenue	Cash On Hand
Stillwater	\$ 5,700	1	16	\$ 2,537.88	\$10,165.01
Haley	4,000	1	20	2,000.00	5,717.66
Hammond	6,000	1	21	2,522.80	4,807.54
Fischbein	1,200	0	27	3,862.63	4,169.87
Whiting	5,500	1	19	1,095.00	3,399.94
Washington	2,000	1	14	1,500.00	5,737.19
Gascoyne	15,000	1	20	4,000.00	7,809.21
Buffalo Springs	10,000	1	18	2,425.63	4,950.79
Scranton	<u>81,300</u>	<u>1</u>	<u>100</u>	<u>8,433.75</u>	<u>382.07</u>
Total	\$130,700	8	255	\$28,377.69	\$47,139.28

schools that are in existence at the time of the reorganization until provisions have been made for an adequate educational program for the children residing in the new area. This may mean the building of new schools, or the moving of schools to new locations if the school board of the newly reorganized district feels that such actions are necessary.

The road construction and maintenance programs of the state, county, and township roads during the past 20 years have improved greatly. There is every reason to believe that this will continue. By reorganizing the school district now, roads can be improved or constructed in harmony with possible school bus routing.

The transportation of pupils by bus is a direct saving to school patrons in some instances. Many of the parents now transport their children in their own cars to and from school each morning and evening. The operation of their cars, the interruption of their work and the loss of time spent in this type of transportation is very expensive to the farmer, especially during certain seasons of the year.

The Fischbein School District did not operate any of its rural schools, but transported its nineteen pupils to the Scranton School in busses at a per pupil cost of \$179.93. This was \$47.34 less than the per pupil cost of the Gascoyne School District which operated one school with

an enrollment of twenty-two pupils and had the lowest per pupil cost (\$227.77) for the rural districts in the study.

The Fischbein School District is an example of how transportation can lower the cost of education. The Minnesota State Advisory Commission on School Reorganization states:

When a closed school district transports pupils to another district they are expected to pay the cost of instruction and transportation. However, the residents of the closed district have no voice in the kind of school that is to be provided or in how the school is to be run. This is in effect taxation without representation and is undemocratic. The solution to the problem in many instances lies in merging the closed district with the one to which they are transporting their pupils and thus gain a voice in the management of the school.¹¹

Even if transportation for all districts is not practical at the present time, the district should be large enough to permit transportation when the roads and other conditions make transportation possible.

Since school attendance, per pupil cost and the number of schools in operation are very closely related they are being summarized simultaneously in this part of the study. No factor is more important in the problem

¹¹State of Minnesota Department of Education and State Advisory Commission on School Reorganization, Facts About Optional School District Reorganization in Minnesota, Code XXXII-B-6, St. Paul 1949, p. 10.

of school district reorganization than the size of the schools. Rural population shifts have created difficult problems for rural school boards. Many school buildings in rural areas that were filled with children a few years ago now stand empty or have enrollments that are so low that the per pupil cost is excessive. This is very true for the nine school districts that are being considered in this study.

This area at one time had sixteen schools in operation, with enrollments ranging from 6 to 175 pupils. There are eight schools in operation at the present time. The enrollment of these schools has greatly decreased. Stillwater School which once had enrollments of 30 to 40 pupils with two teachers had one teacher and only five pupils. The per pupil cost in this school amounts to \$617.50, while the Scranton School with the largest enrollment of the eight schools, 164 grade and high school pupils had a per pupil cost of \$133.47. This comparison illustrates how the operation of small schools results in the uneconomical use of educational funds.

The assessed valuations show a great variation among the school districts of this study but when they are broken down into the assessed valuation per pupil there is a much greater variation. The Stillwater School District had an

assessed valuation per pupil of \$21,302 while the Scranton School District had \$1,434 assessed valuation per pupil.¹² As a consequence of the variation in assessed valuation per pupil there is also a wide variation in mill levies in the districts.

With reorganization these inequalities would tend to disappear. By combining the assessed valuations of the nine school districts a total of \$1,180,187 would result. This total would amount to an assessed valuation per pupil of \$5,000.79. The reorganized district would have to levy 25 mills to raise the same amount of tax revenue as was raised by the individual districts with mill levies ranging from 9.52 mills to 36 mills.

If no new services were added or improvements made and the type of instruction kept on the same level as prior to reorganization there would be a reduction in costs with reorganization. Many duplications could be avoided. Reduced prices could be obtained by purchasing in larger quantities. The practice of letting purchases out on bids could be more effectively used in the larger quantity purchases.

Equalization would also be effected by reorganization in the school districts that contribute toward the support of our railroads and other utilities, which under the present system derive no benefit whatsoever from utilities taxes. Other rural districts are located where they benefit

¹²Table III, page 30.

TABLE III
 ASSESSED VALUATIONS IN THE NINE DISTRICTS
 OF EASTERN BOWMAN COUNTY 1949-50

Name	Per Pupil	Per Teacher	District
Stillwater	\$21,302	\$106,510	\$ 106,510
Washington	17,858	89,293	89,293
Haley	13,591	95,001	95,001
Whiting	8,851	115,067	115,067
Hammond	8,759	105,117	105,117
Fischbein	8,470	_____*	160,953
Gascoyne	7,859	172,917	172,917
Buffalo Springs	7,772	101,068	101,068
Scranton	1,434	39,045	234,271
Proposed District	\$ 5,000.79	\$ 90,783	\$1,180,187

* Transported to the Scranton School.

from the railroad and utilities taxes. This keeps their tax levies low while the district that operates the high school has a tax levy that is much higher. This is true of the Gascoyne, Fischbein, and Buffalo Springs School Districts, which receive railroad taxes and send their high school pupils to the Scranton School.

The Scranton School is becoming crowded as a result of pupils being transported to it from adjoining districts. The Scranton School also is providing the high school facilities for the area of this study. The Scranton School District cannot be expected to tax themselves to provide new buildings and facilities for pupils from outside their district. Reorganization would help to remedy this situation by spreading the costs over the area deriving benefit from the school.

The value of school district reorganization lies in the possibility of providing the essential educational services which are now beyond the means of the district with even the largest assessed valuation. By pooling the resources of the nine school districts an assessed valuation of \$1,180,187 would result. A district with a base such as this could more readily provide the type of educational program which many people desire and are asking for their children at the present time. Such an educational program could include academic, cultural, vocational, health and

physical education and provide library, visual education, pupil guidance, and such other services needed for instruction from grades one through twelve.

Comparison of taxes under reorganization and the present district system. The effect of reorganization on taxes in the nine present districts is given in Table IV. The same amount of tax revenue obtained in 1949-50¹³ with the tax levies ranging from 9.52 to 36 mills can be raised in the reorganized district by a 25 mill levy using the same assessed valuations.

¹³Table II, p. 25.

TABLE IV
EFFECT OF REORGANIZATION ON THE TAX RATE
IN THE NINE SCHOOL DISTRICTS

Name	Present Tax (Rate in dollars per \$1000 Assessed Valuations)	Tax Under Reorganization (\$1000 Assessed Valuations)	Difference
Stillwater	\$23.50	\$25.00	\$ 1.50 /
Washington	16.80	25.00	8.20 /
Haley	21.10	25.00	4.90 /
Whiting	9.52	25.00	15.48 /
Hammond	24.00	25.00	1.00 /
Buffalo Springs	24.00	25.00	1.00 /
Gascoyne	23.14	25.00	1.86 /
Fischbein	24.00	25.00	1.00 /
Scranton	36.00	25.00	11.00 -

/ equals an increase in taxes.

- equals a decrease in taxes.

CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

SUMMARY

Brief review of this study. The Bowman County Committee on reorganization of school districts has proposed a plan, subject to the vote of the people, to reorganize the thirty-two school districts of Bowman County into four school districts.

The county committee has proposed to reorganize all of the school districts east of the Little Missouri River in Bowman County into three school districts. The eastern proposed district, centering around Scranton, is to comprise the nine present school districts of eastern Bowman County. The twelve present school districts centering around Bowman have been proposed as the central district for the county. The remaining seven present districts and the parts of the four school districts bordering the Little Missouri River have been proposed as the western district. The area west of the Little Missouri River in Bowman County is to be incorporated into a school district in Slope County due to the natural barrier caused by the river and the fact that Marmarth is the high school center for this area. Marmarth is located in Slope County. All of this action by the

county committee has created a need and desire for more information concerning the present school districts and the effects of school district reorganization.

This study has been limited to the eastern proposed district of Bowman County for two reasons:

1. A number of people have expressed the desire and need for more information concerning school district reorganization in eastern Bowman County.

2. The problems in eastern Bowman County are unlike those of the other proposed districts.

A review of related literature and investigations by authorities on school district reorganization was made.

This review indicates that other states in the nation and some counties in North Dakota are solving their educational problems by reorganizing their present school districts.

A survey of the nine school districts in the eastern proposed district was made. This survey was made to determine the conditions of the area in regard to school population, roads and their accessibility, number of schools operating, cash reserves, assessed valuations and the mill levies. These topics were then analyzed to show how they would be affected by school district reorganization.

Limitation of this study. This study was limited to a comparison of the educational and financial aspects of the

nine present school districts of eastern Bowman County with the reorganized district that has been proposed for this area by the county committee. This district, comprising the eastern one fourth of the county, is twelve miles wide and twenty-four miles long with a total area of 8 townships.

The facts and conclusions drawn from this study apply only to the area under consideration, and, therefore, may not be consistent with other areas that are considering school district reorganization.

A summary of the data in the survey. A brief summary of the survey data of the nine districts reveals the following facts.

1. Seven rural schools are in operation. The names of these schools and their enrollments are as follows:

<u>Name of school</u>	<u>Enrollment</u>
Stillwater	5
Washington	5
Haley	7
Hammond	12
Whiting	13
Buffalo Springs	13
Gascoyne	22

2. A graded elementary and high school is operating in Scranton with an elementary enrollment of 102 and a high school enrollment of 62.

3. The financial aspect of the different districts shows great variations in the following:

	<u>Lowest</u>	<u>Highest</u>
Per pupil costs	\$ 133.47	\$ 617.30
School Expenditures	2,282.70	21,888.15
Cash on hand	382.07	10,165.01
Valuation of School		
Property	2,000.00	81,300.00
Assessed Valuations	89,293.00	234,271.00
Mill Levy	9.52 mills	36 mills

4. Transportation is impractical, if not impossible at the present time, due to poor road conditions in some parts of the proposed district.

The effect of reorganization on the nine eastern school districts of Bowman County. The immediate effect of reorganization on the educational program of the area concerned would be the establishing of a tax base over the entire area that could more readily support the educational needs and demands of the community.

The long range effect of reorganization would be the providing of (1) equal educational opportunities for all children in the district from grades one through twelve; (2) better opportunities for high school education; (3) more diversified education; (4) improved library, health, guidance and other related activities.

Reorganization would effect school administration by (1) avoiding duplication of facilities; (2) obtaining the maximum educational services for every dollar spent.

The equalization of tax burdens would be effected in reorganization by spreading educational costs over a wider area. All tax payers in the reorganized district would carry their proportionate share of the tax load.

CONCLUSION

The following conclusions are offered on the basis of the data presented in this study.

1. The educational opportunities of the children living in eastern Bowman County are being handicapped indirectly by inadequate school district organization.

2. There are great inequalities in school tax burdens in the different districts of eastern Bowman County.

3. School district reorganization is being used in other areas as the solution for the problems noted above.

RECOMMENDATIONS

In light of the problems encountered in completing this study and the data presented, the following recommendations may be warranted:

1. That a similar study should be carried out in the

other proposed districts in Bowman County.

2. That the Bowman County Committee on school district reorganization carry out further study on the possibility of reorganizing all of Bowman County into one administrative unit using the four proposed districts as attendance centers.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Butts, F. E., Cultural History of Education, (McGraw-Hill Book Co., Inc., New York and London, 1947) 726 pp.

Dawson, Howard A., et al., Your School District, (Department of Rural Education of the National Education Association, Washington 6, D. C., 1948, 286 pp.

PERIODICALS

Cooper, Shirley, "Why Reorganize School Districts?" Our School, The School Executive Magazine, 12:12, December 1950.

McIntyre, Kenneth E., Ph. D., "School Redistricting in 48 States," American School Board Journal, 120:31-2, May, 1950.

Wochner, R. E., "School District Reorganization Activity in the United States," American School Board Journal, 117:25-6, September, 1948.

PUBLICATIONS

The Minnesota Institute of Governmental Research, Inc., "Improving Education in Minnesota By Reorganizing Local Systems," Minnesota Governmental Research Bulletin, No. 25, January 1949.

Minnesota State Advisory Commission on School Reorganization, Report to the Fifty-Seventh Legislature of the State of Minnesota, St. Paul, January, 1949, 24 pp.

Nelson, Lowry, Farms for Veterans, National Planning Association Pamphlet No. 47, September 1945, p. 7.

North Dakota Reorganization Bill, House Bill No. 43, S. L. 1947, Bismarck, North Dakota.

North Dakota State Committee on School Reorganization,
Report of the Committee on School District Reorganiza-
tion to the Governor of North Dakota, Bismarck, North
 Dakota, December, 1950, 16 pp.

State of Minnesota Department of Education and State
 Advisory Commission on School Reorganization, Facts
About Optional School District Reorganization in Minne-
sota, St. Paul, 1949, 22 pp.

State of Minnesota Department of Education and State
 Advisory Commission on School Reorganization, Revised
Manual for County School Survey Committee, St. Paul,
 1949, 82 pp.

UNPUBLISHED MATERIAL

Benson, Mrs. Alice G., Secretary of Reorganization Committee,
 Reorganization Activities in Bowman County, (unpublished
 letter, County Superintendent of Schools, Bowman County,
 North Dakota, 1950).

Carleton, Linus J., et al., "Revised Summary of Recommenda-
 tions of Sectional Meetings," (unpublished summary of
 Montana Educational Problems Conference, Montana State
 University, Missoula, Montana, June 1948).

Grimsrud, T. S., Executive Director, "Summary of Workshop
 Discussions," (unpublished paper by North Dakota
 Committee on School District Reorganization, Bismarck,
 North Dakota, 1949).

Slope and Bowman County Committee on District Reorganization
 "Approved Plan of Slope and Bowman County Committee for
 the Western School District of Bowman and Slope County,"
 (unpublished plan submitted to the state committee,
 Bismarck, North Dakota, May 1951).

Department of Public Instruction

Garfield B. Nordrum, Superintendent
Bismarck, North Dakota

Reorganization Bill

House Bill No. 43, S. L. 1947

ing to schools; defining terms; providing for state and county committees for the reorganization of districts; defining the powers and duties of county and state committee; providing for school reorganized school districts; prescribing duties of county officers providing for appeals; making an appropriation; and providing for a savings clause.

1. TITLE AND PURPOSE.) This act shall be known as the "Act to provide for the reorganization of school districts." It shall have for its purpose the creation of new school districts and the alteration of the boundaries of established school districts in order to provide a more equalized educational opportunity for pupils of the schools, a higher degree of uniformity of school tax among districts, and wiser use of public funds expended for the support of common school system.

2. DEFINITIONS.) In this Act unless the context otherwise clearly requires:

"reorganization of school districts" shall mean and include the creation of new school districts, the alteration of the boundaries of established school districts, and the dissolution and reorganization of established school districts, through or by

the uniting of two or more established districts.

the subdivision of one or more districts.

the transfer to an established district of a part of the territory of one or more districts; or the attachment thereto of a part of the territory of one or more districts subject to the provisions of any of the reasons now specified by law; or the transfer therefrom of any part of the territory of said districts; and

the combination of the methods aforementioned.

"county committee" and "state committee" shall mean, respectively, the county committee for the reorganization of school districts and the state committee for the reorganization of school districts hereinafter provided for by this Act; and

"county superintendent" shall mean the county superintendent of schools.

3. BOARD TO APPOINT STATE COMMITTEE, COUNTY COMMITTEE; MEETINGS; COMPENSATION; AND TERM OF OFFICE.) The governor, attorney general and the commissioner of agriculture and labor shall constitute the members of the board to select the state committee provided for in this act.

Within sixty days after this Act becomes effective such board shall meet and select the members of the state committee. The governor shall be the chairman and the commissioner of agriculture and labor the secretary of such board. Minutes of the meetings shall be kept by the secretary and such board shall meet only upon the call of the governor, or upon the call of the other two members of the board. Such members shall meet without compensation. Such board shall terminate its existence after the effective date of this Act unless extended as provided.

4. STATE COMMITTEE; MEMBERS; VACANCIES; DURATION AND COMPENSATION.) The state committee shall be composed of seven members, one of whom shall be the superintendent of public instruction. At least one member

of the state committee shall be appointed from among the residents of each judicial district of the state. At least four members of such committee shall be persons not engaged in the profession of education. The members of the state committee shall be appointed without regard to political affiliation. Vacancies in the membership of the committee shall be filled by action of the board provided for in Section 3 of this Act. The life of the state committee shall terminate six years after the effective date of this Act unless extended as hereinafter provided. All members of the committee, except the superintendent of public instruction, shall be compensated for the time spent in attendance at sessions of the committee at the rate of ten dollars per day and all members, including the superintendent of public instruction, shall be paid their actual expenses incurred in attending such meetings and in the performance of their official duties.

Section 5. ORGANIZATION OF STATE COMMITTEE.) Within sixty days after its appointment, the state committee shall organize by electing from its membership, a chairman, vice chairman and a secretary.

Section 6. COUNTY COMMITTEES; CREATION; COMPOSITION.) Within six months after the effective date of this Act there shall be created in each county in the state a committee which shall be known as the county committee. Prior to the time specified in this section, the county superintendent shall be required to give a ten day written notice to each school board in each county requiring the members of such board to select from among its members or electors one person who shall represent such school board in electing the county committee as provided in this section. Such notice shall also specify the time and place of the meeting to select such county committee. Each school board in the county, upon receipt of such notice, shall be required to meet and select such person. At the county meeting the school district representatives from each commissioner's district shall divide into groups by commissioner's districts and shall select the member of the county committee from that commissioner's district as specified in this section. If any school district consists of territory within two or more commissioner's districts, the representative of the school district shall vote in the commissioner's district in which the greater part of his school district lies. The member selected by such school board shall have one vote at the election to elect the members of the county committee. The size of the county committee shall be dependent upon and shall have the same number of members as there are county commissioner districts in the county. No person who is engaged in the teaching profession as an instructor, supervisor, or administrator shall be eligible to serve on any county committee. At least one member of such county committee shall be elected from among the residents of each commissioner district of the county.

Section 7. VACANCIES; DURATION AND COMPENSATION OF COUNTY COMMITTEE.) No member of a county committee shall continue to serve thereon if he ceases to be a resident of the commissioner district from which he was elected. Vacancies in the membership of a county committee shall be filled by such committee and any person elected to fill such vacancy shall be selected from the county commissioner district in which such vacancy occurs. In case of a tie vote existing upon filling a vacancy, the county superintendent shall cast the deciding vote. The life of each county committee shall terminate six years after the effective date of this Act unless extended as hereinafter provided, or unless such committee seeks and se-

cures from the state committee a discharge at an earlier date on a showing of having fully performed the duties imposed upon it by this Act. Members of the county committee shall each receive as full compensation for their services the sum of six dollars per day but in no event shall any member of the committee receive more than three hundred dollars in any one year and in addition to such compensation each member shall receive his actual and necessary expenses incurred by him in attending said meetings and in the performance of his official duties.

Section 8. ORGANIZATION; MEETINGS; QUORUM AND ADDITIONAL SALARY OF COUNTY SUPERINTENDENT.) Within ten days after the county committee has been elected as provided in Section 6, the county committee shall organize by selecting from its membership a chairman, and a vice chairman. The county superintendent shall be the secretary of the committee. Meetings of the committee shall be held upon call of the chairman or a majority of the members thereof. A majority of the members of the committee shall constitute a quorum. The county superintendent shall receive monthly in full for services rendered under this Act a sum of money equal to ten per cent of his monthly salary as county superintendent; said salary to commence upon the organization of the county committee and cease as soon as the reorganization of said county is completed. He shall also be allowed and paid his actual and necessary expenses incurred while in the performance of his duties under the provisions of this Act. Such additional salary and expenses shall be chargeable and payable as an expense of the county.

Section 9. STATE COMMITTEE TO CALL MEETINGS OF COUNTY COMMITTEE; PURPOSE.) Within thirty days after all county committees have been organized as provided in Section 8, the state committee shall call as many meetings of different county committees as in its discretion may be necessary. Such meetings shall be held at such centrally located points throughout the state as such state committee may designate. Such county committees as are requested to be in attendance at any such meeting shall be given at least a ten day prior notice of such meeting by the state committee. Such meetings shall be held to counsel and advise the county committees on:

1. The provisions of this Act;
2. The topography of the state and its road and highway system;
3. The general economic conditions of the state including population trends and developments; and
4. All factors which may affect the determination of proper district boundaries of the school system of the state in keeping with a wise educational and economic school district program.

All members of a county committee upon receipt of such notice shall attend such meeting, if possible, but the chairman and secretary of the county committee shall be required to attend.

Section 10. COUNTY COMMITTEES TO CONDUCT HEARING AND MEETINGS TO EXPLAIN PROVISIONS OF ACT; NOTICE REQUIRED.) Prior to preparing or formulating a plan for the reorganization of school districts as hereinafter provided, each county committee shall conduct such public hearing and hold such public meetings at such specified places throughout the county as it may be deemed necessary to explain and acquaint the people in the various communities with the provisions of this Act. Notice of any such hearing shall be given by publishing a notice in the official county newspaper at least ten days prior to the date set for such hearing. Such notice shall specify the time, place, and purpose of such meetings.

Section 11. COMPREHENSIVE STUDY OF COUNTY MADE BY COMMITTEE; CONSIDERATIONS.) Within nine months after its organization the county committee shall make a comprehensive study of the county school system in order to consider and determine:

1. The taxable assessed valuation of existing districts and the differences in such valuation under possible reorganization plans;
2. The size, geographical features, and boundaries of the districts.
3. The number of pupils attending school and the population of the districts;

4. The location and condition of school buildings and accessibility to the pupils;

5. The location and condition of roads, highway, natural barriers within the districts;

6. The school centers where children residing in the districts attend high school;

7. Conditions affecting the welfare of the teaching pupils;

8. The boundaries of other governmental units and location of private organizations; and

9. Any factors concerning adequate school facilities for the pupils.

Such committee shall also give due consideration in the preparation of a plan for the reorganization of school districts to educational needs of local communities; to economies in transportation and in administration costs; to the future use of existing satisfactory school buildings; sites and playfields; to reduction in disparities in per pupil valuation among school districts; to the equalization of the educational opportunities of pupils, and to any other matters which in its judgment are of importance.

Section 12. DETERMINATION AND ADJUSTMENT OF SCHOOL PROPERTY, ASSETS, DEBTS AND LIABILITIES AMONG DISTRICTS.) The county committee shall determine the location and amount of all school property and all bonded and indebtedness of each school district affected in a reorganization plan and consider the amount of all outstanding debts and shall make an equitable adjustment of all property, debts and liabilities among the districts involved after a hearing provided for in Section 13.

Section 13. PUBLIC HEARING ON PROPOSALS FOR REORGANIZATION; HEARING TESTIMONY FOR ADJUSTMENT.) The county committee shall hold a public hearing to determine the advisability of any proposal by such committee for the reorganization of school districts which involves the formation of a new district or the transfer from one established district to another of any territory in which children of school age reside. Notice of such hearings as are held under the provisions of this Act shall be given by publishing a notice in the official county newspaper at least ten days prior to the date of such hearing. The county committee shall also hear at such time as may be fixed by the county committee testimony offered by any person or school district interested in any proposal of the county committee to form a new district or to transfer territory from one school district to another or to attach to an established district or districts all or any part of another district subject to disorganization for any of the reasons specified by law, said testimony to be heard for the purpose of finding and determining the value and amount of all school property of whatever nature involved in the proposed action; the nature and amount and value of all bonded, warrant and other indebtedness of each school district affected by the proposed action, including all legal uncompleted obligations then existing and in so doing to consider the amount of such outstanding indebtedness incurred for current expenses, the amount incurred for permanent improvements and the location of such improvements and to make an equitable adjustment of all property, debts and liabilities among the districts involved; and to keep a record of all hearings on the reorganization of school districts and all findings and terms of adjustment of property, debts and liabilities among the districts involved, and to submit the same to the state committee at the time of submitting a plan for the reorganization of school districts as provided in Section 14 of this Act. A subcommittee composed of not less than three members of a county committee, or three members of the county committee of each county concerned in case territory in two or more counties is involved, may hold any hearing that the county committee is required to hold.

Section 14. REORGANIZATION PLAN PREPARED AND SUBMITTED TO STATE COMMITTEE. Within one and one-half years after its selection, the county committee shall prepare and submit to the state committee a comprehensive plan for the reorganization of school districts within the county. Such plan shall be accompanied by:

1. A map showing the boundaries of established school districts and the boundaries proposed under any plan for the reorganization of school districts, prepared and submitted in compliance with the provisions of this Act;

2. A description of the location of existing school buildings and the location of existing school buildings under the plan; 3. A summary of the location of school buildings and the location of school buildings under the plan; 4. Such other facts and circumstances as it may be deemed necessary to include in the plan; 5. ONE COUNTY COMMITTEE SHALL BE APPOINTED BY THE STATE COMMITTEE TO CONDUCT HEARINGS AND HOLD MEETINGS TO EXPLAIN AND QUOTE THE PROVISIONS OF THIS ACT; 6. THE STATE COMMITTEE SHALL BE REQUIRED TO ATTEND SUCH MEETING, IF POSSIBLE, BUT THE CHAIRMAN AND SECRETARY OF THE COUNTY COMMITTEE SHALL BE REQUIRED TO ATTEND; 7. DISBURSE THE AMOUNT INCURRED FOR PERMANENT IMPROVEMENTS AND TO MAKE AN EQUITABLE ADJUSTMENT OF ALL PROPERTY, DEBTS AND LIABILITIES AMONG THE DISTRICTS INVOLVED; 8. TO KEEP A RECORD OF ALL HEARINGS ON THE REORGANIZATION OF SCHOOL DISTRICTS AND ALL FINDINGS AND TERMS OF ADJUSTMENT OF PROPERTY, DEBTS AND LIABILITIES AMONG THE DISTRICTS INVOLVED, AND TO SUBMIT THE SAME TO THE STATE COMMITTEE AT THE TIME OF SUBMITTING A PLAN FOR THE REORGANIZATION OF SCHOOL DISTRICTS AS PROVIDED IN SECTION 14 OF THIS ACT. A SUBCOMMITTEE COMPOSED OF NOT LESS THAN THREE MEMBERS OF A COUNTY COMMITTEE, OR THREE MEMBERS OF THE COUNTY COMMITTEE OF EACH COUNTY CONCERNED IN CASE TERRITORY IN TWO OR MORE COUNTIES IS INVOLVED, MAY HOLD ANY HEARING THAT THE COUNTY COMMITTEE IS REQUIRED TO HOLD; 9. WITHIN ONE AND ONE-HALF YEARS AFTER ITS SELECTION, THE COUNTY COMMITTEE SHALL PREPARE AND SUBMIT TO THE STATE COMMITTEE A COMPREHENSIVE PLAN FOR THE REORGANIZATION OF SCHOOL DISTRICTS WITHIN THE COUNTY. SUCH PLAN SHALL BE ACCOMPANIED BY: 1. A MAP SHOWING THE BOUNDARIES OF ESTABLISHED SCHOOL DISTRICTS AND THE BOUNDARIES PROPOSED UNDER ANY PLAN FOR THE REORGANIZATION OF SCHOOL DISTRICTS, PREPARED AND SUBMITTED IN COMPLIANCE WITH THE PROVISIONS OF THIS ACT;

A description of the proposed boundaries aforementioned; Recommendations respecting the location of schools, the location of existing buildings; the construction of new buildings, including dormitories, and the transportation requirements under the proposed plan for the reorganization of school districts;

A summary of the reasons for such proposed reorganization of school district;

Recommendations specifying whether such reorganized school districts shall be common or special school districts which shall be based upon and subject to the laws existing thereunto; and

Such other reports, records and materials as the state may require.

Such difficulties are encountered by a county committee in carrying out such comprehensive plan for the reorganization of school districts so that such plan will be unable to be submitted to the state committee within the time specified in this section, the county committee may make an application to the state committee for an extension of time in which to submit such comprehensive plan. The state committee, in its discretion and in the circumstances warrant, may grant such extension of time if it may see fit; provided, however, that in no case shall such extension be for a longer period than six months.

Section 15. PLAN INVOLVING TERRITORY IN MORE THAN ONE COUNTY.) A plan for the reorganization of school districts involving territory lying in two or more counties shall be prepared by joint action of a special committee composed of not less than three members of the county committee of each county involved, which plan, for purposes of submission to the state committee shall be incorporated into the comprehensive plan of the county which has the largest number of pupils in the proposed joint district.

Section 16. COMPLETED PLANS FOR DISTRICT OR SPECIAL DISTRICTS MAY BE SUBMITTED PRIOR TO COMPREHENSIVE COUNTY PLAN.) The county committee from time to time may submit to the state committee a plan for the reorganization of one or more school districts within the county or more joint districts comprising territory within the county without awaiting the completion of a comprehensive plan; provided, however, that such plan fit into and become an integral part of such comprehensive plan as the county committee is required to prepare.

Section 17. STATE COMMITTEE, POWERS AND DUTIES. The state committee shall:

1. Appoint and employ a director and other personnel. Appoint and employ a director and such other assistants and personnel as may be necessary to enable the committee to carry out the powers and duties imposed upon it by this Act and to determine the compensation of such appointees and employees;
2. Disbursement of funds.

3. Govern the disbursement of such funds as are provided by this Act for carrying out the provisions of this Act with authority to designate one or more of its members to examine and pass upon all claims against such funds for submission to the state board and to require good and sufficient bond of such member or members so appointed for the faithful performance of the duties of such member or members in examining, passing upon and approving such claims. All such disbursements shall be made in the procedure and in the manner provided by law for the disbursement of funds of the state;

4. Aid county committees. Aid county committees in carrying out the powers and duties vested in and imposed upon them by this Act by furnishing such committees with the assistance of the employed clerical force of the state committee, with other necessary clerical assistance, and with such plans of procedure, standards, data, forms and other materials and services as may be necessary.

5. Receive, examine, approve or disapprove reorganization plans.

6. Receive, file and examine the plans for the reorganization of school districts and the reports of findings and terms of adjustment of property, debts and liabilities among the districts submitted to the state committee by county committees,

and to approve such plans and terms of adjustment when they are found by the state committee to provide for a satisfactory school district system for the counties and the state and for the equitable adjustment of property, debts and liabilities. Whenever a plan submitted by a county committee is found by the state committee to be unsatisfactory, or whenever the terms of adjustment so submitted are found not to be fair and equitable, the state committee shall so notify the county committee and upon request shall assist said county committee in the revision of such plan or terms of adjustment, which revision shall be completed by the county committee and resubmitted within ninety days after such notification;

5. Appoint county committee.

Appoint a county committee, in case no county committee is elected, as required in Section 6 of this Act, or in case a committee so elected shall fail or refuse to submit plans, records, reports and other data as provided for in this Act;

6. Transmit approved plans to county superintendent.

Transmit to the county superintendent of each county a copy of the plan for the reorganization of the school districts of a county approved by the state committee; a copy of approved terms of adjustment of property, debts and liabilities; a statement of the findings and conclusions of the state committee respecting such approved plans and terms of adjustment; and copies of maps, reports, records and all other pertinent material submitted to the state committee by the county committee of his county; and

7. Present recommendations for extension of life of committees.

Present to the legislative assembly a recommendation in writing that the life of a county committee and of the state committee be extended beyond six years, if in judgment of the state committee such extension is necessary to the complete and satisfactory performance of the duties imposed upon said committees by this Act.

Section 18. APPROVED PLAN RECEIVED BY COUNTY SUPERINTENDENT; DUTY OF SUPERINTENDENT TO CALL SPECIAL ELECTION; DEFINITION OF VOTING UNITS; FAVORABLE RESULTS.) Upon receipt from the state committee of an approved plan for the reorganization of school districts, and approved terms of adjustment of property, debts and liabilities among the districts involved, the county superintendent shall call a special election of the voters residing within the territory of each new district, such election to be held at the place or places therein which have been determined by the county superintendent to be convenient for the voters. In holding such elections, any territory within the proposed new district consisting of one or more incorporated villages or cities shall vote as a unit, and all rural territory within such proposed new district shall vote as a unit. For the purpose of this section all incorporated areas in the proposed new districts, regardless of their number and size, shall be considered as one incorporated area, and all rural areas in the proposed new district, regardless of size, shall be considered as one rural area. Notice of such election, stating the time and place of holding the election shall be published by the county superintendent in the official county newspaper once each week for two consecutive weeks at least thirty days next preceding such election, and by posting not less than fourteen days before the election one such notice on each school house door of each school district containing a school building and included in the proposed change. The election notices shall clearly state that the election has been called for the purpose of affording the voters an opportunity to approve or reject a proposal for the formation of a new school district and shall also contain a description of the boundaries of the proposed new district and a statement, if there be any, of the terms of adjustment of property, debts and liabilities applicable thereto. The county superintendent shall appoint judges and clerks of the elections and the polls shall open and close at the same time as is specified for elections in special school districts. The result of the elections shall be certified and delivered to the county superintendent within three days after the closing of the polls. If a majority of all votes cast by the electors residing within the rural area of a proposed new district and a majority of all votes cast by the electors within the incorporated area of the proposed new district are both in favor of the formation of the district, the county superintendent shall make the proper adjustment of the property, assets, debts, and liabilities as provided in such approved plan and shall organize and establish

such district and in so doing shall perform all other necessary duties that are required by law to be performed by the county superintendent in connection with the organization and establishment of new school districts of any kind or type.

Section 19. TRANSPORTATION REQUIRED.) Whenever any reorganization plan provides for the transportation of students from one part of such new district to a central point, and such plan is approved by the voters of such new district, then it shall be mandatory upon the school board of such new school district to provide adequate and practical transportation.

Section 20. PROPOSAL REJECTED, REVISION MADE; NEW ELECTION HELD.) If a proposal for the formation of a new school district is rejected by the voters at the election provided for in the preceding section, the county committee may make such revision as it deems advisable in the boundaries proposed for such new district in the terms of adjustments of the property, debts and liabilities thereof, as the case may be, and submit the same to the state committee for approval. If the boundaries of the proposed new district or the terms of adjustment, as the case may be, as revised, are approved by the state committee, notice thereof shall be transmitted to the county superintendent, as provided for in Section 17, Subsection 6 of this Act. Upon receipt of such notice the county superintendent shall call, in the manner and for the purpose specified in Section 18 of this Act, a special election of the voters residing within the revised boundaries of the proposed new district. If a majority of all votes cast by electors so residing within both urban and rural units are in favor of the formation of the new district, the county superintendent shall proceed to organize and establish such district and to perform the necessary duties related thereto in the same manner and to the same effect as is provided in Section 18 of this Act.

Section 21. CLASSIFICATION AND TYPES OF SCHOOL DISTRICTS.) The identity and classification as to type of school districts reorganized under the provisions of this Act shall be subject to the provisions of Subsection 5 of Section 14 of this Act; provided, however, that any school district existing prior to the effective date of this Act and not having had its boundaries changed under the provisions of this Act, and all independent school districts and school districts organized under a special law shall keep and retain their present identity.

Section 22. SCHOOL BOARDS IN REORGANIZED AND ORIGINAL DISTRICTS.) After the establishment of any new school district, the school board for such new school district shall be elected at the regular annual school district election. At the first election to elect a school board in a newly reorganized district constituting a common school district the provisions of Section 15-2401, 15-2402, and 15-2409, of the North Dakota Revised Code of 1943 shall govern; and in a district constituting a special school district the election shall be governed by the provisions of Sections 15-2801 and 15-2802, of the North Dakota Revised Code of 1943. Members of school boards elected in the newly reorganized districts shall not enter upon the duties of such office until the time specified in Section 22 of this Act. School boards in original school districts included within a reorganized district shall continue and remain in existence until the time specified in Section 22 of this Act at which time the new school board elected for the newly reorganized district as provided in this section shall become the governing body of such school districts; provided, however, that prior to the completion of the reorganization of any school district under the provisions of this Act, the existing school board of any school district shall not contract or place such district under any obligation, except upon the recommendation of the county committee. Subsequent annual elections in such school district shall be governed by the laws pertaining thereto.

Section 23. EFFECTIVE DATE OF APPROVED REORGANIZATION PLANS.) Any reorganization plan voted upon and approved shall become operative and effective on the first day of July succeeding final approval of the same.

Section 24. VOLUNTARY PROPOSALS FOR ORGANIZATION OR ALTERATION OF SCHOOL DISTRICTS.) After the effective date of this Act, proposals for the organization of a new school district, for the consolidation of two or more districts, and for the alteration of the boundaries of established school districts, through or by any of the means provided for

by any law in effect at the time, must be submitted to the board of county commissioners, or the county superintendent, or the county superintendent, as the case may be, to the county committee and to the state committee for approval before any hearings on petitions for the board of county commissioners or the county superintendent or final action is taken by the board of county commissioners or the county superintendent in cases where no petition or where proposals are submitted to the vote of the board of county commissioners and by the state committee, as the law may require in each case. Such proposals approved by the county committee and by the state committee and by the board of county commissioners and the county superintendent, as the case may be, so notified if in the judgment of the county committee they constitute an acceptable part of a comprehensive program for the reorganization of the school district of the county.

Section 25. COUNTY AND STATE OFFICERS TO OPERATE WITH COMMITTEES.) The county and state officers shall make available to the county committee and state committee such information from public records in their possession as is essential to such committees in the performance of their duties.

Section 26. REORGANIZED BOUNDARIES OF SCHOOL DISTRICTS NOT TO BE ALTERED WITHIN FIVE YEARS (EXCEPTION.) The boundaries of a school district established through and by means of the reorganization of school districts provided for in this Act shall not be altered within five years of such establishment, except upon recommendation of the county superintendent and approval by the county committee and the state committee during the life of said committee.

Section 27. DUTIES IMPOSED UPON COUNTY SUPERINTENDENT AND OFFICERS WHERE REORGANIZED DISTRICTS CONSTITUTE JOINT DISTRICTS.) The county superintendent and officers where reorganized districts constitute joint districts shall be imposed upon and required to be performed by the county superintendent under the provisions of this Act or under the provisions of law are in like manner imposed upon and performed by all county superintendents affected by the reorganization of school district involving territory in two or more counties. Duties that are required by law to be performed by other county officers or by any school district officer in connection with the operation of joint school districts under the provisions of existing law shall likewise be performed by such officers in connection with the operation of such districts as are organized and established pursuant to the provisions of this Act.

Section 28. APPEAL FROM DECISION OF COUNTY COMMITTEE IN MAKING ADJUSTMENTS OF PROPERTY, DEBTS AND LIABILITIES.) An appeal may be taken to the district court on any question of adjustment of property and liabilities among the districts involved in which the county committee has made an adjustment under this Act. Any person feeling aggrieved by the decision of the county committee after the hearing provided for in this Act may appeal from such decision. Such appeal shall be taken within thirty days after the decision of the committee on the adjustment of the property, debts and liabilities, by serving notice of appeal upon a member of the county committee. If such court finds the terms of the adjustment in question to be equitable or in conformity with any provisions of the Constitution of North Dakota, such court shall make an order that is equitable and in conformity with every provision of the state Constitution of which such adjustment shall be made. Any determination by the court to be violative. Any determination by the court with respect to the adjustment of property, debts and liabilities among the districts or areas involved shall not otherwise affect the validity of the reorganization or creation of any districts under the provisions of this Act.

Section 29. APPROPRIATION.) There is hereby appropriated out of any monies in the state treasury in the Equalization Fund, not otherwise appropriated, the sum of sixty thousand dollars or so much thereof as may be necessary for the purpose of carrying out the provisions of this Act.

Section 30. SAVINGS CLAUSE.) If any section, subsection, sentence, or clause of this Act is for any reason held unconstitutional, such decision shall not affect the validity of the remaining portions of this Act.

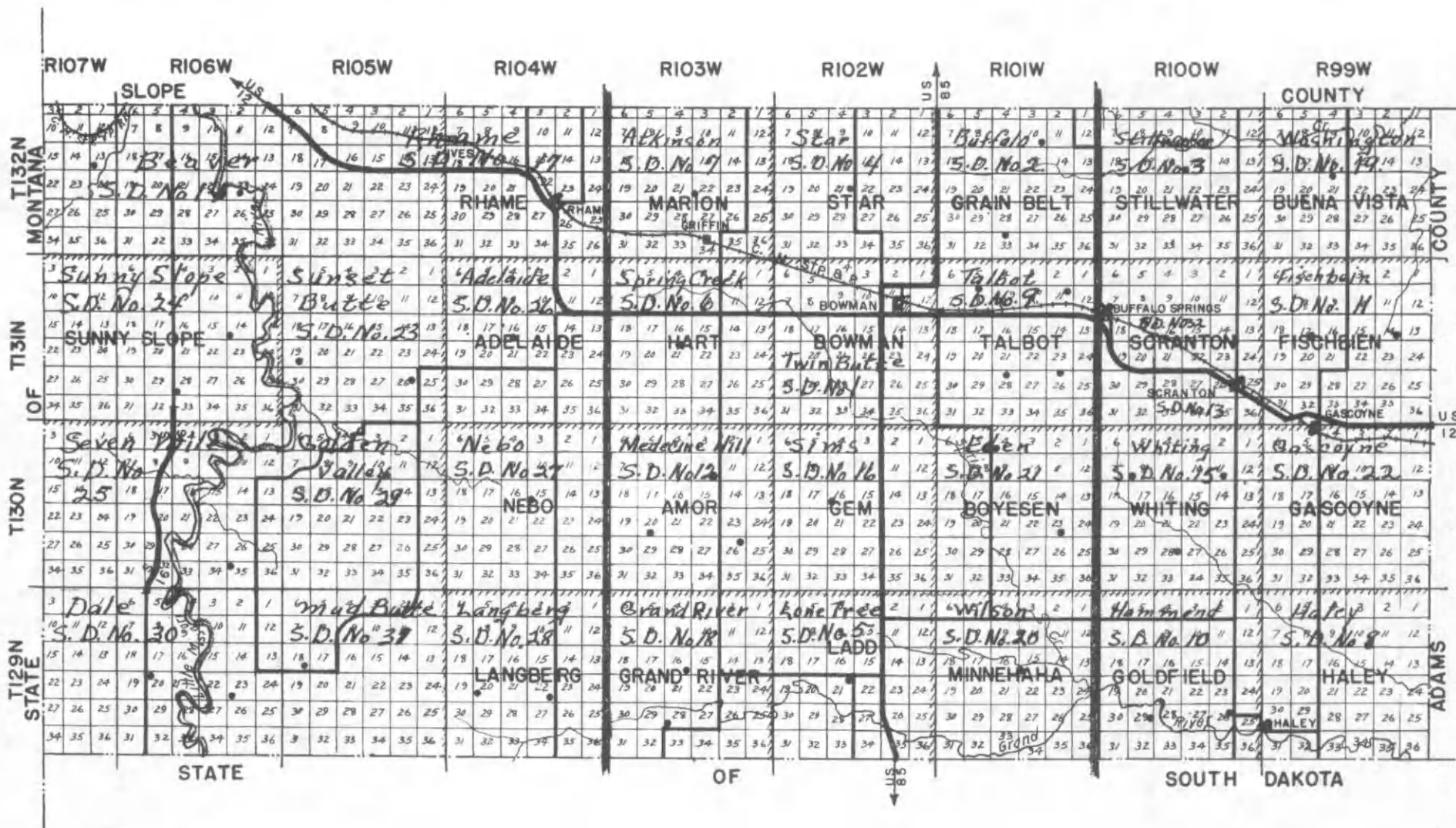
NORTH DAKOTA

— 1948 —

- US & STATE HIGHWAYS
- COUNTY HIGHWAYS
- RURAL SCHOOLS
- PRESENT SCHOOL DISTRICT BOUNDARIES
- PROPOSED DISTRICT BOUNDARIES

PUBLISHED BY
HURON BLUE PRINT CO.,
HURON, S. DAK.

KUEHN'S COUNTY MAP NO. 6



Appendix B