

Minnesota School Board Association



Official
Proceedings

25th
Annual Convention

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"Minn School
Board"*

Silver Anniversary



Minneapolis, Minn.
February 13, 14, 15, 1946

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PAST PRESIDENTS of MINNESOTA SCHOOL BOARD ASS'N

Victor E. Anderson, Wheaton-St. Paul	1921-1924
George E. Susens, Alexandria-St. Paul	1924-1926
B. K. Savre, Glenwood	1926-1928
L. H. Colson, Wadena	1928-1931
Dr. C. L. Blunt, Albert Lea	1931-1932
N. B. Hanson, Barnesville	1932-1934
Otto W. Kolshorn, Red Wing	1934-1935
Dr. E. E. Novak, New Prague	1935-1936
Edward E. Sharp, Moorhead	1936-1937
J. S. Siewert, Windom	1937-1938
J. B. Johnson, Cambridge	1938-1939
Dr. H. B. Clark, St. Cloud	1939-1940
John E. Casey, Jordon	1940-1941
Tom O'Brien, Brainerd	1941-1942
Ira R. Lambert, Chatfield	1942-1943
Mrs. F. N. Christofferson, White Bear Lake	1943-1945
Dr. Charles R. Drake, Minneapolis	1945-1946

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Silver Anniversary Banquet



The 1946 annual banquet of the Minnesota School Board Association, marking the 25th anniversary of the association, was held in the Ballroom of Hotel Nicollet, Thursday evening, February 14, with Dr. Charles R. Drake, president of the association, presiding as toastmaster.

The invocation was offered by the Rev. Frank Barr of White Bear Lake. Music during the evening included a piano solo by Marilyn Svenneby of Fergus Falls, and a group of vocal selections by Norma Johnson, also of that city. The Chisholm high school orchestra played throughout the evening program.

Victor Anderson, first president of the association (1921-1924), initial speaker, paying tribute to John E. Palmer, who had served as secretary of the association since its organization, stated in part: "This is a very happy occasion for me, marred only by the regret that your distinguished secretary is unable to be here in person as I am sure he is in spirit. . . This 25th anniversary of the organization is a monument that speaks far more elaborately, eloquently and convincingly than any words of mine of his devotion to his duty, his fearlessness in standing for and supporting the things that are right and in carrying on so that today there is no more potent force in this great state of ours than you people who are members of the Minnesota School Board Association. . . And so, to Mrs. Palmer, in behalf of the Board of Directors of this association, I would like to present a token of the esteem and affection in which Mr. Palmer is held—it in no way compensates for his outstanding service. We hope it will be a memory, and a blessed one, in the days to come, and may He, Who is ever mindful of His own, be with him and strengthen him and restore him to health. Until we meet again."

Mrs. Palmer, representing her husband who was seriously ill in the hospital at Fergus Falls at the time, expressed her appreciation, as well as that of her husband, for the gift received—a gold watch—"I wish to express my sincere thanks and deep appreciation for this wonderful gift as well as for the sentiment back of it. I am very sorry that Mr. Palmer cannot be here and accept it in person. I know he feels keenly that because of the condition of his health he cannot be here. This organization has been his great love and it has been his constant endeavor to do what he could to make it work and function properly. He feels that he has many friends here and I know he regrets more than he can express in words the fact that he cannot be with you. And I know he appreciates more than words can tell the message you sent to him yesterday. In thanking you for this gift, I also want to express my gratitude for the expression of love and good will that has come to me here these past few days and to those who have come to me and inquired about Mr. Palmer's condition. May God bless you all—and thank you."

A feature of the evening's program was the introduction of the association's 17 past presidents, with remarks by John Casey, presiding. Of the past presidents, all living, 12 were present to answer roll call: Victor E. Anderson, B. K. Savre, N. B. Hanson, Otto Kolshorn, Dr. E. E. Novak, J. S. Siewert, J. B. Johnson, Mr. Casey, Tom O'Brien, Ira Lambert, Mrs. F. N. Christofferson, Dr. Charles R. Drake. The five unable to attend were: George E.

Susens, L. H. Colson, Dr. C. L. Blunt, Dr. H. B. Clark, and Edward E. Sharp.

The main address of the evening was given by the Honorable Dr. James L. Morrill, president of the University of Minnesota.

Governor Edward J. Thye made the presentation of the award for distinguished service to Judge Albert Einersen and Dr. Carlus Selvig, for many years of dutiful service in school board endeavor.

The event adjourned at 10:25 p. m.



1921

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1946



A quarter of a century was rounded out by Secretary-Treasurer John E. Palmer in his service to the Minnesota School Board Association.

John Palmer was graduated from Gustavus Adolphus College in 1901 after having had his earliest education in the rural districts of Nicollet county. Later he taught in rural Polk county; at Bemidji and Clinton. At Fairfax, International Falls, Wheaton and Ortonville he was superintendent. At one time he held three offices simultaneously, those of school board member, superintendent at Ortonville, and secretary of the State School Board Association. He was elected secretary-treasurer of the association in 1921 and served until his death February 27, 1946.

In Memoriam

John E. Palmer

— who passed away at Fergus Falls February 27, 1946, served the Minnesota School Board Association as its secretary-treasurer during the first twenty-five years of its existence. The following resolution was adopted by the board of directors of this association at its regular meeting in St. Paul, March 9, 1946:

"Whereas the services of John E. Palmer, as secretary-treasurer of the Minnesota School Board Association, came to a conclusion through his passing on into the spiritual life soon after the 1946 convention in which high tribute was paid to his loyalty, efficiency and careful attention to the affairs of this association,

Be It Resolved, that the members of the Board of Directors express their profound appreciation for his many contributions to the educational life of this state, and their deep sympathy to his widow in the loss of his comradeship."

WEDNESDAY MORNING SESSION FEBRUARY 13, 1946

The twenty-fifth annual convention of the Minnesota School Board association was called to order in the ballroom of Hotel Nicollet, Minneapolis, at 10:10 o'clock, Dr. Charles R. Drake, president, presiding.

PRESIDENT DRAKE: I will call the convention to order . . . We have been unfortunate in having our good secretary, John E. Palmer ill, and in the hospital. He had a very severe accident last summer from which he recovered and three weeks ago was taken down with the flu. . . However, Mr. Palmer has done a very marvelous piece of work for us in helping prepare our program and making the mechanics of the organization move. And he is up there now thinking of all of us I am sure. In the meanwhile I have appointed Mrs Christofferson as secretary pro tem.

This has been a somewhat difficult situation with hotel accommodations and transportation so that I was not certain as to its success or the number of our people who would be here. But I am sure from the number that are here now and those who will come in later that it will be a success and we have provided, I hope, a very good program. We hope that you as school board members will produce a lot of good, progressive ideas that will assist the whole educational system of the State of Minnesota within the next two years. We have some recommendations but they will come later. . .

. . . Music was furnished by the a cappella choir of West high school, Peter D. Tkach, director. . . The entire assembly arose, sang the National Anthem and gave the salute to the U. S. flag. . . Invocation was by the Rev. Ivar Sandberg, Barrett.

. . . President Drake introduced Mayor Humphrey.

ADDRESS OF WELCOME

Hon. Hubert H. Humphrey, Mayor of Minneapolis

Thank you very much, Dr. Drake — Ladies and Gentlemen who are gathered here for the twenty-fifth annual convention of the Minnesota School Board association: This has been quite a year for a mayor I assure you. We have had more conventions and more conferences in the last eight months I suppose than we have had in the preceding five years. And that is as it should be because in those five years that preceded 1946 this country of ours was engaged in a death struggle — in an effort for all-out victory—and many of the conventions and conferences and meetings that ordinarily would have been held were set aside or were just moved up for a period of time.

Just the other night I had an opportunity to address a group that was having its 50th—its half a century annual convention. So you see the State of Minnesota has quite a lot of history. . .

Today I want to extend to you a formal welcome. And I guess that is the way a mayor is supposed to address an audience —be formal and extend to you the Keys of the City. But I must confess we have no keys to offer you today. As a matter of fact the Chief of Police has told me he has the city locked up so I can't give the Keys of the City to the School Board association. But I can assure you the WELCOME is out without any keys to the city or without any welcome mat. You have the warm hand of friendship and our hospitality is being extended to you during the days of your deliberations and conferences in the city of Minneapolis.

The city of Minneapolis is a logical place for a convention such as this because you see our city is the home of the great

state university, the University of Minnesota, my alma mater and a place that is very dear to my heart. The University of Minnesota is one of the largest in the world; it is one of the ten best universities in America from all standards that you wish to judge it by. And then besides that great University there are the Twin Cities. And I surely want you to know that there is the symbol of peace and good fellowship now a living reality between Minneapolis and St. Paul. I get along just fine with their mayor over there. And we Minneapolitans and St. Paulites are literally embraced in each other's arms trying to prove to the world that we can have peace at home as well as abroad.

And in these two cities we have many colleges and schools, churches of different denominations, private institutions and public institutions. I would say that Minneapolis and St. Paul stand out in America as one of the great educational centers of America. We are very proud of this city—of its great cultural institutions—our Minneapolis Symphony orchestra, which I am sure you are all very familiar with and very proud of. We in Minneapolis are very proud of our Minneapolis Institute of Art, our Walker Art Gallery. If I were addressing another audience I would say, "Yes, we are just proud of our city." We are proud of its parks and its lakes and more than that we are proud of its schools and we are proud of our superintendent of schools, Mr. Goslin, because to me he has brought a new ray of life to this community—he has brought a new hope—he has given the people of this community a message that they have long needed—that education is something more than physical institutions—that education after all is directed towards the betterment and the development of the individual. He has given us a reason for living in this educational world and I want to congratulate the School Board—I want to congratulate the wisdom of this community, the people of this community that made it possible for us to take on this new hope so that we can look forward to a better day for every one of our citizens.

... The United States Chamber of Commerce during Education Week released a little pamphlet about the value of education in the schools. And that pamphlet states quite simply and directly that the communities that have the better schools have the better people; the communities that have the better schools have less of crime and delinquency. The communities that have the better schools have the best homes. The communities that have the best schools have the best of prosperity—the better consumers and the better producers. A good school system makes good people—at least it helps. A good school system makes good consumers and it makes productive producers. Possibly that is why in the State of Minnesota our people are so progressive, so energetic and so capable through one crisis after another because we pride ourselves upon an outstanding educational system and an outstanding educational record.

I call that to your attention, the report of the United States Chamber of Commerce, because there are many people in this world—there are so many people who are deeply motivated by the word of prayer, as you must have been this morning. There are other people who are motivated by a desire for materialistic gain as many people are. There are so many people that are just motivated by what they call a love for a set of ideals or values. We have a few of those thank God!

Now if we are those who are motivated primarily by materialistic gain then let's face the issue and the issue is clearly this—that you can't spend too much money for education. It has

never been done. This country has never had too much spent on its educational system. This country has had too little. This country has never produced too much—it has consumed too little. This analogy applies to education and production and consumption.

I know in our communities of Minneapolis we are faced with many critical social problems. I just read with considerable interest the other day where the school teachers of Minneapolis have a new approach to the problem of delinquency. And may I say to the adults that are gathered here—we as adults are talking an awful lot about it but we are not willing to do very much about it. We like to give speeches about it but we are unwilling to grab hold of the program energetically and expend the energy and the money that are necessary to combat it. And I will say that the one approach to the problem of juvenile delinquency and problem of citizenship—the building of good citizens—the one practical approach lies in the school system itself—the particular philosophy of education. You see I am an old school man myself. I feel almost amongst friends. When you run for a political office if you happen to have been a college teacher or just a teacher or just interested in education you are looked upon as a very impractical and idealistic soul. Well, may I say that some of the most practical people in this world are people who are concerned with education.

Remember Thomas Jefferson? Oh, he wasn't so popular in the 1800's as you will remember if you are a student of history. But he is a very popular man today. And Thomas Jefferson asked that he be remembered only for two things—as the Father of the Declaration of Independence and as the Founder of the University of Virginia. I think people who are engaged in educational pursuits, or those who are interested in education, should keep that great desire and that statement of Thomas Jefferson's before them—the Father of the Declaration of Independence and the Founder of the University of Virginia. And there is unity there—a co-relationship between those two thoughts we should not let escape us. The Declaration of Independence outlined a philosophy for America. It is our creed; it is our ideology. And we as American people are going to recognize that we do have an ideology—we are going to recognize that democracy is not just doing as you want to do but it also has a set of positive values and objectives. Thomas Jefferson penned them so ably with the assistance of all those men who were gathered at that great conference and convention in 1776. He said, "All men are created equal. All men are endowed by their Creator with the inalienable rights of life, liberty and the pursuit of happiness." That is his challenge to the American Educational Systems and I am here to say as one who has spent ten years in your own university and other graduate schools, a product of the public educational systems of this country, that all too often the schools have not lived up to nor have they taught the ideals which are stated so courageously and so simply in the Declaration of Independence.

I think we can boil it down to a few simple thoughts. The purpose of education is to liberate men's minds so that they may seek the truth. Said the greatest teacher of all times,

"And the Truth shall make ye free!"

Some people are afraid of the truth and some teachers are afraid to seek it. And some Boards of Education are unwilling to permit the search. It is the duty of every person in the field of education to stand out boldly and fearlessly and permit people to seek out the truth because in that manner only can they be made free.

I believe in competition. I not only believe in competition in the economic channels, I believe in the channels of intellect and thought it is important. Competition of ideas is what has made this country great—not competition in the market place alone. There can be no competition in the market place unless there is competition in thought—in ideas and in ideals.

When Thomas Jefferson told us there was such a thing as "dignity in men", it becomes the responsibility of an educational system to see to it that an educational program is evolved which does place dignity in men, which brings out their dignity. All too often we have been interested in those practical things—the earning of a living without knowing why or for what purpose. Every man must have a philosophy for living; every man must have a reason for living; every man must have a philosophy of life. In the school system in cooperation with the great religious institutions of our nation and our world we can evolve that philosophy of life. And may I say that education and democracy are inseparable—just as Thomas Jefferson says, that all men have inalienable rights that are given them by their Creator—not by you or me, but by our Creator—so it is our duty to make those rights living rights and not just theoretical ones. Democracy cannot exist in a country where its people are uninformed. "Democracy," as the great French philosopher, Montesquieu, once said, "depends upon the wisdom, the understanding and the virtue of the people. People cannot be wise that cannot be understanding; they cannot be virtuous if they live in a sea of ignorance." And I say that ignorance is not always to be found in countries that are without schools. Sometimes we teach ignorance; sometimes we teach prejudice.

Today in this city of ours and throughout this nation, we are celebrating what we call BROTHERHOOD WEEK. And I listened with great intensity to the prayer that was given this morning. And as I think of us gathered here, and I would say at least the majority of us are Christian people, and as I think of those ideals of Christianity and the teachings of the great Christian, I cannot help but feel the importance of this week of Brotherhood. So many people call it the Inter-racial Week—but I just say Brotherhood Week. The school system of America has got to start teaching something about brotherhood. We have to become better anthropologists, if you please—we have to become better socialists. I direct my remarks particularly to those people who have had the opportunity of studying in the field of social sciences and the humanities. How in the name of common sense people who claim to be educated—how people who claim to be democratic—can be spreaders of and the purveyors of racial bigotry and religious intolerance is more than I can understand, as the very essence of this democratic creed of ours—the very essence of democracy and education or of education and of democracy is the worth-whileness of human beings regardless of race color or creed; that we are all equal in the eyes of our Maker and that we all have certain inalienable rights of life, liberty and the pursuit of happiness. And it is the job of the school system of America to not only teach that in one easy lesson, but to make it the theme in all lessons and in all classroom conversations.

We must learn how to live together; we must understand our human relationships because from those human relationships we broaden out into relationships that become economic and social and political. Then by such means and by such an approach we can find the answer to world peace; we can find the answer to national security and prosperity.

I want to say in conclusion that as a former teacher and one who has long been interested in education, I think our task is just beginning. I think there is a tremendous challenge ahead; I think the people of America are going to have to be told the plain truth, ladies and gentlemen—they are going to have to be told that it will cost a great deal in effort and it means at times a great sacrifice of good people. We are not living in the by-gone ages of the 1800's any longer and your children are being brought up in the conflicting society of urbanism, of industrialism—in a society that has been blasted by two wars in one generation. School systems, like industrial plants and government, must change with the needs of the time. There must be new ideas; there must be new approaches to the same old problem of an orientation of man to his environment and his community. I believe we are going to have to be bold enough to tell people that they are going to have to pay more for schools in the future—not less but more. When I see the vast amounts of money spent in this country for luxury and sheer nonsense then I see no reason why taxpayers should complain because they have to pay a little bit more for schools. Every dollar spent in our school system will yield a dollar or tenfold. This country is only as rich and only as strong as its people—not as its banks—not as its forests and its mines. The only true assets this America of ours has and this world has is its people—a people wise—a people understanding—a people healthy—a people strong—a people tolerant and a people that know what they want and where they are going. It is imperative at this time that we as people interested in the public business and public institutions—that we stand out openly and boldly and say that it costs good, hard money and work to get these things. Teachers are not paid enough in the average community and the average year, ladies and gentlemen—I know because I have been one.

You can't expect young men and women to give their lives to the care of your children for a pittance. If children are important, and I understand they are—we talk an awful lot about families and children—if children are so precious then they are worthy of the best of care—not a mediocre type of care. If children are so important as we say they are—if they are so valuable and so precious, then the child if he is going to be away from your home eight hours a day or six hours a day, is worthy of the best physical plant and institution—not the least that you can get along with. And I speak for my own city.

I have never met a teacher that was overpaid; I have never been in a school system that was too good and I have been in a lot of them.

I have been trying here to say we have only begun. I want to congratulate all of you on what has gone on thus far but let's remember that the battle is yet to be won—the battle against bigotry and ignorance—the battle for a better America—the battle to make the people understand that this is their country, and that that country can only be good and only be prosperous when people are that way.

And so as mayor of this city of half a million people I want to welcome you to the city of Minneapolis. I want to thank you for making this your convention city. I hope that your stay may be one that is meaningful to you—that you may find friendship and hospitality and all the good things that you have looked forward to in your visit to this city. Welcome to Minneapolis—we greet you! Thank you very much.

RESPONSE

by W. G. Swanson, Vice President, Benson

Mr. Chairman, Mayor Humphrey, Reverend Sandberg, Past President Mrs. Christofferson and School Board Members, Superintendents and all visiting friends of education—

I wish to thank Mayor Humphrey on behalf of the Minnesota School Board association for this cordial welcome to Minneapolis for our 25th anniversary convention. The primary interest of this convention is to make recommendations to the next session of the legislature for the enactment of laws for the proper education of our children.

Though the delegates and visitors here represent communities that are very different insofar as size, population, economic resources and educational facilities are concerned, there is no essential difference between the people of the large cities and the people of the rural communities in their interest in better educational opportunities for our children. In Mayor Humphrey we have a representative from the largest school district in the state, a metropolitan area that numbers within its borders hundreds of educational institutions ranging from kindergartens to the University of Minnesota. On the other hand, I am a farmer representing a typical rural school district, thirteen miles from town, and my township numbers six (6) one-room schoolhouses within its borders.

We of America have just emerged victorious from the most terrible war in all history. The men and women who died and fought through to victory came from every school in the nation, from every part of our great state—from the cutover lands of the north, from the Iron range, from the western Minnesota prairies, from the rich agricultural areas of southern Minnesota, from the large cities like Minneapolis—they came from the one-room schoolhouses of the rural areas, from the modern high schools of the urban centers, from the vocational training schools, the colleges and the universities.

The principles for which we fought are real. Education is a vital factor in the realization of those principles and because of its vital role in the making of a better America and a happier and more peaceful world, EDUCATION is far bigger than any PARTISAN or PERSONAL politics.

The greatest state in the union—and that is a statement I make in all sincerity—must enact a system of state school aids that will equalize educational opportunities and that will equalize the cost of education so far as is humanly possible. Until such a system is enacted, we are not playing fair with our children—the future citizens of our state and nation.

To attain our goal, we must work together—we must submerge our special individual interests for the common good—we must put aside any personal ambitions in the fight to achieve adequate educational opportunities for every child, no matter what his birth or station in life.

Again I wish to thank Mayor Humphrey for his cordial welcome to Minneapolis.

PRESIDENT DRAKE: I am sure we enjoyed the inspiring address of our worthy mayor and the response by Mr. Swanson because they have given us many good ideas as to what we can think about in our various talks and discussions throughout the session.

At this time I am going to ask if you do not wish to send a telegram of greetings to John E. Palmer at Fergus Falls.

... A motion was regularly made and seconded to send a

telegram of greetings from the 25th Annual Convention at Minneapolis. . . Carried.

ANNUAL ADDRESS



by Dr. Charles E. Drake, President, Minneapolis

To the Minnesota School Board Association—Delegates, Guests and Friends: It is, indeed, a great honor to be president of your great association. It is, perhaps, the first time a resident of Minneapolis has been your president and I hope that your and my attitudes on education represent a unity of action for the entire state of Minnesota, both urban and rural. I say that with confidence because although I have lived in a large city for many years I was born in a small village and worked on a farm for a good many years. I also taught in country schools and also in higher institutions so that I feel I might be representative of all areas of the state of Minnesota. I feel that my interests are not only Minneapolis's interests but the state of Minnesota's interests.

This group is the greatest cross-section to be found in Minnesota. It represents the professions (and I refer to the School Board group), the merchants both great and small, the ranks of labor and the agriculturists. We are not representing any particular interests but the united interests of all the people in the great and basic institution of universal education.

Your great interest in education and democracy is manifested by your unselfish and devoted labors in trying to achieve the greatest perfection in this great cornerstone of our beloved country.

The war years have been difficult. Last year our convention was suspended. This year we have resumed but under difficulties of travel and housing. It pleases me to have so many here under these circumstances. During the past year your board of directors have had several meetings in carrying on the work. Our worthy secretary, John E. Palmer, had the misfortune to have a serious accident last summer, but with the aid of his most helpful and faithful wife, has carried on most successfully. Then at the last moment, he was a victim of influenza, so prevalent this year, and was forced to stay at home, away from this twenty-fifth anniversary of the association and his twenty-fifth year as secretary, and he did so wish to be present. I am sure we are all willing (and you have already showed it) to send him greetings and wishes for his speedy recovery.

During the past several sessions of the state legislature there has been much discussion of educational state aids, especially in regard to a unification or simplification of same, which would be fair to all parts of the state and yet preserve the principle of equal educational opportunity for all children of Minnesota no matter where located. No perfect or satisfactory solution has been arrived at as yet and action has been postponed. Early in 1945 our governor, Edward Thye, who, himself, has been a school board member, appointed a committee of about forty from all parts of the state to study the problem. The duty of this committee was to see if they could not arrive at some solution to present to the next legislature. Such a solution probably will not be perfect. Compromises will have to be made by all concerned and further amendments made perhaps as needed or indicated. In other words, this unification of the various aids which has been so complicated and so difficult, if it is accomplished will then be subject to amendment perhaps by subsequent legislatures which will make it more perfect. Minnesota has been educationally minded and all through the years, as long ago as forty years, we have had acts which have brought into existence these various educational aids. And it was intended that these should be for a grand, good purpose and they have been the instrument of a grand, good purpose.

Compromises will have to be made by all concerned and future amendments may perhaps be made. Three of your directors—W. G. Swanson of Benson, Arthur Swanson of Chisholm and myself—were named to this committee and meetings have been held. An institute was held at the University continuation center for three days in January where information—educational data—was presented and discussions were held. Some recommendations were made and some of these will be read later in the convention. On Friday afternoon of this week, here at the Nicollet hotel, the committee will meet in association with our convention. Tomorrow, Dr. J. O. Christianson, chairman of the committee, will make a report on progress. That will give us all an opportunity to discuss the various things that may be proposed. Now it would be wise for this convention to get behind a good move for the unification of aids.

A Handbook for Minnesota School Board Members was prepared and published under the direction of a committee of the Minnesota School Board association consisting of the officers for that year and published in 1944—Mrs. F. N. Christofferson, president; myself, vice president; John E. Palmer, secretary; Ira Lambert, past president, and T. J. Berning, assistant commissioner of education, as consultant. This handbook has been widely distributed throughout the state and to many other parts of the United States. There have been many favorable comments on same. It is hoped that every school board in Minnesota will obtain copies for school board members. The handbook will be revised as needed from time to time. It was intended to have the handbook as a major part of the program for the 1945 convention which had to be cancelled. I am particularly proud of this publication of the Minnesota School Board association.

A committee was appointed three years ago to investigate the publication of a Minnesota School Board Journal. I was a member of that committee and became quite enthusiastic about such a journal. However, due to war conditions of scarcity of paper and help in the publishing business, it was decided to postpone recommending any action until after the end of the war. A report will be made by the committee for action by this convention.

I am strongly in favor of the publication of a journal by this association. A journal will be a strong unification agent among our school boards and be a means of dissemination of information in general about school boards and education in general and in the state of Minnesota. In it also can be published the minutes of your board of directors meetings and news items of general interest to school board members. I hope this convention will act favorably on this proposal. Illinois has a School Board Journal and it is not too large but that everybody can read it. It has no advertising. That is a question for a matter of decision for the board of directors or committee whether they should have distributed three copies a year. Minnesota could distribute more copies than that and it costs about \$300 an issue—six issues a year. So that gives you an idea of what can be done in the way of a School Board Journal. Wisconsin has one and there are many other associations—I think there are probably 25 or 30 of them that have some sort of publication. And this organization, which is a large one and which can be twice as large, especially if we have a dissemination of this knowledge to the board members throughout the state with its large number of districts—we would have one of the strongest School Board associations in the United States. And therefore I believe it would be a desirable move in progress to establish such a journal.

In this connection I would state that our dues are comparatively small and should be increased somewhat in order to carry on the publication of the journal as well as other educational activities that might be carried out by this association. This will be sent to the districts without charge or to those who are not members of the board at subscription prices perhaps, but that would be a detail to be worked out later.

Last fall the Illinois School Board association sent out a call to the presidents of all State School Board associations for a preliminary meeting in Springfield, Illinois. I was unable to attend but talked by telephone with the president there.

Six presidents were present and fourteen associations responded in support of such an organization. It is to be called the "Council of State School Board Associations". Temporary officers were named and a constitution and by-laws adopted. I hope that this association will go on record as joining the national group. This will be brought up at the business session later.

Now what of the future? There are three great forces at work in our great country—education, the home and the church. They are all democratic processes because their foundations all rest upon and are a part of all the people. In order to make the people sensitive to their responsibilities, education must be universal and must progress. It has done so. Our great United States of America has demonstrated what an educated country can do. I am not one who bemoans little defects, but am proud to be a part of America where such great men as Washington, Jefferson, Lincoln and others have seen to it that education is the basis of our government. Our own State Constitution provides for it and the laws creating the thirty-eight special aids attest to it.

Winston Churchill in 1942 wanted something done in a mechanical device. He asked America to do it. He said: "You Americans can do anything." Result—the weasel. If any of you do not know what the weasel is, it is one of those tanks or jeeps that can travel anywhere no matter what it is up against. And it took some ingenuity to create it. And why—because this is a democratic country. You will notice that all the countries of the world representing three quarters of the population of the world

do not produce very much. America produces nearly as much as all the rest of them put together. I don't know the exact figure, but you can see what we do. And what has produced it? Nothing more than education of the people. Now we are not perfect—we are not all educated and we don't always think right. And that is due at times to our emotions and to our being misinformed and a few things like that. But the boys who went out into this great war learned great things—they were in a college of necessity; they were in a college where initiative was developed to the nth degree. There may have been some faults in our war machinery but this initiative of the boys has been wonderful. And when the boys get back here the mothers will find they are the ones who are going to take the leadership in everything even though they have had only a high school education. And they, too, are flocking to the schools for higher and further education.

Now we spoke about democracy and we said the reason why we made the weasel was because we were a democratic country. But what is a democracy? You hear people talking about democracy all the time and sometimes they are talking about something they know something about and sometimes they are talking about something they don't know anything about. It is a great word to play with. DEMOCRACY—it sounds fine—it is wonderful—I don't mean the democratic party, necessarily, but it means a wonderful thing as compared to some of the other totalitarian affairs. My definition is this—"A democracy is a place where he who gets the most votes is tops and where the minorities of all kinds are tolerated because those minorities may next time get the most votes." No party—no group is always correct. There is a certain amount of imperfection everywhere but it behooves those who are in power to see that they stay correct if possible.

We hear a great deal about the three R's. I remember one board member who always said four R's. When asked what the fourth one was he was embarrassed. He said "I would say that the fourth 'R' was government and that includes geography, history and civics. And if you have the fundamentals plus those which include government and then add a little culture to it you are going to have a wonderful education." Now you can call some of these things frills if you wish, or not—just as you see fit. But I think those fundamentals of the old three R's give the child the ability to think and then if he knows about his government or the government of the world he will then be a good citizen. If you ask a lot of people on the streets about the elections and so forth why they don't seem to know anything about what is going on—they just want to vote either Democrat or Republican or something of that kind because their grandfathers were that—that isn't the idea of a democracy. We want our citizens educated in the right way so that they will know what our government is, our civil government, our history and our geography. Our boys who have been abroad have learned a great deal about geography during this war and our people who have stayed at home have learned the same thing because they are always looking at the map to find out where their sons are or daughters are.

We hear a lot about vocational education. I believe that each child after a fairly good grounding in the four R's should largely decide his own future. Let no Hitler decide what the citizens shall become. Let initiative, some guidance and advice be the deciding factors. And most of the boys that come back

are going to have a good deal of initiative because they have been through the mill and they have received an education that is far superior to theoretical book knowledge. Therefore vocational or professional training should be offered to all applying if they can reasonably qualify.

Now I must say a few words about taxes. Our educational institutions derive most of their support from taxes. Now the taxes have mounted enormously in all directions. World War II has been and will be a great burden. In all of our enthusiasm for education, we must look at all angles and endeavor not to think that the well will never run dry. And I feel that the tax money should be used primarily and largely for education. But in going ahead with our tax program we must be careful to weigh things carefully as to how we are going to spend the money—where we are going to use it and not destroy the **hen that lays the golden egg**. In other words, according to the ability of the people of a community or state to pay we must carry on our services. That doesn't mean to curtail anything particularly—I mean that our progress must be made carefully so that we do not overburden the great mass of the people with unnecessary taxation but education should have the major portion of it because there is a lot of it that is wasted in other directions and it is not wasted in the educational field.

This is the twenty-fifth anniversary of our organization. I am proud to be here as your presiding officer this morning. I hope that this convention will be productive of many progressive ideas both for our organization and for the whole program of education. It is my hope that there will be unity of action by the whole state with little or no sectionalism. The thousands of school districts and school boards are the roots of democracy in our state and in their unity of action education should have no fear of retrogression.

Now there are some 7,000 districts in the state and there has been some feeling in some places about consolidations. That will be one of the topics, perhaps, on the program the next two or three days. But this is my personal reaction and I may be wrong—and that is consolidations must come from the grass roots and not from the top. In other words, those districts who find it to their advantage to consolidate will eventually consolidate and it should be left to the local communities. That is democracy in action. And those communities are going to act in that way. They may not do it all at once—they may do it slowly, but nevertheless that is the democratic way and the right way to carry on. And I think it is one of the greatest forces for education, for democracy, for our school boards throughout the state to function. I think it is far more important than town supervisor and some of the other councils and so forth because basically education is at the bottom of it all.

Now in conclusion I wish to thank the board of directors and John E Palmer for their faithful work. I wish to thank the musicians and the program speakers for their great help. And I wish to thank all of you delegates, friends and guests for your enthusiasm in coming and participating in the work of the convention.

PRESIDENT DRAKE (Continuing): And now, according to our by-laws and constitution, it is necessary for me to call upon a committee to report, this report to be taken up later at the business session. It is a committee report—an Amendment to the Constitution—and therefore I will ask Mr. Barbo to present it at this time. Mr. Barbo.

PRESENTING OF AMENDMENT

By O. W. Barbo, Braham

Doctor Drake and Members of the Association:

The matter of increasing association dues has had the very thorough consideration of your board of directors and due deliberation has been given to the many suggestions made for establishing an association publication, for hiring a full-time secretary, for conducting a central office, for setting up a more efficient legislative contact, and such other organization service features so essential to the further development of our association especially during times like these when militant action is needed if our educational system is to keep pace—

THEREFORE, BE IT RESOLVED that Article III of the Minnesota School Board Association Constitution and Articles of Incorporation, that part of the First Section which reads as follows:

Common School district with one or two teachers	\$ 2.00
All accredited grade school districts with three teachers	\$ 5.00
All school districts with full four-year high schools	\$10.00
School districts in cities of the first class	\$20.00
All unorganized territory districts and all other districts not before included with four or more teachers	\$10.00

BE HEREBY CHANGED, to read as follows:

Common school districts with one or two teachers	\$ 3.00
All accredited grade school districts with three teachers	\$ 7.50
All school districts with full four-year high schools	\$15.00
School districts in cities of the first class	\$30.00
All unorganized territory districts and all other districts not before included with four or more teachers	\$15.00

PRESIDENT DRAKE: This resolution will be brought up at the business session Friday along with several other matters which I asked given consideration. . . .

. . . There was a five minute recess after which President Drake announced the sale of handbooks in the lobby, 75c each, or 60c in lots of three or more, also the sale of tickets for the banquet which many Past Presidents were expected to attend and at which President Morrill, president of the University of Minnesota, was to be guest speaker. . . .

THE LEGISLATIVE REPORT OF 1945 SESSION OF LEGISLATURE

By Mrs. F. N. Christofferson, White Bear Lake

Thank you, Dr. Drake . . . Officers and Members of the Minnesota School Board Association: For two years, commencing February, 1943, I served as president of your association. Those two years were perhaps as important to the history of our nation and to the lives of most of us as any two consecutive years ever have been, or ever can be. We usually met on Tuesday and Thursday and many times there were four meetings during the week. During the time that the 1945 session of the Minnesota State Legislature convened I represented this association. I attended every meeting of the educational committees of both House and Senate and some meetings of the finance and tax committees of both houses. And of course in attending those committee meetings it meant to express yourself, either in opposition or in approval of a bill that was being presented to the committee and the reasons for your opposition or your support.

The bill called House File No. 497, which was the report of the interim committee on education, was the bill we were very hopeful would become law and relieve the now overburdened aid laws and give to our schools the added appropriations so badly needed in so many cases.

Previous to the session a tour of the state was made by representatives of several state organizations, such as the American Legion, Minnesota Educational association, State School Board association, State Department of Education, the Farm Bureau and Minnesota Congress of Parents and Teachers. I represented this association and visited several cities of our state.

The meetings held in these cities were well attended and I believe that the people attending gained a fuller knowledge of the great need for a more equitable distribution of state aids and are even now contributing to the thinking that will some day, I hope, bring about a change in our state aid system for schools which will make it possible for every boy and girl in our state to receive an adequate education. This can only be done when we have a foundation program which affords an equal educational opportunity for each youth in our state. Therefore I believe that the support for this program has gained some headway and that our steady efforts must be continued so that progress will push forward until the present ideals of this association and other educational groups will be attained in the not too distant future.

At the 1945 session of the legislature our firm support for a minimum salary law for teachers was continued and here too it would seem that a greater understanding of the problem was made even though success was not attained.

A bill which would broaden the powers and duties of school board members was introduced by us and its principles are very necessary for our school operations of today. In many instances schools are having to violate the present laws in order to maintain their schools and a change in the present law for powers and duties of school board members is vitally important. And may I read you the bill which was presented by this association at the 1945 session? This bill was drawn up with the aid of Mr. Grizwold of the State Department of Education and with the assistance of the Attorney General's office.

A BILL

FOR AN ACT RELATING TO THE POWERS AND DUTIES OF SCHOOL BOARDS; AMENDING MINNESOTA STATUTES 1941, SECTION 125.06, SUBDIVISIONS 1, 2, 3, 4, 5, 6, 9, 12, 14, 17, 19 and 22.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. That Minnesota Statutes 1941, Section 125.06 is amended to read:

"125.06. Subdivision 1. The school board shall have the general charge of the business of the district, the school houses, and of the interests of the schools thereof."

(Mrs. Christofferson explained that the bill was as the law is now. The new material is bold print.)

"It shall have and exercise broad discretionary powers in expending and managing public funds in conducting the business and promoting the interests of the public schools; and it may defray the costs of providing in-service training for teachers, bus drivers and janitor-engineers employed by the school board.

"Subdivision 2. When authorized by the voters at a regular meeting or election or at a special meeting or election called for that purpose, it may acquire necessary sites for school houses, dormitories, garages, and dwellings for teachers and other school employees, or enlargements or additions to existing schoolhouse sites, by lease, purchase, or condemnation under the right of eminent domain; erect, lease, or purchase necessary schoolhouses,

or additions thereto; erect, lease, or purchase garages for district-owned school buses, and other motorized equipment; erect, lease or purchase dormitories and dwellings for teachers or other school employees; and sell or exchange school houses, dormitories, garages, dwellings and sites and execute deeds of conveyance thereof. In any village or city a school site when practicable shall contain at least one block, and, if outside of any city or village, two acres; and when any school house site shall contain less than such amount the board may, without a vote of the electors, acquire other land adjacent to or near such site, all or part of such amount.

"Subdivision 3. **Supplies and equipment of schools.** It shall purchase, supplies, sell, and exchange school apparatus, furniture, stoves, buses, and other equipment, including that of dormitories and of residences provided by the district for school employees, as may be deemed necessary by the board for school purposes, and it may purchase equipment for which the contract is awarded to the lowest responsible bidder on the installment plan provided all installments are paid within a period not to exceed three years from the date of purchase.

"Subdivision 4. It shall have power to provide adequate fire protection for public school property and to provide proper outhouses, water supply, plumbing and sewage disposal systems, electric power, wiring, artificial illumination, insulation and acoustical treatments for the schools, and make other changes approved by the state board of education in existing school buildings, plant shade trees and shrubbery and otherwise improve school sites, and playgrounds, procure insurance on school property, and make proper ordinary repairs thereon.

"Subdivision 5. When necessary it shall lease rooms and grounds for school purposes.

"Subdivision 6. Heating and care of schools, residences, and garages. It shall provide for the heating and care of school houses and rooms and may provide for the heating and care of garages which house school buses, and other motorized equipment, and of school dormitories and of residences provided by the school district for teachers and other school employees.

"Subdivision 9. It shall prescribe and enforce rules, not inconsistent with law or with those prescribed by the state board of education, for its own government and for the government of the schools under its jurisdiction. (Part of this subdivision had been stricken and so was not read.)

"Subdivision 12. It may, by a majority vote, provide for the instruction of any resident pupil in another school district when inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in his own district unreasonably difficult or impractical, in which case such district shall pay to the district so attended the tuition agreed upon or charged, and may provide transportation; provided, that such pupil shall continue to be a pupil of the district of his residence for the payment of apportionment and other state aid.

"Subdivision 14. It may provide for the free transportation of public school pupils including post graduate students and adults enrolled in regular or part-time classes to and from school, and to and from schools in other districts for grades and department or courses not maintained in the district, and for other educational or recreational purposes approved by the school board. (Next part was stricken.)

Subdivision 17. It shall defray the necessary expenses of the board, including \$2.00 per day for attending meetings of school boards of the county when called by the county superintendent,

and five cents per mile in going to and returning from such meetings.

"Subdivision 19. The school board of any school district of this state by a two-thirds vote may become a member of the Minnesota school board association and by a similar vote appoint one or more of its members to attend the annual meeting thereof and the amount of the annual membership dues in such association and the actual and necessary expense incurred by the delegate or delegates and other members of the school board in attending such meeting shall be paid as other expenses of the district are paid.

"Subdivision 22. Evening schools, part time and adult education. The school board of any school district or of unorganized territory may establish and maintain public evening part time and adult education schools and courses of less than college grade as a branch of the public schools. Any school board may expend public funds to provide for the establishment, administration and supervision of courses of instruction for adults who are residents of the district but who are confined to a hospital or sanatorium either in or outside the school district."

You will recognize that seems considerably broader than the present law that we are trying to abide by and the law that many districts find impossible to abide by. Therefore we presented this bill at our last session and we hope that at some time in the future we will be able to see it to a successful conclusion.

In compliance with the mandate of this association the legislators were implored to not divert any income tax funds to other purposes than for our public schools of the state.

When, against protests made by all education groups, a law was considered and finally passed in the final days of the session giving eight millions of dollars to the schools for the two-year period, 1945 and 1946,—I did insist that if that was to be done that at least each and every district, regardless of need, be included in this distribution, because it was not an equitable distribution—it was purely and simply a hand-out and under those circumstances there should be no orphan districts—each district was a part of the family.

Those who were at all the sessions of the legislature realized that some of our more prosperous districts were to be excluded, which certainly was not the kind of situation that anyone interested really in the advancement of education wanted to foster because we as a state are evaluating the state as a whole—we call upon those prosperous parts of the state to contribute to the rest of us and surely if there was to be a hand-out, a giving, there should not be any discretion as to where and therefore I am very happy to say that the entire state was taken under the entire coverage of that bill.

At the close of the stormy session, where very much hard work had been put in, it did not seem that much was accomplished, but I do believe we came away with a feeling of gratitude, realizing that the situation might have been really disastrous as there were such strong efforts to cut the tax rates at a time when incomes were the highest ever known in our state. There was the knowledge, too, that during the years following the war there would be greater need for funds than previously. The number of children is showing such an increase that new schools will have to be built, new equipment will be needed and old equipment will have to be replaced. Higher salaries have to be paid teachers also, if we are to have teachers, so that this surely was no time to permit a reduction in income tax rates and the only

thing that seemed to quiet these insistent pressures was to reduce the amount in the reserve funds of the income tax fund for schools.

Now that bill that gave away these eight millions of dollars was nothing that the School Board association fostered or promoted or wanted to have any part in. But if it was to save the rates for our forthcoming years it was something that we could not fight and that was the belief. And after we finally found there would be no reduction in the income tax rates if that bill was to be the leavening factor, we ceased to fight that eight million dollars, that allotment.

It has been my pleasure at all times to serve the association to the best of my ability and I have felt at all times that I had nothing personally to gain and nothing personally to lose and everything that I have done I have certainly hoped has been for the betterment of education. . . .

I might further add that I have always kept in constant contact with the directors and they have given me absolutely unified support and cooperation. They came down to the State Capitol when issues were so pressing and situations so tense and they would come in and help to stress the importance of the issue at hand and to further the interest of your association. They never failed—they were always right there to give this support that was necessary.

I shall be glad to be in attendance at our legislative meeting and if there are any questions that anyone would like to ask, to the best of my ability I shall be glad to answer them. . . .

PRESIDENT DRAKE: I now have the pleasure of introducing Miss Netz. . . .

SCHOOL LUNCH PROGRAM

Irene Netz

Mr. President, Members of the Association and Friends:

. . . I believe that the remarks I have to make will bring into your meeting a different philosophy from that which has been presented by your other speakers. The school lunch program in our schools in Minnesota has been a development which has taken place over the period of 12 years when I have been a state employe and have worked here in Minnesota in the interest of promoting child health and child nutrition. . . . I get out into the communities which you folks represent here in Minnesota, and while I don't recognize very many of your faces, yet nevertheless I am pretty familiar with the food and nutrition problems of our school children because I am employed by the State Department of Health and as such I work with your county and school commissioners in the state. And one of the important things which we aim to do in our program of improving child health is that of improving school lunch programs and promoting them in the schools throughout the state.

This idea is not purely a local one. The food and nutrition board of the National Research Council, which consists of the outstanding people here in this country who are interested in food and what people eat, have placed at the top of their program in the post-war era the promotion of school lunches for the school child. There may be some of us here today who may think, "When I was a child going to school I took my lunch in a syrup or a lard pail and what was good enough for me is good enough for the children of today." But that sort of philosophy belongs back in the horse and buggy days to which the majority of us belonged during our school periods and is not in line with the modern philosophy of our schools—that of teaching our children how to live.

The 3-R's are fundamental to the school program but if we are educating our children for democratic living the ultimate goal must be that of teaching the child how to live and what is more fundamental to that program than that of sound health?

You and I are damaged goods. There is nothing that you and I ever could do about improving our body build or our nutrition from what we eat. That rests with our children. I have had numerous opportunities to make studies of the kind of diet upon which our school children live here in Minnesota and I know that while we live in a rich agricultural area—in a state with plenty of milk, plenty of eggs, plenty of all the other good things that are raised on our farms that go to make good nutrition diets, for some reason or other this food does not get into the stomachs of all our children.

Just last December I interviewed Dr. Wilder, whom many of you no doubt know has been with the Mayo clinic conducting a survey on the Indian children in our schools on one of our reservations to find out what evidences they show of having lived on poor diets. He conducted another survey on the children in a rural community in one of our prosperous counties in southern Minnesota and he saw much the same things, as far as deficiencies were concerned, among our white children who came from homes which were well able to provide for the children's needs, that I saw. I conducted diet surveys on those same children and they were asked to keep records of the food they ate over a one-day period. You would be amazed to see those records that some of our children had. A significant number come to school in the morning with very poor breakfasts. Our teachers in our schools know that you cannot fill the mind when the stomach is empty. Have you ever tried to concentrate very hard if you were very hungry? It just doesn't work.

I believe fundamentally that in the majority of homes they are providing the child with his food needs. But it becomes increasingly difficult under many living conditions today for many homes to provide the kind of lunch that the child needs and then too some homes do not clearly understand the importance of milk, vegetables and these other foods in the child's diet.

The school lunch serves a dual function. It provides good nutrition for the child for his noon-day lunch—and teachers can testify to the better learning response of the children when such school programs are instituted, especially if the children's diets have been poor prior to that.

Now we all know that we learn best by doing—and that is to eat the kind of food that we should have. We know that our national health is not what we would like to have it be. The Selective Service certainly revealed that to us and many people were simply amazed to realize how many of our young men, who were supposedly the flower of manhood, were rejected because they were physically unfit.

Many things contributed to that in the living which had been going on before and food, no doubt, played an important part. I attended a meeting in Washington at which Brigadier General Hershey made the statement that we had sacrificed some of our manhood for service in the interest of our country because of the expense of our cars—tires, gasoline and many other things which we American people considered as being essential. Actually there is nothing that is much more detrimental to the child's needs and even to yours and mine than improper food.

The dairy farmer and the poultry raiser know if the farm animals and poultry flock are to produce the things that bring

them an economic return they must be properly fed. We need to apply that same understanding to our children. Now so much for the school lunch.

I know I am too familiar with the problem that our schools have because a great deal of my work is done in the interest of school children and I know it is not practical just to say, "Every school should have a good school lunch program for the children, depending upon what type of program will best fit the needs in that individual school," because I know that there is much money that needs to be forthcoming to operate programs of that kind.

I want to tell you a little bit about that angle because there are some important things that we consider. Granted that we are all in accord with the school lunch program and recognize the need, even though the program is financed and operated I believe that the school lunch can be effective only when the parent and the community support it—when the school is behind it.

I have seen too many schools where the principal and superintendent of a large school system were keenly aware of the need and of the value of such a program but when the parents did not support it and did not help, it fell in the soup. It takes everyone's support and interest.

On the other hand I have seen schools that were very poor and yet recognized the need so strongly that the women in the community got out and made quilts to raffle off—somebody contributed this or that to raffle off in the interest of getting money for the school lunch. Mothers' clubs and the like carry on activities such as card parties and various other things, helping to promote the school lunch program. It, I believe, is fundamentally a wholesome thing when children are able to pay something for their lunch. Not many of us value very highly that which we get for nothing. Every school needs to make provision for the child coming from the home who is unable to pay for that lunch, however. That seems, certainly, the least we can do because it means that the child who probably has the poorest breakfast before he comes to school will have the poorest meal when he goes home at night—and he would be the one who would be denied the lunch if he could not pay for it.

Back in 1934 an attorney general of Minnesota ruled it was legal for school boards to use their funds for helping to finance the school lunch program. The attorney general's interpretation was broad. He stated that, because of the immaturity of the child and the fact that we could not disassociate the child of his learning, it was in the interest of education that school funds should be for that purpose.

I am realistic and practical and I know that some school boards have little or no money after the essential needs for education have been met. So many times there just isn't money to do much with. But we should certainly devote some of our funds, if we are in a financial position to do so, in the interests of this broader education which Mayor Humphrey told us about earlier this morning.

Congress, since 1943, has set up a federal appropriation which is made available to the states—it has been fifty million dollars for the last few years—which has taken the place of the distribution of surplus commodities. Whether or not we are going to have financial assistance again this year is a real question.

I returned Sunday night from a meeting in Chicago which was called by all the states because it looked as if Congress with

its economy program will throw into discard some worth while activities as well as some that may not be so good. And it seems as if, unless we do a great deal more in voicing our impressions as to the support which we wish our representatives to give to the school lunch bill, we will be faced with no federal help at all. Minnesota has not voted any state funds for the school lunch—many states have. Perhaps in the future some such aid will be coming. This bill, House No. 3370, comes up on Thursday, tomorrow, for debate. I found that many of our representatives and our senators are not behind it.

I feel I am a loyal Minnesota resident—that we are progressive—and when I go to a federal meeting, no matter where it may be held, I am never ashamed to identify myself with the state from which I come. And to think that our own people here in Minnesota—our representatives in Congress—are not more interested in supporting this bill amazes me a great deal. I think it can be attributed only to the fact that we have not registered our interest in getting this federal help for our schools to help make these school lunches possible for our children.

Another avenue of getting some help is through organizations in the school such as Parent-Teacher associations and Mothers' clubs and other school groups—they are usually very much interested and willing, if they have any financial means, to put some money into the school lunch program. And I think that is just and proper.

We all value those things more when we work together in order to have them—don't we? And I believe from my experience in the past twelve years in seeing good school lunch programs operating, mediocre lunch programs and poor ones, that it is where all in the community, the school board, the teachers and other workers in the schools, as well as the parents in the community and the children themselves, support the lunch program, that it is most successful.

I belong to that group of public speakers who believe in standing up and speaking up and shutting up. I have told you most of the salient facts as to what I consider are the important factors in regard to our children and some of the means whereby we can do something about helping to make them a reality in our own community. And as the fathers of the school, which I really believe you are, I think you are in a position to do a good deal in fostering and in supporting this important move in the interest of the children of Minnesota. . . .

. . . The meeting was adjourned at 12:30 o'clock noon. . . .

ADJOURNMENT

WEDNESDAY AFTERNOON SESSION FEBRUARY 13, 1946

The meeting was called to order at 2:15 o'clock, Dr. Drake presiding.

. . . A number of songs were sung by the Edison high school club, directed by Elmer Sedergren.

PRESIDENT DRAKE: . . . Mr. Lindgren is a member of the board of education of Two Harbors and I have asked him to come up to speak a word of appreciation for the superintendent of schools at Two Harbors where I was very graciously entertained a short time ago. This gentleman is retiring, I understand. Mr. Lindgren.

J. R. LINDGREN: Mr. President, Members of the School Board, Superintendents of Schools: It is a great pleasure to be

asked to present a man who is retiring from the field of education. His achievement in this field has not only been recognized by the state of Minnesota but has been recognized in nearly every state in the union and also Canada. As a board member I wish that this association would give him applause in appreciation for the work he has done and extend best wishes in his retirement. I would like at this time to present Mr. T. K. Campton, superintendent of schools of Lake county. Mr. Campton.

T. K. CAMPTON: Mr. President, Members of this Association: I don't know what I could say that would express the feelings from within. Ordinarily when people ask me how long I have been in the school work I have hesitated to say, but I will tell you, each one of you privately, if you will keep it to yourselves. I taught my first day in a rural school in Hubbard county on April 23, 1894. I was in my early teens. I understood they wanted a man so I applied and was given the job. It was a school where they turned out three teachers the term before. I went there undaunted not knowing what I was getting into. And when I appeared on the first day the lady who was on my board told me that the chairman had made the statement that they had hired nothing but a kid. She said, "I want you to show them that you are more than a kid." Well I knew my job was discipline and believe me I had discipline. I don't know how much they learned but we did have discipline. And they let me come back and after that I got a school anywhere in the community for miles around because of my discipline. And from there I went on to school. You see I had only been through the 8th grade—I hadn't had any high school.

My experience in Minnesota has been a pleasant one. I worked for a time in southern Minnesota. I was in West Brook and Sleepy Eye and then I went to Two Harbors. The people have been very kind to me and I have been very fortunate in having some excellent school board members. And my school board members have treated me as well as you could expect anyone to be treated—better in fact. The people of the state of Minnesota, the Department of Education have been very kind. I am going to stay in Minnesota. I think Minnesota is the finest place on earth to live and I am not going to lose my interest in education in Minnesota. And as I have told my people in Two Harbors, my board, if there is ever a thing I can do for the Lake county school district let me know and I will be glad to do it. I am looking forward now, and this is a prediction which may never come to pass but I think that Minnesota must eventually accept—**eventually**—to the larger school district unit. It is economical—it is advantageous to the boys and girls. It doesn't have as many school officers but it is economical and will give better educational opportunities to the boys and girls. And after all, that is the purpose of the public schools.

I hope to live to see it come to pass. What this unit will be, I don't know. It is going to be a larger unit and it is up to you to solve that. I want to thank you—I want to thank everybody that is hearing my voice and those who are not for the many courtesies shown me and I am going to be just as much interested in schools from now on as I have been in the past, only now I am going to do just as I please.

PRESIDENT DRAKE: We will next have an address on "Teacher Personnel"—by F. R. Adams, Director of the State Department of Education, St. Paul, and following that there will be an open forum for about ten minutes. . . .

TEACHER PERSONNEL

F. R. Adams, Director, State Department of Education, St. Paul

Dr. Drake, Members of the Minnesota School Board Association: There probably has never been a period in the history of the United States when the problems of public education have been discussed more than they have in the last four years. I suppose one of the reasons for that is because we realized only too well our success in winning the most recent war depended upon how well equipped educationally our men went into the service. Because it is a known fact this war was won because of the technical and general academic training of our men. And another reason of course was because as we realized the problems that are going to be facing us in this post-war period we knew that to a greater extent than ever before it would be necessary for all of the people to be intelligently informed upon the problems of government and that intelligent knowledge of government can be best instilled in the young through some formal method of education.

Great strides were made in education during the twenty year period between the first World War and the war just ended. In 1917, 41% of the soldiers in the army had not completed the seventh grade. In 1942, 60% had completed the second year of high school and 40% were high school graduates. But, in spite of these facts, 20 millions of our population have a sixth grade education or less. It is a startling fact that the number of persons over twenty-five years of age who have a sixth grade education or less exceeds the population of 29 states. While this country may have more high school graduates than any other country, approximately half of the voters quit school before they have had any instruction in history, economics or civics. If an intelligent citizenry was a desirable standard for a democratic government before the last World War, the scientific developments of the last few years which have decreased the size of the world to a fraction of its former proportions as far as communication and travel are concerned make it an absolute necessity that all of the people are equipped through education to weigh intelligently the problems of government.

The recent war has, of course, had profound effects on all American institutions. But, I believe that it has had in reality a greater effect on the American school system than on most other institutions. During the period between the first and second world wars, definite progress was made in Minnesota. The curriculum of a good many high schools was broadened by the addition of industrial arts, home economics, agriculture, music and art. More attention was paid to the health and physical development of the children than had ever been done previously, and our teacher training institutions were preparing teachers in a more scientific way. There were, however, a large number of problems in Minnesota. The level of preparation of our teachers, particularly for the rural and elementary schools, was decidedly lower than that of many states.

We had a large number of small high schools which, due to small enrollment, lack of equipment and local financial ability, were not able to enrich their high school programs, and the teacher training institutions were not getting a large percentage of high school graduates of superior ability. During that period, teaching was, rather than a profession, just a stepping stone to a large number of teachers. Oftentimes, the teacher and the community were indifferent to each other's problems. Teachers' salaries were low, but there was an over-supply of certified teach-

ers, and teachers remained in the profession because there were no other positions available. Even during this period of an over-supply of certified teachers there never was a sufficient number of well-prepared teachers who possessed the superior ability which members of the teaching profession should have if they are to give to students the knowledge, inspiration and sense of responsibility essential in a democracy. Superior individuals who did come into the teaching profession were oftentimes using it as a means of earning a little money so that they might continue their education in other professions requiring more training, but which offered more opportunities for public recognition and financial return.

If these problems were important before 1942, they have become of much greater importance since that date. Teachers have left the teaching profession in Minnesota since 1942 at the rate of between four and five thousand a year. Of course, some of these teachers entered the armed forces, but a larger percentage left for other occupations in which they thought they could be of greater service and get more opportunities for the development of their special abilities. We have been fortunate in Minnesota that during the emergency a large number of qualified former teachers, most of whom were married women, have re-entered the teaching profession as a patriotic duty. In general, this group has made it possible for education to have been maintained at as high a level as it has during these years. But now the schools are facing a problem of reconversion, and in a good many cases, particularly in the smaller schools, a problem more acute than that faced by industry. If, with the end of the war, the schools could reconvert in a few months and start turning out a product as well-trained as in the pre-war period, the problem would not be so acute.

In the first place, a large amount of damage probably already has been done. We can go without meat and live on a restricted diet with little or no damage to our health, but a child who received several years of sub-standard education will have grown up and left school and never again have the opportunity for a formal education. Nevertheless, he will take his place as a citizen in the community and his vote will be as powerful as that of a responsible and educated citizen.

A large number of people in Minnesota have been complacent over this problem because to them it appears that education has, to a large extent, gone on as usual. This may be true of the communities, but the kind of education provided in the poorest school in the state should be of concern to the residents of every other community. A large number of adults in most communities have received their education elsewhere.

We have about three thousand fewer teaching positions in Minnesota now than we had before the war and the average amount of preparation for teachers, particularly in the rural schools, is considerably less than it was a few years ago. This is true in spite of the fact that a large number of rural schools have closed and transported their pupils to some neighboring school or to some town. The training of teachers in the rural schools now operating, although that number has decreased, is considerably less than it was before the war. We have lost thousands of well-qualified teachers during this period, a large number of whom will never return to the teaching profession. We have thousands of married women who have been teaching during the war as a patriotic duty who have quit or will quit teaching at

the end of the present school year because their husbands are returning from service or because they feel that the war emergency is over and they wish to return to the obligations of homemaking. There are about 6000 married women teaching in the schools of Minnesota.

The enrollment in our teacher training institutions has dropped very drastically during the last few years. The teacher training institutions will graduate this year 1,200 students prepared to teach. This number will not meet the demand. I mentioned previously that we had lost each year during the last three or four years, between four and five thousand teachers who had quit the teaching profession. This year we will have somewhere around 1200 prepared to go into teaching. We also have about 2400 teachers who are teaching on a type of certificate that would not have been granted to them before the war, in other words, 2400 teachers who are not fully qualified by the standards in force in Minnesota prior to the last war.

A great many high schools have had to drop their special departments, such as industrial arts, agriculture and home economics, and to a lesser degree the departments of music and art have been eliminated. Besides the dropping of these special departments, a large number of elective subjects have not been offered and the organization of some schools has been changed due to the shortage of teachers. The length of the class period has been reduced and teachers have been assigned more classes and a larger number of students per class. That is, schools that were organized on a 6-year high school have switched back to an eighth grade elementary and a four-year high school. The length of class periods has been reduced. A good many schools that were formerly having an hour period six periods a day have gone back to a 45-minute period with eight periods a day so that the teachers might be assigned more varied classes and the school might get along with fewer teachers.

All of these wartime adjustments have brought about more concentration on the purely academic subjects and may be one of the reasons why so many high school boys and girls have dropped out of school. But more serious is the fact that a good many school boards and superintendents, in order to maintain their schools, have employed teachers who were not competent even to provide a minimum satisfactory teaching situation.

I am sure that there never has been a year in which there have been as many school systems that have found it necessary to dismiss teachers during the year, or have considered dismissing them, for incompetency, or have kept poor teachers on because they felt they could not find replacements.

Salaries of teachers have increased materially in the last five years, but in a good many cases these raises in salary came too late and superior people have already left the profession and less competent persons are being paid twice the salary formerly offered. If the schools of the state are to perform the services that should be performed, it is necessary that a salary be paid teachers that will attract to the profession and hold in the profession people of outstanding ability.

I know that it is not only because of salary that so many teachers have left the profession. They thought that teaching was not considered important by a good many people, that there was no particular glamour in being a schoolmarm, and because the community was indifferent to the problems of housing and food for the teachers and because administration of schools by

superintendents and the school boards oftentimes was undemocratic.

The teachers did not feel that they had any part in the organization and in the offering of courses—their advice was not sought. In other words, they didn't have a feeling of belonging, of really being an important cog in their local school situation.

Now this is not a problem that can be dismissed without serious consideration. I have heard teachers criticized because of their lack of professional interest and sometimes of unethical conduct. And there are some such individuals in the schools. But, if the seriousness of providing an education for our children is to be given due recognition, we have got to attack this problem at its roots. We must keep in the profession those that are professional and have high standards of ethics.

It is not a question whether Mary Jones, a teacher, is worth \$2,000 a year, but the question facing the American nation and civilization is whether she is worth this in proportion to what is offered in the way of salaries and recognition in other professions. What do we as parents have to do in order to attract to the teaching profession the capable individual that he or she may continue in education as a life-time career? Is the problem of education of the boys and girls important enough so that we will pay a salary that will attract and keep in the profession people of ability enough to give those boys and girls the type of background of education that they are going to need to face these problems that we have not solved?

An effort must be made to attract superior high school graduates to prepare for teaching. Everywhere there are boys and girls in large numbers graduating from our high schools who do not have the financial ability to go on to college. Statistics show that a rather small percentage of the superior students have the opportunity of continuing their education. The state spends millions of dollars financing the schools of the state. Large sums of money are also provided for institutions to prepare teachers, and yet, unless we can get to these institutions outstanding individuals who are interested in teaching, unless we can provide some security for the competent teachers and give to them the reward of work well-done, we are not solving our problem.

A good many states have offered scholarships which are awarded to boys and girls who are interested in the teaching profession. The state of Florida has recently provided five hundred scholarships for high school graduates who are preparing for teaching. Each has a value of \$400 a year. The amount required annually to provide such scholarships is \$200,000. A quota is assigned to each county according to population. Each person resolving one of these scholarships may have it renewed from year to year, but each scholarship holder signs a note for one year for the amount of the scholarship. But the notes are canceled at the end of one year of successful teaching experience. The state board of education is charged with the responsibility of providing standards and requirements for persons who are eligible for such scholarships. In Florida, a sum of \$200,000 is also appropriated for summer school scholarships for teachers. Each summer school scholarship has a value of \$75.00. These scholarships are offered as an inducement to assist teachers to increase their amount of training.

Now we have in Minnesota somewhere between 4000 and 4500 rural teachers who have less than two years of training. I believe that if we are to consider seriously a longtime program of providing well qualified teachers for our school systems, some

sort of scholarship program in Minnesota should be established, particularly in the field of elementary education because it is going to be in this field in which we are going to have our most acute shortage of teachers. While in the past few years the shortage has appeared the most acute on the high school level, we have 21 institutions in the state which prepare teachers for high school work and only 40% of our teachers are employed in high schools. However, on the elementary level, besides the high school normal training departments, we have only nine institutions which train elementary teachers. Due to the great increase in the birth rate during the last few years, the number of children enrolled in the grades will increase very rapidly. It is estimated that by 1950-51, grade enrollments in Minnesota will be up 30% over what they were for the school year 1942-43. This will require from one to two thousand additional teachers. In the 1930's the birth rate in Minnesota was something like 45,000; in 1942, '43-'44, it was up to 58,000. We are making a rather detailed study of just what effect this is going to have upon the grade school population in the next few years. Our best estimate at the present time is, as I previously mentioned, 30% over what it was in 1942-43.

Now what effect is that going to have on salaries in Minnesota? That is a question that is asked of me on every corner and I don't know what the answer is. You people are going to determine to quite an extent what the answer is but in view of the fact that we still are turning out a considerably fewer number of people than are necessary even to replace the normal drop-out—in view of an increasing enrollment—in view of the fact that teachers have been given heavier loads, more classes per day and special departments have been dropped—if we are going back to give anywhere near even the type of educational offering that we gave in the pre-war period, we are going to need several thousand more teachers and they are not available. Now what effect will that have on salaries? You know what the effect is in the security market. Also, if we consider what is happening in the labor market at the present time—the cost of living, etc.—I think there is no other conclusion but that teachers' salaries have not reached their maximum.

I would like to propose that in Minnesota we set up scholarships somewhat like those which have been set up in Florida—that 500 scholarships be set up for elementary teachers in this state, one of these scholarships to have the financial value of \$400. The students receiving these scholarships would be picked from outstanding high school students who are interested in teaching in the elementary grades but who are not financially able to go to college. A definite number of these scholarships could be awarded to each county on the basis of elementary students in average daily attendance for the previous year or on the basis of the number of high school graduates, or some other measure of distribution which might be more fair. However, they should be given under a state-wide plan so that outstanding individuals could be selected.

The students who accept such a scholarship would sign a note for the amount received. These scholarships would be awarded for the two-year course in elementary education and a student might secure a scholarship for both years if a satisfactory record were made during the first year of college. If, after graduation, a student teaches in the elementary grades of Minnesota for one year, the note which has been signed would be canceled. If the person receiving the scholarship did not teach,

then the note would be payable.

This idea of scholarship may seem like something new to you. During the war the training of nurses was largely subsidized by the federal government and now we know there is in Congress a bill which I think has a very good chance of passing, to seek out over the country the outstanding individuals who have ability in the field of science and subsidize their entire education. A lot of professions at the present time, other than education, have a good many scholarships for which they seek out individuals. Well, what is happening? The result is a large amount of the cream of the intellect is being diverted into other channels than teaching. Unless we can offer some inducement, can bring individuals into the schools through scholarships, through some proposal of salaries which are going to be adequate over a period of time, then we are not going to get those individuals that we need so desperately to offer the type of education that our boys and girls should have.

It may seem that the amount of money necessary for these scholarships would be large and would be an additional burden to the state, but when we consider that the state's contribution to the schools during the past year was 22 million dollars besides the amount which is raised by the local boards for the operation of schools, and when we consider the amount in addition that is appropriated each year to train teachers in the teachers colleges of the state and at the University of Minnesota, the amount suggested for scholarships does not appear large.

We cannot take a chance that the teachers of the state are not selected from the ranks of the most competent. It is going to be necessary that this problem be attacked from its primary source—that of selecting persons for the profession, improving training and providing satisfactory conditions of employment.

Sometimes when teachers' salaries are raised or any problem of the teachers is discussed, the attitude is taken that we are doing something for teachers. If no program of teacher selection and retainment is provided, then the foregoing statement may have some essence of truth. But, if the problem is approached from the standpoint of providing a superior type of education for our children, then I believe it must be approached from the seeking out of outstanding individuals, giving them the best training and holding the superior teachers so that the future citizens of this country may have an education that will enable them to cope with world problems in an adequate manner.

Education is not merely getting men ready to control the material environment,—it is preparing them to master their environment so that the moral, intellectual and spiritual qualifications that are necessary for the continuance of civilization are advanced.

We cannot measure in dollars and cents the influence that the superior teacher may have on the lives of boys and girls. I ask that you give serious consideration in the plans of your organization for the recruitment, training and tenure of teachers in Minnesota because that is the primary factor back of your obligations as school board members in the education of our children of the state of Minnesota. Thank you.

Open Forum

DR. F. H. ROLLINS (St. Charles): May I ask about the teachers training department, Mr. Adams? In our department this year we have, I think, only seven members. Formerly we have had as high as twelve but due to the war I suppose we

have not been able to secure an adequate number of students although we started with seven this year. Do you think the training departments as organized now in Minnesota should be continued in view of the number of teachers they are putting out? I think you mentioned that 1200 graduated this year. I was wondering if you thought that department should be continued. We were somewhat interested because we could use this room for other purposes if it were demanded.

MR. ADAMS: That is a difficult one, Dr. Rollins. The departments have been maintained for a good many years and have performed an excellent service. I know the departments have had difficulty in the last few years in getting enrollments and some of them have dropped because of the fact a large number of their students they had enrolled came from outside their own district. I think that is a problem that has to be faced by the local district.

QUESTION: Is it true, Mr. Adams, that the high school teachers' situation has been somewhat improved possibly in the elementary field?

MR. ADAMS: Well, I feel the high school situation may be improved to a limited extent by the fact that a good many men are going to be back looking for teaching positions and I am emphasizing **looking**. I have had quite a good many veterans come back who are interested in going back into teaching if the salaries are adequate. On the other hand, a good many women who were high school teachers will be quitting. There are 55 per cent of our rural school teachers who are married, about 30 per cent of grade teachers, and about 15 per cent of high school teachers. I think the fact that married women are leaving the teaching profession will be one of the big factors in the shortage next year.

PRESIDENT DRAKE: The next gentleman who is to speak probably needs no introduction. He is a World War II veteran . . . Senator John Blatnick of Chisholm, who will tell us something about those problems that he encountered, and perhaps give some real information about the war as he saw it. Senator Blatnick.

ADDRESS

by Senator John Blatnick, Chisholm

Mr. President, Ladies and Gentlemen of the Minnesota School Board Association: I am not only happy to be here but I will tell you honestly it is a privilege to be here with you. The last meeting I attended was four years ago and quite a bit has happened since that time, both on the home front and on the international front. . . .

It was suggested I talk about the veteran and so I will say a few words about the veteran—how he feels since he has come back and what he would like to do. But I hesitate to say too much about the veteran because I think it has been already greatly exaggerated. I feel that the veteran should not be segregated or put aside in a class of his own as something peculiar—something different from the rest of the population of this country. I like to think of any one of us who have come back as coming back and becoming again citizens of a great nation—a grand nation—citizens—all Americans—all.

So while I may speak a few minutes on a few immediate problems of the veteran I should much prefer to speak of the problems which involve all of us as the people of this nation. And so I will, in a very informal way, talk somewhat about the home

front situation and, secondly, about the international situation.

I read some time ago that the social history of the United States of America for the next generation may be determined by what happens to veterans when they start coming back by the millions, and they are coming back by the millions. I believe from December of this last year until July of this year (1946), they expect about one million veterans to come back each month. And it was written at that time that if these veterans came back to a land plentiful in jobs and opportunities, with quick and orderly reconversion from wartime to peacetime—and veteran to civilian status, we would be well on the road to stability and to progress. But if, on the other hand, they returned to a land stricken with large-scale plant shutdowns, mass unemployment, rickety reconversion, confused movements of people competing for jobs, the outlook, they said, would be dark for everybody—civilians and vets alike. And these two situations would apply to all of the people in the country and not specifically to the veteran.

Well, to which of these two situations have we come back and joined you? I think you will agree with me that I am not trying to be overly pessimistic. You will agree it is rather unpromising—in fact a rather dark situation. And so if I had chosen a title for this talk, and it is not an address, I would use the quotation made by Secretary of State Byrnes—"Peace and prosperity are the twin goals of America's postwar effort. Our international policies and our domestic policies are inseparable."

With that objective, I agree.

Now just a little about these specific problems that the veteran faces—and I hope I can summarize the situation that the veteran finds himself in at home; and then the international situation.

May I qualify this by saying that I feel it is not the veteran set apart as a separate group that should be considered as a special class or group, but rather it is all of us together that face the same problems, veterans and civilians—Americans, all.

Service men and women are a cross section of the nation, and their needs are those of the nation. More than anything else they want to be absorbed and assimilated, to find their proper place in society. They do not want differentiation shown them or to be accorded special treatment.

The only exception would be in the immediate assistance for veterans as a group, to help them offset the gains of those whose lives were not disrupted by war. To this end, it is imperative that we have a sound veterans' program providing for disability compensation, pensions, insurance, hospitalization or medical care; give them the opportunity to finish their education, finance their business enterprises, get started on their own farms, and in their own homes.

These are justifiable; the veterans have earned this—they need this help to get re-established in society.

Now this whole question of hospitalization is a serious thing. I am not unmindful of the great burden—the gigantic burden that is placed on the Veterans' Administration. I think that Chief Omar Bradley had scarcely been over there six months—in the battlefields of Europe—and when he returned he said he thought the machinery was geared up for a peace-time program of four million veterans. And here we have a potential burden of about 15 million service men and women who are coming back to take advantage of these benefits and assistance which are needed. I don't have to go into detail in regard to some of the kinks of this whole setup. But I do think the vast ma-

jority of veterans have been quite disappointed in regard to the compensation, delays in hospitalization, etc. I read an article the other day which said that over 800 men are waiting to get into hospitals in Minnesota and there is no room for them. Hospitalization is way behind and disability claims are in pretty bad shape.

I know personally of cases where men were badly wounded in combat and there have been absolutely no medical records or military records to justify and substantiate their claims for hospitalization and disability compensation.

For instance, a veteran wanted to buy a pressing and dry-cleaning business that had an income of \$30,000 a year. He had some cash and collateral and got a regular loan from a bank, but needed \$4,000 more to close the deal, partly to buy cleaning fluid and hangers. The Veterans' Administration refused to help because part of the money would be used for expendable material—the fluid would be used up and the hangers would be given away.

I could go on and list more and more of the various items provided for in the G. I. Bill of Rights. The educational features are working fairly well. In regard to the loan items, for example, the veterans had the impression they could come back and apply to a legitimate agency such as the bank or some other federal agency that handles loans, and get a \$2000 loan. But it is not that way. The government merely guarantees 50 per cent of the loan with a limit of the government's guarantee being \$2,000. And the veteran found he had great difficulty in getting these loans.

The G. I. Bill of Rights, I believe, became a law in June or July of '44 and from that time until the middle of last year there were one and one-half million veterans who had come back. Only about 137 loans for farms were granted and only 335 loans for business were granted. There were a few more loans than that granted for the purchase of veterans' homes. It is extremely difficult for these young men who wish to arrange for these loans through the setup as it is. I could go on and give you the case histories of specific people but I know you are familiar with that.

When I was overseas we used to read articles which would make it seem as if we were all a group of psychiatric patients or possibly potential patients. I think you have found out that that angle has been greatly over-exaggerated. No matter whether a veteran has seen combat or not, there is nothing as easy for him as to come back to the atmosphere of his own home—of his own home town—of his own school, his teachers and former classmates and school chums. If it is possible for these veterans to adjust themselves so quickly to the unbelievable hardships of war, whether it be in the southwest Pacific or in the mud and rain of Italy or in the snow and the cold and mud of western Europe—if it could be done and they did adjust themselves well to that most terrible job of killing—then certainly it is much easier for them to adjust themselves at home. They are just good, ordinary sons and daughters of good ordinary American people. But you know that problem much better than I do. You have your own sons and daughters; you have your own relatives that have come home.

In passing I should just like to leave this thought. The government may take care of some of these loans and educational and vocational and hospitalization features, but there is another job that the government cannot do and that is the job of making a fellow feel at home when he gets back.

Now the schools have a most definite part to play in helping to arrange for vocational guidance programs and counseling and interviews—keeping in touch with unemployment service, etc. Scarcely a week ago J. P. Vaughan, superintendent of the Chisholm schools, called me up and asked if I would attend a meeting he had called of the superintendents of Junior colleges and some board members from all over the Range, who were meeting in Chisholm with a man who is in charge of the job training for Minnesota. There were local businessmen also present at the meeting. And we listened to this state man tell what could be done.

Now there is a definite part that you people can do as members of your school board and as superintendents of your schools to work out a plan and help these people at home. I could go on and on and say a great deal about this angle of the matter, but I will say this—the veteran doesn't want a hand-out—he doesn't want any special grant or anything of that kind because of something he may have done which was outstanding. He wants help, and I think you will agree he needs help. The veteran looks at the compensation which he is getting now and he says, "I don't want compensation for unemployment—I want compensation for employment!"

And that brings us back to the very crux of the whole matter of the veteran's problem which is a problem for all of us, and that is the need for jobs—the need for sound economy with jobs for all who are willing to work. The security angle also is important. It has, I think, been too dangerously minimized.

I'll give this example. Men who have been brought up in a democracy such as we have hate and dislike a regimented type of life. Recently something happened which shocked people back here who did not understand the true situation. These men rebelled and reached a point of near mutiny with a cry of "**We want to go home!**" And I notice some of the papers here referred to them as "I want to go home boys". And many of these service men and women when they do get home look around for jobs and don't find them. And what has been happening? During the last four or five months an unprecedented re-enlistment has been taking place among these service men—acceptance of life which they dislike so deeply and for which they went to the very verge of mutiny to get away from in the armed forces—they are now going back to that voluntarily. They are being driven back to it by the lack of security which they find in a normal civilian life. I would like to have the people who are disregarding the security angle of the veteran give more thought to the need for democracy and freedom and individual enterprise, that type of thing which is very important—but also I would advise those people to give this one fact serious consideration.

Mr. Adams made the statement here which is uniform with the type of thing I have found in other fields of employment. These men coming back for work may see the rise in the cost of living. They will say, "We would like to teach but we would like more money." They are interested in their families. I believe most of these men are married men and they are interested in getting a home established and they don't see their way of doing it under conditions as they are today.

And then we go back to the housing matter. I think the nation's No. 1 scandal of today—that is in the United States—is the lack of housing. I have a lot to say about that but I haven't time for it now. I remember when I was in the first session of the legislature in 1941 when Mayor McDonough of St.

Paul came up and pleaded for the Enabling Act which would enable the cities or communities who wanted to engage in the housing program to get federal assistance. And he was turned down. It wouldn't have cost the state of Minnesota one penny. But that was five years ago. We knew of this problem a long time ago and there just hasn't been anything done about it.

And you hear so much about reconversion. And I think I speak for many veterans who will tell you how we feel about it. The papers have tried to make a big issue of it—that it is a big job to stop making tanks and start releasing automobiles. We believe it is a heck of a lot more difficult to convert for wartime production and turn from making these electric toasters and things of that kind to making machine guns. It is a lot more difficult to convert—to make these tanks and great big machine guns.

And in passing I will say this much about it. I think that few of us in America realize what a tremendous capacity we in America have by way of production. I spent some time with Randolph Churchill behind enemy guns in Yugoslavia working in collaboration with the Americans and the British. The point that impressed him more than anything else was this, and he made this statement: "We don't believe it can be done although we know it has been done." I said, "What do you mean?" And then he said, "In your country, from Pearl Harbor in 1941 until December of 1944 you have built the largest Navy in the world—that the world has ever known—your Navy is twice as large as the British Navy which used to be the largest in the world; your Navy is larger than all the other Navies combined in the whole world. And you have done it in three years while you were carrying on a fight on two different sides of the globe and at the same time supplying in an unprecedented manner the needs of other nations. I said, 'It can't be done,' but you, we know, have done it." They used to think of a naval building program in terms of 15, 20 and 25 years. And then I used to think of the airplanes we used to build—and of the marvelous job you people back home did. And these are just a few examples I am selecting.

One plant at Willow Run used to produce one brand new, completely equipped B-24, four-engined bomber costing \$300,000, every hour for every day in the week—seven days a week. And at the same time wonderful progress was being made in new types of ships. Pretty soon the B-24 was declared obsolete and a B-29 was made and then that was also declared obsolete and there were new types of ships. And the same story was true of the fighting aircraft. Scarcely had the newer models come off the line when a new mechanism was introduced. And then you say we can't go back to making the little items such as toasters, refrigerators and vacuums and plumbing equipment and all those facilities needed for homes? Do you mean to tell me we can't build homes here in the United States in the same way we got together and buckled down and made torpedoes and airplanes and machine guns—and the like for war? I cannot say it can't be done because I do honestly believe it CAN BE DONE and the veteran realizes that and he is not going to be satisfied until it is done. And I mean not just as a veteran, as a special member of a special group, but as an American citizen who has seen things around the world and had a chance to look at himself through other people's eyes. And I saw that we were quite a bit different from what we had thought originally.

If I were to be asked, "Well, how do you personally feel

about this whole thing?" I would say that our domestic problem No. 1 is that any democratic society free of prejudice and intolerance and racial and religious discrimination should have **security**. And the first thing is JOBS. We want the type of standard of living which our machinery for production today can't produce.

I don't think we are going to get it in spite of the repeated promises for prosperity in these coming years. I think for a very short duration there will be an upward surge—an increase of prosperity but more of an artificial boom. We see the rapid diminishing of the potential power of the consumer to purchase. For example, a friend of mine had a chance to buy a home which not long ago was worth \$6,000. Now they want \$8,000 for that same home. \$2000 of that young man's hard earned money was going to disappear—evaporate completely. They say you cannot make nothing out of something. They teach us that in physics and in chemistry, but they seem to do it in the financial world. We do have this thing to contend with. I feel the available money consumers have today is going to be drained very rapidly. For example, it is very disquieting to me, this type of thing. I heard it first when Drew Pearson mentioned it, and I wonder why the newspapers don't come on with these stories instead of the over-exaggerated attacks on labor. I am not defending it but I won't go along with these unwarranted attacks, the complete absence of the other side of the story. And this particular story was a report by Drew Pearson on the radio, that a certain manufacturing firm had 400,000 shirts stored away in the warehouses and many other firms are waiting for January 1, 1946 to roll around so their taxes would come down—from about 65 per cent to some 35 per cent and also waiting for OPA to be taken off so they can have an increase in their prices. And when Drew Pearson was called upon and asked to apologize on the radio—and I am sure many of you heard him—he said he was sorry he didn't tell the truth—there were not 400,000 shirts being held by this one firm, but 1,200,000 shirts.

I know I have tried to buy shirts, I know you men have, and you women have tried to get them for your husbands and sons but you can't do it. I could enlarge upon this, go on and on, but time will not permit.

Getting back to the veteran again. A young man, a very able man, had graduated from a course in industrial management and when he came back he got his old job back. But for the first six weeks after his return he didn't know what to do with himself. He felt so unsettled and restless. He was thinking very seriously of giving up his work—in fact he wanted to go up north and be a caretaker at a resort where he felt he could get away from the world. He thought that would be an escape. But this is what he told me. He went back to work and he said, "John, as I sat down at my desk and began to see things that were familiar I began to recall the work I had done several years before and it seems as if a great burden suddenly dropped from my shoulders and all of a sudden I felt like a new man." And I think a great many veterans who get back their old jobs feel like new men and women.

Now I will go into the international situation very briefly. I have had the privilege of working very closely with Russian officers and British officers and I spent six weeks with the son of Prime Minister Winston Churchill. I learned a lot about the British, how they think and feel and how they regard many things. I learned many things I didn't know before, and also a

good many things from the Russians I didn't know before, about ourselves. And I began to look at ourselves through their eyes and through the eyes of the partisans. And I should like to mention some things in a very informal way in connection with the international angle. Last night in the Minneapolis Journal I read a little column, and the headlines were something like this—"Pacific War Seen in 1933, Nearly Four Years Before Pearl Harbor". And Admiral Royal E. Ingersoll said, "Everybody knew that sooner or later we all were going to be involved in war in the Pacific." And it is tough when you think of all the publicity that came out after Pearl Harbor—about the surprise attack and dirty play and the "stab in the back", and things like that! I wonder—wasn't somebody telling the truth back in 1938—or why not? We have got to get the information on these things. Now I am in favor of a reappraisal to show us where we made our mistakes. It is necessary for the people to know these things and they are not getting out to the people.

And Randolph convinced me that their government had an advantage—where the Prime Minister comes back and no matter what the national problem is, he puts it in the House of Commons where he is asked many questions from all sides and everything is brought out in the open. The man who has run against him in the previous election is there and they fire questions from both sides and he has to tell everything—not in a prepared speech but in an open, hard, knockdown, drag-out debate. And that has been happening all the way through recently on this loan that the British are trying to get from us. We have nothing that compares with that type of thing.

I think it is the responsibility of the schools to get a realistic program of education on these matters, both nationally and internationally, and I will give you an example. I was talking with a Yugoslav partisan after the close of the war and we were talking about the point of elections. I said, "I see you are listed under one party—I don't think that would go over very well in America. We are interested in the two parties—we are used to a democratic way of choosing our people. We like the right to object." And he was very much surprised. Another partisan turned around to me and said, "You know in your days, in the days of your country's history, you had your partisans, and in the days of your American revolution you wanted to fight against having the King—get rid of the King's control, and you came through. And the great leader of your partisans was a man named General George Washington, a military man, and he was a great man." I said, "Yes, and he is still our Father here today—one of our great men—not the great—but one of them." And then he went on to say, "One of the partisans who fought under him thought a lot of him. And many of them thought it would be a pretty nice thing to have this man as first president." And then he said to me, "What party ticket did General Washington run on in the first election and who was his opponent?"

Well, I blushed with shame, because I had just gotten through telling that I had had 17 years of education in the United States and they surely caught me flat-footed. I got up and said, "It is rather warm here—may we open a window?" And then I had to say, "Gentlemen, I don't know." I said, "I don't think there were any parties—I don't believe the Constitution contemplated parties. I remember in history—and I don't believe that was even debated in the Constitutional conference—I don't think the question of parties ever came up." He said "That is right and that is the way the situation is here. We think a heck

of a lot of your man Marshall and we would like to have him be our first prime minister." He saw things entirely different from the way we see them here. I talked with the Russians and talked about the freedom of the press and talked about democracy and all these things and they have entirely different concepts of democracy from ours. I told them our democracy just couldn't be beat. I know the Office of War Information sent in calls and materials came—were parachuted even. Well, I could go on and on.

One of the Russians said, "You call your paper a free press? We call it an irresponsible paper." Of course this was said in a friendly way. We were close pals. And he said, "In our papers in Russia we have small articles, when Stalin says the word, that go all the way down the line in our press, everybody believes them and nobody challenges them." They said they thought our papers were irresponsible and full of ballyhoo and one-sided.

Now we don't know the Russians and they don't know us. And from the standpoint of the international problem we must understand each other. We must know about them and that they look at things differently from the way we do. And I will use this illustration in closing. I am trying to say in order to have any type of international machinery or organization of united nations work, it is not enough to have just a good mechanism or machinery—we can build that all right. I think the League of Nations could still have been made to work. But no machinery will work unless it has the trust and the confidence of the other man and he has the trust and confidence in you that you have in him. And here is an illustration—here is a table and I'll draw a large figure 6 on the table. I am sure you have heard this before. I will ask my friend across the table what that figure is and he tells me it is 9. I insist it is not 9 but 6. He insists it is not 6 but 9. I would say, "That is a lie, it is not 9, but 6." And he would tell me I was a liar—it was 9, etc. And before we would realize it we would be quarreling and maybe have a fist fight.

Now, supposing I knew he was a square shooter and he knew I was after something good—in other words we had each other's respect and confidence. If he insisted it was 9 instead of 6, I could say, "Well there is something wrong here—why don't you come over to my side and then you will see I am not lying?" So he comes over to my side of the table and the 9 has now become 6. And then he says, "By gosh I wasn't lying either—you come over on my side and the 6 sure enough becomes 9." Well, it can't be both. It depends on from which side of the table you look at it. And that is the situation in most of these international affairs. It depends on from which side of the table you look at them. We must have detailed information, day to day reports of what is happening. How does Russia feel? How does Britain feel and the other countries, on this thing? And I think it is a great responsibility for the schools to see that the people who are really going to make the machinery work, both international and domestic, are the young boys and girls in the school today in their early teens—they are the ones who will reap the fruit of what is happening today. In 15 years from now those people will be in their 20's and 30's.

So, in closing, may I say that our great mutual problem is how to create a more democratic and prosperous America in a world organized against war. No peace for the nation means no peace for the veterans who fought to restore peace. Mass unemployment for the nation means mass unemployment for the veteran who fought for the right to work. Intolerance, dis-

crimination against minorities, inflation, all plant at home the deeds of defeatism which can and usually do lead to Fascism which the veteran just defeated abroad.

To meet this problem, civilians and veterans together must support a program of mass production and a plan for full employment and economic security.

And we must do this not as veterans and civilians, but as AMERICAN CITIZENS, facing our problems fairly and squarely,—in a realistic manner, united by a common purpose, that, in the words of that immortal whose birthday we observed yesterday: "The government of the people, by the people, and for the people, shall not perish from the face of this earth."

Thank you.

PRESIDENT DRAKE: Thank you, Senator Blatnick.

The next speaker has for the past 25 years been interested in educational affairs and is very much interested in our problems. I wish to introduce to you at this time, Lynn Thompson, a member of the Board of Education of Minneapolis.

PASSING OF THE SCHOOL BOARD

Lynn Thompson, Member of Minneapolis Board of Education

Doctor Drake, Members of the School Board Association: I feel somewhat right at home here because I have attended most of the meetings for the last 25 years. . . . I want to talk to you of the tendencies arising which the School Board association and schools will have to face—or some of them.

Organizations are seeking to take control of the schools in a direct and an indirect method. One of these organizations I feel is the North Central association. That is not a legal body, but a body setting itself up to dictate to the schools of the Northwest just how they will set up their courses of study. Now this organization has aimed to state just what the qualifications will be—and what shall not be taught. A few years ago a controversy arose, and I just want to quote a statement made by the United States Secretary of Education, J. W. Studebaker, who was then superintendent of schools at Des Moines, Ia.

He said, "This organization represents an arbitrary control of a certain dictatorship." That was in a letter that was sent to Mr. Webster who was superintendent of schools in the city of Minneapolis at that time. And in a later letter, of which I have a copy here, sent to Mr. Phillips who was at that time in the State Department of Education, he voiced the same thing. He believed, as did Mr. Studebaker of Iowa, that they had nothing to get from an organization of that kind.

Now there has grown up, following this, an organization whose ideals are that the boards of education are antiquated—that there should be set up a state organization, probably through the state university or some other educational institution, or appointed by the governor, in which they would take over, not in an advisory capacity, but full capacity, all the activities of the boards of education of the state.

A few years ago, Governor Stassen, in making an address on state aid, stated that in the city of Minneapolis they should reduce themselves to a small city council and that the city council should take over the powers of the park board and the school board. And in that statement he said they should not only control the schools but should elect a superintendent of education to take over the control of the schools and abolish the school board of the city of Minneapolis.

The Minneapolis Star Journal came out with an editorial the following day which stated in part, "Yes, Governor, we are back of you in your proposition." What was that proposition? That was to do away with the school board of the city of Minneapolis. Governor Stassen said if they would elect the smaller city council and do away with the school board he would use what power he had to see that Minneapolis got more state aid.

I don't know whether that was to be used in the state school money to bribe or what it was. That is, to take money away from some of the other districts and give it to the city of Minneapolis—if they were to set up a fascism system in control of their education in the city.

Now that isn't peculiar alone to the city of Minneapolis. There have been bills introduced in almost a dozen states in the Union in which they have sought to set up almost the same thing. And when Mr Burke was in Minneapolis making a survey of the school system, he recommended that the board be abolished and in its place a board set up elected by the mayor. That, he said, was going to take it out of politics. And I will leave that up to you as to whether that will take it out of politics or not.

At the same time the people of the city of Chicago were petitioning the legislature at Springfield, Ill., to pass a law so that Chicago could get away from that kind of board. So you see that these trends and these tendencies are going on all over the United States. And the last few bills that have been introduced into Congress, with the exception of the bill that was endorsed by this organization known as the Ryan-Lundeen Bill a few years ago, each one of those bills, the Harrison Fletcher Bill and the Pleasant Bill, set up an entirely separate board to administer that aid. And those bills have the endorsement of the National Education association, while the Ryan-Lundeen Bill was a bill that provided that in no respect or manner whatever should the management of the schools be taken away from the local school boards.

I'll admit there is sometimes a shortcoming in school boards but if we destroy democracy at its foundation, then we will destroy the underpinning of the whole democratic foundation of the government because it is in that part of the administration of public affairs where most of the people come in contact with one of the governmental departments.

There are more people interested in the schools for a reason—and that reason is that they have children in the schools. And many times there is a two-fold reason, and that is the large amount of taxes.

Now following that, there have been bills introduced in the legislature along the very same lines of that endorsed here by the former Governor Stassen and the Minneapolis Star Journal where it was suggested that a bill be introduced into the legislature where they would take the school board of Minneapolis away from the people and put it under the control of a mayor as an appointive board because they wanted to get a special board. Now whether that would do it or not I don't know. But you know something about this school board of the city of Chicago and its reputation. When Mr Warmrath was business superintendent of the city of Minneapolis he was called down to Chicago when they were having a survey made there by a gentleman from Columbia university. And when Mr Warmrath came back he said to me that he wouldn't risk his life to make the report on what he found on his short trip to the city of Chicago as to how things were being handled. Now in the legislative program—

well they are very much like Minneapolis sometimes—when the aldermen couldn't get the salaries raised by submitting them to the people, they took it over to the legislature and got their raises. In the last session of the legislature we had some bills over there—bills under which they (the legislature) would take over the home rule school. The same thing is done in regard to the activities of the schools and school board bills that they feel wouldn't pass if they were put to a referendum in Minneapolis—like the question of raising the millage a few years ago. It was submitted to the people to raise the four mills and it required 60 per cent of the votes attached in order to pass that. The affair only got a 22 per cent vote. Of course the Central Labor Union went out and endorsed the bill and said it should pass but every labor ward in the city overwhelmingly defeated it and they said, "Well, we haven't money enough—we only would use it in the proper way." Sometimes that was right. In the case of here in the city of Minneapolis that proved to be right because we applied a little bit of business acumen to the affairs of the board of education and we got, instead of a million dollar deficit. . . . a \$548,000 surplus. Politically, for those who are interested in it, that was a bad thing. We got rid of all the surplus timber that we had. So they went over to the legislature and tried to get a bill through to take school matters out of the control of the local administration.

Employees have always maintained for years back a powerful lobby affair. School board members, of course, don't understand that they are supposed to pay three, four or five hundred dollars a month to somebody over there to lobby directly for their interests. But if the schools are going to be maintained, if democracy in the schools is to be maintained, we must see to it that over at the legislature the powers granted by the State Constitution in its original form to the board of education shall remain intact. Now there are a good many things good about the Teachers' Tenure Law, but I had a long talk with a former superintendent of schools, Dr. Jordan of Minneapolis, and Dr. Jordan said that in his opinion the good teachers never had any reason to worry about tenure in office. The same thing is applied to civil service. Civil service has its good points, but in this work who does it help out? The poor teacher is the one who is always worrying about it—the one who wants to come late and go home early. And in this civil service situation it worked out the same way.

We have a shop and maintenance department in the board of education now and what are they trying to do? We have a superintendent of buildings and an assistant and he has several foremen up there. But at the present time, due to civil service and organizations backing them up, nothing can be done about it. Now the board has passed a motion to hire another person at \$5,000 a year to look after the superintendent of buildings to see if he can get the superintendent of buildings to get the men to work.

A question arose a few years ago of increasing the pension. We know the teachers' pension system was set up in Minneapolis based upon approximately four per cent return on the money invested and everybody knows now that there is no such thing as four per cent any more to be secured on guaranteed investments. In the last bonds that were sold to the city of Minneapolis, they were sold at the rate of one per cent interest. And what happened? The question of getting the charter amended here was simply out. So they went over to the legislature and got the leg-

islature then to override the home rule of the city of Minneapolis and give them a pension. I have no objections to giving a pension, but I don't know of any school board members who have been in the service long enough or anything else—or any school board members, who have done the work free of charge—of getting any pension for their service. The same group that was over to the legislature would not do a single thing to increase the old age pension system of the state of Minnesota. But they want to increase their old age pension for the city of Minneapolis approximately to \$60 a month. And they thought \$20 a month was enough for practically any old couple to live on after they had reached a retiring age.

Now there is growing up a powerful organization. I know in the city of Minneapolis there is a powerful teachers' organization. But I was just amazed at this fact—that in probably a hundred communications I have received from that group, only one of those communications dealt with any interest to the child. Every other communication dealt with shorter hours and bigger pay. And a few years ago, the janitors said, "Either give us a hundred thousand dollar increase in our wages and pay us salaries in full or we will close the schools." That matter was referred to the conciliation board at the state capitol and it was agreed they should have the hundred thousand dollars. At that time we were facing a million dollar deficit. If they were going to get it under the setup we had then, it would have had to be taken out of other employees' pay. They said to the school board, "Pay that in full and pay salaries in full as long as the money lasts and then close the schools." And the school board members asked, "Just what are these schools being run for?"

Well, it is commencing to develop into a condition where the schools are being run for the employees, not for the students, and we are getting a system where we can almost quote the words of the last speaker—we are getting a school system of the employees, by the employees and for the employees. And if that is the case, then I don't believe there is any necessity of having a school board. They tell us, "Pay these wages or down goes the school."

I have always contended that the school system had a little bit different angle from that of any other department of the government—that the school system was not a department that operated for today but that the school system was a department that operated for tomorrow, and that it operated in order that the children of today might be better equipped mentally, physically and otherwise to cope with the gigantic problems that they must face in the future. If we are ever going to settle the problem of war, if we are going to settle the problem of race differences and intolerances, we are going to have to have an educational system that is democratic in its makeup—it must be democratic from its foundation. And to have a state department set up for any other purpose than for the purpose to help administer and help guide and help function, on behalf of the school board, is taking the schools away from a democratic problem and putting them into an autocratic problem.

Now, as I said at the start, these problems will have to be faced. And, in my opinion, if this organization is going to function as it should function, independently of the employees' organization, it should function on behalf of the children and those who pay the bill. I realize that it is hard to get money enough to lobby as the other side is because they are on the payroll, but with the American numbers they have and those we can come in contact with, we should see to it that the members elected to

the legislature go there not to undermine democracy, but to help build democracy and secure that right for the state of Minnesota that was guaranteed under the constitution—that the school board should have control of the schools, the latter to be democratically managed in the interest of education and to lay the foundation upon which we will build a better tomorrow than we have today, and, bearing in mind, too, that the child of today has nothing to say about yesterday—the child of today is going to be the future citizen. If we take democracy away from the child, we take citizenship away from him and we will make that child a subject of the state or the nation, whichever one it is to be.

Now that step is what happened in Germany and that is what led to this last world war. And that is what some would like to have happen in this country in order that they may control the purse. Because that same power is the power that was voiced in the editorial of the Minneapolis Journal of January 6, 1943, backing Stassen up when he said we should do away with the Minneapolis School Board. If they had done away with the Minneapolis School Board then, it would have been another step towards doing away with the school boards of the state of Minnesota. Be on the alert—don't lose democracy, because that is what the last war was fought for.

... As there was no discussion, the meeting was adjourned at 4:30 o'clock p. m.

ADJOURNMENT

THURSDAY MORNING SESSION

February 14, 1946

The meeting was called to order at 10:15 o'clock, Dr. Charles R. Drake, President, presiding.

... The Excelsior Public School Band under the direction of Harold A. Miles, director, played several selections while registration was being completed, then played a scheduled program of several numbers, following which the entire assembly arose, sang the National Anthem and gave the Salute to the Flag. . .

Following announcement of committee meetings, President Drake called on the Rev. E. S. Hjortland, Pastor of the Central Lutheran Church, for the invocation.

INVOCATION

by the Rev. E. S. Hjortland, Pastor, Central Lutheran Church

"Our kind heavenly Father, humbly we come into Thy presence to ask Thy benediction upon the meeting and purpose and plan of the organization. Deliver us from every form of careless speech and endeavor. Make us kindly alert to the needs of the times in which we live and give us a deeper appreciation of what it means to be an American—its freedom, its opportunities to serve and its principles of measuring every man by his merit and not his rank.

"We pray heavenly Father that we shall see the need of the moment, to create within our midst a desire to serve our fellowmen free from personal ambitions; we pray for leaders who will speak the truth unafraid and willingly sacrifice their personal desires for the common good. Give to us leaders that can see into the future and who will lead us wisely.

"We pray that we might be followers that will follow intelligently, faithfully and with good cheer. We ask Thy blessing upon the meeting here today, and whatever may be our respective

responsibilities in this organization, may we carry them with pride and with honest service; may those who speak to us bring to us a message which will inspire us and bring us closer to Thee in our plans and purposes. In the Master's name and in His spirit, we offer this prayer. Amen."

PRESIDENT DRAKE: The first speaker this morning is a man whom everybody in the State of Minnesota knows . . . the Honorable Dean M Schweickhard, Commissioner of Education, St. Paul, will now address you.

ADDRESS

by Hon. Dean M. Schweickhard, Commissioner of Education, St. Paul

Dr. Drake and Friends of Education in Minnesota: First of all and by way of greeting, I want to say, "Good Morning." And further, in the almost five years that I have served as commissioner of education, I have come to know a good many of you and even though I have not known all of you personally I have known of the work you have been doing and the faithfulness with which you have been serving the schools of Minnesota. Sometimes there is a distinction raised between the rights of the school board and the rights of the state board of education in the State Department of Education—the comparative authority of these two branches of government that we may consider. The State Department of Education is like the forest which we too many times speak of fictitiously as the **government**. We talk about what the government should do and what stand the government should take and our rights in relation to the government.

I hope in relation to the state board and the State Department of Education we may think of the Board of Education throughout the state as one and all a part of the whole program of education in Minnesota. In our department we have this distinct feeling and philosophy, that we can serve well only as **you** serve well and we can all serve well only as we work together. So this morning as I present certain proposals basic to a simplification of the system of state aid in Minnesota, they are proposals presented in the same way that an inspired young man presents a proposal to a young lady of his choice. She has several alternatives—she can say "yes," or she can say "no," or she can say to him, "When you get your hair brushed and your shoes shined and your clothing looking a little better, then I will consider it." It is always a help to that young man if the young lady gives him some very definite proposals upon which to improve.

And so as I present these proposals to you will you think of them all in relation to the way you could receive them and the way you could live with them and the way they would endure and be of service in your school district?

But if we are to revise the system of state aid in Minnesota we cannot all and each have the kind of formula that would fit our district the very best. We will have to find the one that will fit the most situations in the state the best and fit with some modifications every district. And so, for the sake of being more specific, I have written what I wish to present to you and I will appreciate your thinking carefully with me as we go along. . .

PROPOSALS FOR THE REVISION OF STATE AID

This organization, the Minnesota School Board Association, came into being and has grown steadily in size and importance because of a very deep-seated realization of the inseparable rela-

tionship between the general welfare and prosperity of a commonwealth and the education of its citizens. Evidence of firm belief in this fundamental principle is found in some of the provisions of our State Constitution and in repeated utterances of statesmen and other leaders from pioneer days to the present time. Your presence here today is the strongest expression which could be given that you still believe—perhaps more strongly than ever before—that education is the foundation stone without which the rest of our economic and social structure would fall into hopeless ruin.

To substantiate this long-existent belief, figures have been brought together by the United States Chamber of Commerce showing in black and white some of the actual relationships between programs of education, the financing of education, and the levels of economic prosperity in the several states of this nation. The average number of years of school work completed by persons twenty years of age or over varies from slightly more than six years in the lowest state to almost eleven years in the highest one, with the average for all states at 8.8 years.

The scale of per capita retail sales does not conform exactly to the school level scale, but comes very close to doing so, and in general progresses from low to high in the same order. The lowest state has annual retail sales of \$129.00 per capita, and the highest \$564.00. The national average is \$319.00.

Minnesota falls exactly on the national average of 8.8 years of school completed by persons over twenty years of age, and somewhat above the average in per capita sales with \$364.00. This means we have a reasonably good level of education in Minnesota, and that because of unusually good natural resources of farm lands, minerals, and forests we enjoy a more than ordinarily good level of material prosperity.

These levels of educational and economic advancement have been attained because of the sturdiness, thrift, and determination of the people who have built the State from early pioneering days to the present time, and the problem of continued improvement is one for all of us as citizens of the State and not for any special geographical or professional group. We cannot say we are doing enough or paying enough for education until we have examined our programs in relation to the needs of our children for today and tomorrow and have carefully studied what we are spending and how we are spending it in the light of those needs.

Again in comparison with other states, our annual expenditure for public elementary and secondary education has averaged just about \$100.00 per child, whereas the state which spends the most has an average of \$160.00 per child, and the lowest average is about \$30.00. In Minnesota, and in the lowest-expenditure state, the total spent for education represents a little over 3 per cent of the total state income, while some states are spending well over 4 per cent of their income for education.

Minnesota has not only struggled to provide good education as measured by averages but tried to reduce the differences in educational opportunity between the plentiful and the meager, by distributing financial aid in a number of different ways. Provisions for state aid have been made one by one until they have become so numerous and so cumbersome that there now seems to be rather general agreement on the desirability of some sweeping revisions.

The nature and extent of those revisions will be for the people of Minnesota, through their legislators, to decide, but it

should be borne in mind continually that the one outstanding purpose must always be sound education available and accessible to all the children of the State. If a new distribution of funds is all that is wanted, then many school districts will have to make up their minds to receive less than they have in the past in order that others may receive more; but if some are to receive more, with few or none having to take less, then the people of the State will have to be prepared to increase the total amount to be distributed.

Obviously no one can say how much the total will need to be until we have determined the kind and extent of the educational program we wish to support and the plan upon which the State's part of that support will be distributed. It is to assist you in thinking toward the settlement of those major questions, that I wish to present certain proposals which are basic for consideration in a revised plan of state aid to the public schools.

First of all, the form of state aid probably best known to the most people is the one called Apportionment, which is provided for in Article VIII, Section 2, of the State Constitution. Money distributed as Apportionment is derived from the State's Permanent School Fund, the proceeds of which were sufficient last year to provide over \$11.00 for every child attending the public schools. Apportionment is paid on the basis of the number of children actually attending school, and cannot be changed nor withheld from any school except as the State Constitution may be amended. So in any plan to revise and combine other state aids, it may as well be assumed that Apportionment will remain as it is, unless and until it might seem wise to consider a constitutional amendment. In other words any or all of the other aids can be changed by statute, but this one cannot.

A second way in which the State has come to have an increasing share in school expense is in helping to pay for the transportation of pupils. Transportation aid represents a partial reimbursement upon a very necessary expenditure in a great many districts where numbers of pupils live at considerable distances from school, but is an expense distinctly separate from the expenses of instruction. School districts which have to provide transportation and the cost incident to it in order to send their children to school, are entitled to state assistance as one means of helping to equalize educational opportunity and educational load. No argument is necessary to show that this form of aid should not be confused nor mixed with other state aids, but should be continued as now provided or revised as circumstances require.

A third kind of school finance frequently spoken of as an aid, but affecting only eight school districts in the State, is that which comes from the Gross Earnings Tax. This is a highly specialized means for supplying funds to a very small number of school districts to make up for money which would otherwise be derived from local taxes. There seems to have been some fear on the part of the schools which have been thus affected that this provision so highly essential to them might be lost or forgotten in a general state aid revision. These schools should be given absolute assurance that such will not be the case, and that if the present Gross Earnings provisions are not satisfactory they should be subject to independent revision.

If it may be assumed, then, that Apportionment, reimbursement on transportation costs, and Gross Earnings funds should not be intermingled with other funds distributed to the schools by the State, let us consider some other aspects of the question

which may help finally to bring our attention to a focus on the problem of combining all the aids it may be found feasible to combine.

Inextricably related to a state aid plan, but not an integral part of it, is the system by which the assessed valuation of property is determined. All the attempts at equalization of educational opportunity which have been made in the past, and any which may be attempted in the future, take account of the apparent resources of the school district in relation to the school expense burden which must be carried. It is generally recognized, however, that the relationship between actual resources and apparent resources is far from uniform in the various sections of the State. Since the assessment of property is a distinct responsibility of another branch of government, it does not lie within the authority of school officers to attempt its revision. It should be strongly emphasized in passing, though, that a revision is urgently needed, but until a revision is made, existing valuations will have to be used.

During the years of development which have brought education to where it is in this State, several provisions for state aid have been made as means of encouraging better standards of school progress or organization. This seems to indicate clearly that three main themes have been found rather consistently all the way along; namely: (1) material assistance from the State in the support of education; (2) equalization of burden and opportunity; and (3) improvement of standards.

These three purposes are still sound, but the ways of accomplishing them should probably be changed. Standardizing aids, for example, were once looked upon as a sort of "bait" which schools conformed to in order to receive extra money. The better conception is to look upon aid from the State as a means of helping the school to attain the standards desired. Accordingly, it should probably be accepted as a fundamental working principle that the financial aid should be provided by legislative act and that setting the standards should be delegated to the official educational authorities. Observance of this principle should guarantee sounder educational growth.

At this point I am sure questions are beginning to arise as to what phases of the school are considered in the matter of setting standards. The actual standards will necessarily differ for different kinds of schools, but the same items will apply in most instances.

(1) For any kind of school a minimum number of pupils will need to be set, below which it is undesirable and uneconomical to operate. Very plainly this would tend to eliminate the small units where the cost is excessive.

(2) A minimum length of term is already well established in law, and should be reconsidered with possible increases in some instances to conform to present day needs. Improvement in this particular would encourage more schooling per child.

(3) Qualifications of teachers should be appropriate to the kind of teaching to be done, and the requirements should be such as to encourage better preparation for this important task. From the present status to the goal is a considerable distance in some areas, which cannot be spanned at a single stroke, but rather by several intervals or steps. Nevertheless, the goal should be set.

(4) More objectionable and probably more prevalent than the school or class which is too small is the class which is too large. Many excellent teachers have left the profession because of continued excessive class loads, and others are made ineffective and

unhappy from the same cause. Maximum teacher loads for the various kinds of schools must be set as a means of preserving the teacher's vitality and interest, and providing better education to the boys and girls by avoiding too large classes.

(5) Numerous standards about the school plant need to be established and observed. The physical surroundings are vital to the health and normal development of the child, and are essential to the formation of good habits of citizenship.

(6) Perhaps more important than all other standards is the quality and adequacy of courses offered. In this connection the state can set up a basic guide for all schools but the enrichment must come as a result of local ingenuity and adaptability. Provision of adequate and equitable state aid and the observance of the several material standards will go a long way toward strengthening the courses of study.

Assuming a fair approach to equality of educational opportunity, the comparative financial load for maintenance in the schools of the State can be determined by the numbers of pupils in those schools. In schools of any appreciable size doubling the number of pupils means doubling the maintenance cost, recognizing of course certain items of operation which must be carried regardless of the size of the school. A question more complicated than sometimes supposed is that of how the number of pupils shall be counted. Three ways may be mentioned:

(1) The school census was originally specified in law as a means of determining the number of children of compulsory school age living in the district, and was later extended to count children both above and below the compulsory age limits. Unless all children enumerated on the census lists attend the public school, which is seldom the case, the census figures may give a distorted picture of the actual pupil load carried by that school.

(2) Average daily enrollment is probably the most accurate measure of the load the school must be set to carry in classroom space, seats, textbooks, teaching force, and all other features of a school which must be provided each pupil. There are a number of practical difficulties in this method which require rules of procedure, such as when to enroll a pupil and when to drop him from the roll. Likewise, it would be in conflict with another method which is followed for other purposes.

(3) Average daily attendance, while it also has its objectionable features, is probably the most desirable for practical purposes of calculating aids. The chief objection to this method is that unforeseen emergencies, such as bad weather and epidemics, cut the average daily attendance, through no fault of the school authorities, with school expenses going on just the same. This objection can be overcome by the introduction of certain authorized correction factors to compensate for the emergencies. The strongest argument for its use is that it is the basis used in the calculation of Apportionment, which would mean one set of figures from the school instead of two sets. Furthermore, it is the method used in most of the standard calculations throughout the country and in the United States Office of Education.

Since pupil costs vary considerably at different levels, average costs should be determined on a statewide basis as a means of establishing proportionate relationships. The levels of schools to be considered will need to be: (1) the ungraded elementary school, through the sixth or eighth grade; (2) the graded elementary school, through the sixth or eighth year; (3) the various kinds of secondary school organization; (4) schools and classes for handicapped children; and (5) schools and classes for adults.

The lower levels should include kindergarten children along with other elementary children. Physically handicapped children deserve special consideration in order to compensate for the extra expense involved in giving them an education equivalent to that of normal children.

The actual distribution of state aid for schools should be made in proportion to the pupil load in the various levels or types of school. Another factor which must be taken into account is either the amount of wealth behind each child in the district or the millage rate necessary to raise sufficient funds for adequate school operation. One of these may easily be resolved into the other if schedules of assessment can be stabilized. Regardless of the basis used care should be taken to see that the specific provisions do not send money where it is not needed and that no incentive is offered to levying unnecessarily high tax rates.

A proposed plan has been offered which is essentially as follows: (1) Allot to every school a flat amount for every pupil. Twenty-five dollars has been suggested as an amount only slightly above the pupil amount now distributed through apportionment and income tax. (2) Set a minimum tax rate which the levy for school maintenance in a school district must equal or exceed if that district is to qualify for any additional state aid above the basic pupil allotment. (3) Beginning with such minimum rate, establish steps of five mills or ten mills with graduated rates of supplemental pupil aid for each level or type of school. Once the rates are set the calculation of the total amount of aid to which a given school is entitled would be a simple matter for the school itself or for the State Department of Education.

Under a revised plan sound provision needs to be made for the determination of costs, the appropriate channeling of state aid, and the adjustment of tuition between the home district and the receiving district where nonresident pupils attend. This would apply mainly to pupils on the high or secondary school level, but should apply equally to any pupil whose home district does not offer the school facilities he needs. The provision might well be for the state aid to be paid to the school where the child attends, with that school granted authority to collect from the home school district the difference between the actual cost and the aid received.

In order that no school might be penalized for extra effort in special fields, such as vocational education, where federal aid is provided, schools should be permitted to qualify for and receive any and all forms of federal aid for which they meet the requirements, in addition to all state aids. The purpose of this provision would be to make full use of the incentive offered through special federal aid, and to set up no unfair discrimination between schools in the matter of aids from the State.

No matter how well conceived a system of state aid may be, there are sure to be schools or school situations the needs of which cannot be adequately foreseen. To provide for such unforeseen circumstances, the State Board of Education should be authorized by law to approve the payment of state aid where special conditions justify. Situations where such approval may be needed are of two general kinds. (1) There is the school or school district which cannot meet one or more of the minimum requirements, but where there is no other feasible means for the children of the district to attend school. (2) There will always be a school district here or there whose total revenue from all sources still falls short of a sufficient amount to operate even at a minimum. Such schools are spoken of as temporarily financially distressed. Discretionary authority in the hands of the State Board of Edu-

cation would relieve or avoid a crisis in either of these situations.

In addition to current flexibility, provision should be made in any revised plan of state aid for the periodic modification of rates in accord with shifts in school organization and changes in pupil costs in the various levels and types of schools. We believe that a state aid system designed on the proposals set forth herein will serve to simplify the system which has become so complicated through the piece-meal development of years; will accomplish all the purposes of standardization and modernization which should be sought in an up-to-date program of education; and will go farther than any former system toward equalizing educational burden and educational opportunity throughout all districts of the State.

Thank you.

PRESIDENT DRAKE: I wish to announce at this time that word has been received from John Palmer that his condition is much better and that he is feeling pretty good today . . . He is sorry not to be with us.

Our program has been altered a little bit, and at the very last moment, as the Honorable H F Alves, Chief of the Division of Administration, United States Office of Education, Washington, D. C., was unable to be present. However, we have secured a gentleman to take his place who will speak upon the same subject that he was to have presented. He comes from the great state of Wisconsin. We may be a little jealous of Wisconsin once in awhile but we still know that there are many good things in Wisconsin, especially its University. And so it is my pleasure at this time to introduce to you Dr. Russell T. Gregg, Associate Professor of Educational Administration of the University of Wisconsin. Dr. Gregg.

"Satisfactory Local Units of School Administration"

Dr. Russell T. Gregg, Associate Professor of Educational Administration, University of Wisconsin

Dr. Drake, Dean Schweickhard, Members of the Minnesota School Board Association: . . .

Somewhere between Dr. Alves and myself, in fact immediately preceding me, was a very excellent substitute—Dr. John Guy Fowlkes—a man who has been working in Wisconsin for about twenty-five years and one whom many of you know and I am sure that he knows many of you. It was a great disappointment that he had to cancel his appearance with you. He has been ill all week—he still hoped to appear here until last Tuesday when he finally had to give it up. . . .

Dr. Fowlkes wanted me to bring you his sincere regrets, hoping that he might be able to be with you sometime in the future.

First may I congratulate you upon your twenty-fifth anniversary. In looking over the program of this meeting I see all kinds of evidences of a very mature organization—not only the program itself, but especially the number, the nature, and the representative character of your standing committees. I am sorry that I don't know more about the history of your organization but I am sure that it has been instrumental to a great degree in bringing about the many many fine graded elementary and high schools of the state, the substantial reduction of the number of small one-room schools of the state, the development of your present state aid program, and the improvement of the quality of teachers, and undoubtedly the continuing contract provi-

sion which you have for teachers.

Undoubtedly during the next twenty-five years you will make even a greater contribution to education in this state and I sincerely hope that you will be influential in the development of a thoroughly satisfactory situation of local units for school administration in Minnesota during that period.

It is always a pleasure to talk to school board members. There is no group in American public life with greater potentialities for social service. You people represent, if I understand it, about a half million boys and girls, children and youth of this great State of Minnesota, employing some 20,000 teachers and spending an annual budget of more than \$60,000,000. It is my feeling that every citizen in every community ought to want to offer some type of public service, and of all the opportunities that are offered to individuals in our local community, I can think of no opportunity that gives an individual a greater chance for real and significant public service, not only to his own community but to the state at large, than a membership on the board of education.

Your state is a rural state. It is a small district state. I'll have to admit I don't know too much as yet about the State of Minnesota, but I do know pretty well other small district states. I know Illinois and I know New York. New York, as you know, is the daddy of all of the small district states. The pioneers who came west out of New York brought with them the idea of the small rural district. But before I go into the topic of local school units, I would like to refer to a personal experience I had once which I think will lay a groundwork.

I was born and reared in Illinois. I attended a one-room rural school for ten years—and no, it didn't have ten grades. Neither did I flunk any grade. I attended the seventh grade twice and the eighth grade twice and I passed them each time. There was no high school available to me. I took the seventh grade the first time when I was eleven years old. There was nothing much for me to do so I continued in the rural school. During my time in that school we had seven different teachers, none of whom was a college graduate. Several of them were just high school graduates. None of them taught any art or music or construction. None of them made any use of a library. We didn't have any library. Each one of them had to serve as teacher, janitor and administrator and not one of them was prepared adequately for any one of these.

Now, finally, upon finishing the eighth grade for the second time, a very fortunate thing happened so far as I was concerned. It was in the early 20's and the price of eggs became extraordinarily high and that is why I got a high school education. My parents decided it would be possible for them to allow me to drive the old flivver two miles to the nearest high school during the spring and fall months when the roads were fit to travel on and they let me board and room in town during the winter months. And the case or two of eggs that they got from those chickens, bringing about 60¢ a dozen, enabled them to put me through high school and therefore by luck I received a high school education.

Now this problem of the reorganization of local school units is very closely related to the type of experiences which I had in rural Illinois. But let me go back just a little—in fact quite a bit, but rather briefly. In the year of 1900 the keystone of education in this country was a one-room rural school. Most people never got beyond the eighth grade. The roads were bad,

transportation was difficult, and education in those days was a simple process—the kind of life that people lived did not demand anything other than a simple education. The one-room rural school taught reading and arithmetic and writing and maybe a little geography and a little spelling and a person who received that type of education was fairly adequately prepared for the simple rural life which he lived. In other words, a one-room rural school in those days was in harmony with the demands of life outside of the school. Only a few individuals went beyond the eighth grade.

Also our population then was primarily rural. Most of our wealth was in real estate and personal property. A lot of children lived in the country where most of the one-room school districts had an enrollment of anywhere from 10 to 40 pupils.

Well, now, during the last fifty years, as all of you know, there have been tremendous changes in our society in the demands upon young people, upon an education on their part and consequently upon the school. Today we feel that a modern elementary school program should not only teach reading and writing—but should also offer art and music and physical education and practical activities—socialized activities. In other words, a full and complete mode and program as we now know good elementary education to have.

There has been a great difference in the way in which urban and rural schools have been able to meet this problem. Urban schools have been serving large numbers of children. Those schools are large enough so that they can have a sufficient number of teachers to offer a wide range of subjects. But I ask you the question, are not the rural children of this great state entitled to just as adequate educational opportunities at the elementary school level (and I am now referring to the elementary school level for the moment), as are the schools in the urban areas? In your state you have approximately 5,000 operating one-room schools and approximately one-third of these schools enroll less than 10 pupils; another third enrolls somewhere between 10 and 15. I believe only fewer than 700 enroll as many as 20 pupils.

Now the general consensus of opinion, not only among professional educators, but among laymen as well, is that the school with less than 20 pupils is an uneconomical school. The cost per pupil, if an adequate educational program is offered, is excessive, therefore as an outsider I would guess that the cost of approximately four-fifths of your rural elementary schools is excessive—and really cannot be justified from a financial point of view. Not only from a professional angle is that type of school unsatisfactory, but it is also unsatisfactory from an educational and a social point of view. It is not large enough; there aren't enough children in it to make a good educational environment.

Now a number of factors, as you know, militate against the chances of a small one-room school providing adequate educational programs. In the first place, the building and its equipment are likely to be inadequate. The teacher is likely to be inexperienced; the conditions existing there won't attract the good teacher. There is likely to be an inadequate library and other instructional aids such as maps and visual aids. There are not enough pupils there to provide a stimulating environment, consequently the school is likely to be drab and unstimulating. Now I'll admit that some one-room elementary schools with a small enrollment overcome all of these potential handicaps, but I maintain that where one is able to do so, nine others will not. And I am wondering if your school is one of the few exceptional

ones or one of the many typical ones.

Now let's look at the high school situation a moment, and I am thinking of this primarily in terms of the rural situation. In 1900 less than 10 per cent of the boys and girls of high school age were in high school. The high school was for only the privileged and selected few. It was a thoroughly academic institution. It was a college preparatory institution. No one thought about the high school attempting to meet the needs of all the boys and girls of high school age. In 1900 a high school of two teachers or three teachers could be an outstanding high school provided it had two or three excellent teachers. All they taught, as you know, was English, the languages, history, mathematics and science. If you had one of those teachers who was an expert in English and language—if you had another who was an expert in social studies or history as it was known then—if you had also one who was well trained in mathematics and physics and chemistry, you could have an excellent school in a small village with only a small number of pupils.

Well, since 1900, as you know, there has been a tremendous popularization of high school education. You have seen the trend toward compulsory school attendance and the increasing of the age of compulsory school attendance. We won't go into the reasons for it, but in the cities boys and girls had nothing to do unless they did go to high school and as a result the urban areas developed high schools that would meet the needs of all the boys and girls of high school age. Again they could do this because they were large enough to employ enough teachers so that a wide range of subjects and other types of activities could be offered. Obviously, if you are going to have a boy in high school, you must have at least one thing that will appeal to him—that will interest him, in which he can have at least a majority of excessive experiences rather than failures. There are many of us who don't like our jobs—all of our jobs, that is. We do a number of things in connection with our jobs that we don't like. But there are some things in connection with our work that we like and because we like those things we are willing to put up with the others.

Now I don't mean that high school education ought to be all of it really interesting and exciting to the boy or girl—but unless you have a high school that can offer opportunities that will appeal to the interests of the boy or girl to some extent, you won't keep that individual in school or he or she won't do satisfactory work.

The village high schools for the most part are too small to offer a complete educational program. Many of them offer no home economics, no agriculture, no shop work—and others offer no art, no music. I don't know just how many small high schools you have in this state, but I would guess between six and seven hundred high schools—and that many of them are small, too small to offer an adequate educational program unless they do so at excessive per pupil cost. The three or four or five teacher high schools cannot be adequate. By the time you schedule the college preparatory subjects there is no time left—the teachers are already scheduled to the limit. And, of course, you all know that the first thing we do is schedule the college preparatory subjects.

Let me give you a little story. A teacher came to a principal that I know not long ago—a principal who recognizes the difficulty of being a high school teacher. She said to him, "You know Johnny was in my algebra class two years. He is a poor

student but he is a good worker—he tried hard. After two years I gave him a grade in algebra. He doesn't know any algebra, but he will never need it and he did work hard." Then the teacher continued, "And do you know he is back again—you put him in my geometry class—he can't get geometry. He will have to struggle along for probably two years, he will go thru the same series of frustrations and failures. Why should Johnny have to take geometry—why can't he take some other subject?" Well, the principal looked at her and said, "Well, I agree with you whole-heartedly, but I would like to ask your advice—would you put him in shorthand or Latin?" That is all the school had to offer the boy.

The people in Wisconsin were very greatly shocked last fall when publicity was given to the fact that the state ranked 44th among the states of the nation in the percentage of 16 and 17-year old farm youth in high school. Unfortunately, I do not remember the exact range of your state, but I think it was down about 40—a little better than Wisconsin. But I do know that the percentage of rural youth 16 and 17 years of age in your state who are in high school is way below the average of the nation as a whole. There are probably several reasons for that but undoubtedly I would think two would be very important. In the first place, there's the unavailability of high schools. Many of those youth live in non-high school districts, the non-high school territory without transportation. Another reason undoubtedly is that the high school which may be available to them is a high school too small to offer the type of educational program that would appeal to a rural youth and to his parents. And another thing in close relation with that is that these village high schools are controlled by the village. The farmer has no voice. He must take it or leave it. And many of them leave it.

In other words, if we are going to improve education in the rural areas of our great rural midwestern states we must develop larger local school units.

Now let us look for a moment at the matter of the types of local school units. Most people have not differentiated between an attendance unit and an administrative unit. And I would like to try to make clear that difference to you. A school attendance unit is a geographical area within which the children attend a single school. That school may be an elementary school or it may be a secondary school. And of course you can see that secondary attendance units may overlap several elementary attendance units. But when we speak of attendance units or area, we mean the area from which the children go to a particular school—a single school.

Now a school administrative unit is not or should not be synonymous with attendance units. An administrative unit is the geographical area within which all schools are under one board of education and one professional executive. A good administrative unit will in most cases include more than one attendance unit.

Now most of our past experience has been that of having the attendance units and the administrative units the same. But it seems to me that we have been thinking in those terms long enough and we must begin to think in terms of larger administrative units as well as larger attendance units.

Well, what is a desirable attendance unit? First, let's look at the elementary school. There have been a number of studies in a lot of experience of committees of laymen and professional people working on this problem in various states, and the gen-

eral conclusion is that a satisfactory elementary attendance unit should be large enough to support one teacher for each grade. In other words, if you have a 6-grade elementary school, the school should have enrolled about 180 to 240 pupils and have six teachers. A school of that size can offer a modern and complete educational program. It is large enough from every angle.

Now there are some people who maintain that you can have a smaller elementary school and still have a satisfactory attendance unit. Some would argue for a school large enough to have four ordinary sized grades or rooms or teachers. But no matter whether we accept the six or the four, it is obvious that most of our rural elementary schools are too small—much too small to provide our boys and girls with the kind of educational opportunities that we as parents and board members would like to see them have.

Now you say that would put the school too far away from the children. True—you would have to transport them—you would have to have a transportation system. The criteria with reference to that problem are, the child could walk one-half to two miles. No child should have to walk farther than that nor should any one child have to be on a bus more than one hour,—counting the time that it takes him to get to the bus stop.

Now the secondary school unit. There is pretty good agreement among educational administrators that the secondary school attendance unit should enroll at least 300 pupils. A school of 300 pupils can employ ten teachers—a ratio of one to thirty.

Now this school may be a separate junior high school or a combined junior-senior high school, but in each case you would need 300 pupils and ten teachers in order to provide a complete modern educational program, including not only the academic subjects but courses in agriculture, in home economics, in practical arts, in art, in music, physical education and also specialized educational services such as guidance, health, dramatics, etc.

A school of that size can offer an adequate modern educational program. A school smaller than that probably cannot. Now there are a number of factors to be considered here in determining what constitutes a satisfactory local attendance unit other than mere size. Size is a tremendously important factor, but there are other important factors. For example, the density or the sparsity of the population, the topography of the region and especially the sociological factors, in other words, the community grouping of areas of the state. So those factors have to be considered as well in planning an attendance unit.

But size is one very important factor and should always be kept in mind.

Now the administrative unit. With reference to that, as I said before, the administrative unit, in order to be economical and effective will probably include two or more attendance units. The administrative unit, it is generally agreed, should be large enough to offer a complete educational program from the kindergarten through the twelve grades. It should be large enough to be able to support financially adequate administrative and supervisory services. No one school itself, even though it meets the minimum requirements of a satisfactory attendance unit, can provide without excessive cost adequate administrative and supervisory services. It takes a larger area, including several attendance units, to be able to do that.

Now one thing I would like to mention here is the relationship of the problem of satisfactory local units to the problem of educational organization. In the small one-room school states,

the typical setup in a rural area is the eight-grade elementary and the four-grade high school. That is probably the reason we see such a large percentage of the young people of high school age not in high school—the gap, the break between the eight-grade elementary and four-grade high school is too great. Not only is this gap one of distance—it is also one of educational purpose—of curriculum organization. The two schools are completely different. And, moreover, the shift comes at an age when many people are thinking that it might be well to leave school and oftentimes the parents don't object. On the other hand, those urban areas and those rural areas that have developed a different type of organization—in other words, have the six-grade elementary and the six-grade secondary school, have a larger proportion of the young people in the 9th grade than do those with the eight and four organization.

In many places over the country, not only in Minnesota I am sure, we have made the mistake of thinking in terms of secondary education or in terms of elementary education. Now down in my native state of Illinois they have developed very wonderful communities and township high schools all over that state. They are adequate attendance units. They enroll a sufficient number of students and they offer a good high school program. But the high school district is entirely separate and apart and superimposed on the eight-grade elementary schools. There is no coordination between the elementary and secondary education and there never will be—there cannot be as long as that kind of situation exists. We need an administrative unit that would include both elementary and secondary education and be able to offer a completely adequate program throughout those two levels.

Just Monday night I attended a meeting in central Wisconsin—the people there in an area covering 288 square miles met, about 200 of them—to consider the desirability of establishing a union free high school district. The district would include five villages which already have high schools and all or part of eight towns. It is a fine idea. They need to combine those five secondary school attendance areas into a single secondary attendance area. That definitely needs to be done. But they are making a mistake if they don't also plan in terms of the elementary schools as well. In other words, that administrative unit covering those 288 square miles should be an administrative unit that has under its supervision both elementary and secondary education. It would probably have only one secondary school attendance unit and might have a half dozen elementary school attendance units.

Well, time is running along so I am not going to talk in detail on one or two other points that I have, but I do want to mention them. The problem of the reorganization of local school units in my opinion and, I believe, in the opinion of many leaders in the field of educational administration, is the most basic, the most fundamental problem facing us today. In other words, if we could correctly attack this problem and reorganize our education into attendance and administrative units of sufficient size, we would do a number of things. In the first place, we would go a long way toward equalizing educational opportunities because we would wipe out the inequalities within the large district that we establish.

In the second place, we would do much to make it possible to have a complete educational program available to our boys and girls. We have heard during a recent decade tremendous

discussion and emphasis upon curriculum, curriculum improvement, curriculum organization. Now I am a hundred per cent in favor of curriculum organization but I maintain that we can work and work and work but we will never get an adequate curriculum in a school that is inadequate in size and has inadequate support. But if we can get at the root of the problem, which I maintain is this problem of the reorganization of local school units, then many of the other problems that we have been struggling on so hard for years,—curriculum guidance, physical education, health programs and all of those things, would clear up almost of themselves.

We are talking about a basic problem facing us as leaders in the field of education. Another thing, and there is no question about it, is this problem of the reorganization of local school units, which is very intimately related to the problem discussed with you by Dr. Schweickhard. I'd be willing to wager that no state with thousands of small administrative units will ever develop a completely satisfactory state aid program. It makes the whole situation so complex, so complicated with these little small districts with their somewhat varying evaluations, and they do vary, that it is going to be almost impossible to develop a really good state aid program. But if a state could cut down its administrative units from five or six thousand, or whatever it may be, to say five hundred, the very fact that you reorganized into satisfactory administrative units would do much to equalize education over the state, and then make it possible for the state to develop an extremely sound and adequate state aid program in dealing with that kind and that number of districts.

Well this problem, as I say in my opinion, is a challenge to all people in our state—not only professional educators and not only school board members, but it is a problem that all people must become interested in and must get behind if we are going to accomplish this reorganization.

I think that, as school board members, you should keep in mind that education is a function of the state although most states delegate most of the responsibility to the local communities. In other words, it is a cooperative undertaking and every school board member should, it seems to me, consider himself an agent of his community and of the state and should not be looking at the problems of education from a personal or a special interest point of view.

Let me make clear what I mean. Not long ago in a consolidation area a member on a small rural school board in opposing consolidation made this statement, "My grandfather was a member of this board; my father was a member of this board; and now I am a member of this board. I will never be in favor of closing this school." Now personal pride is fine in the right place, but we, as school board members, have to think of all of the communities—all of the boys and girls of our communities and of the state. And it is only then that we can render a real and distinct contribution to education in our local communities and in the state. We are agents of all the people—all the people in our local districts and also all the people in the state as a whole. If we are going to be motivated by an impersonal interest for the general good, we must keep firmly in mind the educational needs of all the children and intelligently, without emotion, seek the best possible way of meeting these needs. Then I am sure we will achieve satisfactory reorganization of local school units in the relatively near future because the need definitely indicates that that will necessarily be the next major

step in education.

I hope, therefore, that long before you reach your 50th anniversary you can say that every acre of this great State of Minnesota is included in administrative units large enough to provide adequate educational opportunities for all types of boys and girls from the kindergarten through the 12th grade. And I feel sure that when we can say that and when we can also say that within those large administrative units we have satisfactory attendance units, we can say we have accomplished a tremendous job in putting education ahead.

Thank you very much.

OPEN FORUM

DELEGATE: Mr. Chairman, I heard the speaker and I am not saying I am against what he said, but when he speaks of the "little red schoolhouse," I would like to ask, "Is there any man greater than Abe Lincoln?" And he came out of the little red schoolhouse. And sometimes I think we should pray for guidance and take what we get. I believe in school education—very much so. But I believe that when we educate our children we should also see that after they get through with their education they have something to do. You heard the speaker yesterday about the soldier coming back, trying to find something to do and trying to get a house for himself. So I think that what we need to bring about is to educate our children and then bring them something to do after they get the education. Many people who have been educated in the little red schoolhouse have done pretty well by themselves and I am sure we have a lot of rural members here. If a boy has the ambition to go to high school all he has to do is to show that ambition and he will get a chance to go there. I don't think we have kept education away from any child. I think we have improved it in every way possible. And there is one thing we have to look forward to and that is this—let's educate our children and at the same time let's look back to the last depression—let's think of that so that our children won't have to go through anything like that, when they won't have any work.

MRS. LEONARD ROLLINS (Minnieska, Minnesota): Mr. Chairman, I am a mother and I think all along there has been too much attempted on the economic side and not on the health and the social side for our children. Do you realize the little 6-year-olds have to be transported and taken away and sometimes they have to wait possibly for a bus a half hour in the cold winter weather? Now we have had situations like this. And I think instead of talking about the number of pupils, why not set up a requirement—take up your buildings, take up your equipment—take up your teachers' certificates. And there is another point that you brought up—if we take our children and put them in these larger organizations, who is more interested, the parents and the people around them, or people who have really no interest in the children? I think that most parents want to see their children as well educated as possible. They are going to push them and to see that they get the best opportunities they can get. . . .

About the transportation system—we have found out in the case of bad weather almost always there is very poor telephone service. Sometimes it has happened that we have had to drive and pick up children—it was very, very hard for them to get in touch with us and in cases of extremely bad weather we have had a dreadful time keeping our roads open. And then

about the social point—you will find that little children in a well-taken-care-of rural school have more social advantages than in a large school room where you might have from 40 children up. There is possibly one pageant a year and the child doesn't have the opportunities in a social way that he would have in a small school.

S. T. NEVELEN (Supt. of Schools, Austin): I would like to make an observation and then may I ask Mr. Schweickhard a question. First, regarding the little red schoolhouse. I would like to make the observation that Abe Lincoln coming from the log school and becoming a great man proves nothing on this question. I will leave you with that observation.

I wish to commend Dean Schweickhard on his remarkably fine presentation of fundamental principles for consideration in the question of a new plan for distributing state aid. And then this is my question. Either I didn't catch it or perhaps he did not intend to touch it, but is he proposing any plan for additional state aid to compensate those school districts who have more services in the way of the special subjects and the other services like guidance and medical inspection, health services, psychologists, and all those services? What is the plan for compensating those districts that offer that great variety of services?

DEAN SCHWEICKHARD: As long as that question has come just now I will answer it with the permission of the Chairman. I feel the other speakers should have the opportunity to answer that point of his presentation, too. The one-word answer to that would be NO. But there are a number of modifications necessary. We started with a fundamental principle. Our thinking is that whatever is desirable for any child in any school of the state is desirable for all of them. And so we would like to think of our state aid plan from the bottom as far as possible in the provision of all those desirable services for all children. Now I know Mr. Nevelen realizes as I do that is not ultimately possible. That is the reason that after talking in a great many circles, this basic amount has been proposed first in order to have a foundation to begin on. Beyond that we assume that the more services a school performs the more money it will be raising locally. That is the reason why the state proposes the proposal for the state to, in a measure, match what the local community supplies. So, if the local community finds it advisable and wishes to spend more for more services and thereby have to levy themselves a heavier tax, correspondingly the state will supply more. The reason we have not gone into the matter thus far of considering that all the special services be included and attaching aid to each one is that under such a plan we would get back to probably as many different kinds of aids as we have now. I recognize the validity and desirability of what Mr. Nevelen raises and before we get through we will want to take all those things into account. Up to now we have considered it on the basis of the principle I have mentioned.

LADY DELEGATE: I would like to say something about the country school. I was raised and also born in Minneapolis and I have lived in the country for 30 years, in Pine county, so I am acquainted with both the city and the country schools. And I think the children have a wonderful opportunity if they can go to a consolidated school. When we had the little red school, that was in the horse and buggy days. Who wants to go back to the horse and buggy days? We want to advance and have something better for our children, not something worse. We are living in a modern age. Let's give our children all these op-

portunities. I think it is just wonderful for the children and I think we are trying to get them better schools. We have built better roads so they can get to the schools and I think that is just wonderful.

HELEN MISHAK (Kent, School District 2, Wilkin county): I want to say that, while we may have built these roads and all that, we still haven't convinced the weather that those roads are to be observed. Last week there were any number of children who were away from home for four days, and my own among them, on account of a blizzard which so effectually blocked the roads that the snow plows couldn't clear them. So I think that should be taken into consideration, too.

DELEGATE: I would like to say I think that Abe Lincoln was the greatest exception to the rule that the country has ever had.

MRS. ALICE E. KEEHN (Lewisville, District 55): I went to one of those little red schoolhouses, too, and I was the only girl in the whole school for a number of years and I think I missed an awful lot. But I know that my children are getting a lot more out of the school that they go to—they go to a school where we have three teachers—it is a 4-room schoolhouse. But we have only three teachers due to the teacher shortage. We will have four later on. I know that the operettas and music and the physical education and dancing—their scout activities and all the extra-curricular activities they get—give them a social poise and an education we didn't get in the smaller school. And I know we could handle more children in our school and give them a better education than these smaller districts where there are five or seven pupils.

DELEGATE: I was wondering if there might be a little better setup in the rural school districts where the high school buses travel whereby the transportation for the pupils in that district could be taken care of without being placed upon the individual family who is sending children to school. Many of the families have many children and they find it very difficult to carry that extra load. If that could be taken care of by the district or the state, it would make a better opportunity for the family or the father and mother who have a big family to educate. I think that is one of the practical things that we should keep in mind. I appreciate what these educators have said, but possibly they travel on a little higher plane than many of the people. I think most of us understand it—let us not take away from the smaller high school the opportunity of the children that live in that community, and transport them for many, many miles to some other high school. It is not an easy matter. Let us try to support and make it possible for the smaller high school to be able to carry on, and we can do that if we unite in helping the rural schools with their transportation to the high schools. Let us work for that. There is a great interest in the education of the children of the State of Minnesota. Let's work hard for that.

Mrs. HERBY LARSON (Route 2, Cambridge, Isanti county): I don't know of any place where a child can get as much education as in the little red schoolhouse. I have two children who are going to school—one is in the first grade and the other is in the third grade and they are doing just remarkably well. We have wonderful teachers in Isanti county—at least that is the way we feel. Last year a sister of mine moved in with us from Manitowoc, Wis., and her child didn't have anywhere near the education that the pupils in the first grade in our school had—

at least that is the way we felt. She is much more behind and yet in that school she was supposed to be very well advanced. And now she has come back into the city school and has just gone back into that slump again. I certainly am for the little red schoolhouse. I'll tell you the kids learn a lot.

DR. GREGG: Dr. Drake just very kindly gave me an opportunity to say one more word. I am awfully glad this is a free country and everybody can have his own say.

In reply to the first gentleman who spoke—he has already been answered. I just want to say he misquoted me—I did not say the little red schoolhouse—as a matter of fact the schools I was talking about haven't been painted recently. I meant, in giving my talk, to mention the simple rural schools of New York State. As I told you New York State was originally the greatest one-room school state in the nation. Well, during the last 25 years it has put in operation more than 200 central rural districts. Those central rural districts include an area ranging from 50 to 200 square miles. They have, right out here in the open country, oftentimes with a hundred acre plat, between two villages, as fine a school plant as you ever saw in any city. They have complete transportation facilities. Now they had difficulty with transportation in the beginning. They have lots of snow in New York State—120 inches last year. But they don't have a great deal of difficulty now getting the children to school. I would much rather that a child of mine would ride on a bus for an hour or a little more—than walk two and one-half miles as I did as a 6-year-old across the field to a one-room school. These schools in New York offer complete educational programs from the kindergarten through the 12th grade. I talked with many farmers in those districts—some of them were opposed to these schools when they were first being proposed and voted upon. They can close their one-room rural schools or not as they see fit under the New York law. And when the districts were originally formed, probably not more than half of the one-room schools in the district actually closed. But no one of those districts has gone on for a period of six or ten years without practically every one of the one-room schools closing voluntarily. So I think in the forming of any larger administrative district we need to have local option—it would be forcing the closing of all one-room schools but it would make a situation which would make it easier for the people to close the schools if they thought they would rather send the children to the central school. I am sure most of you would do so.

Following announcements by Dr. Drake, the meeting was adjourned at 12:00 o'clock noon. . . .

ADJOURNMENT

THURSDAY AFTERNOON SESSION

February 14, 1946

The meeting was called to order at 2:15 o'clock, Vice President W G Swanson presiding.

... The Central High School Choir, with Arlys Denzel director and Marjorie Witherspoon accompanist, gave several musical numbers, after which Chairman Swanson introduced Supt. John O. Christianson.

REPORT OF GOVERNOR EDWARD J. THYE'S COMMITTEE ON EDUCATION FOR THE 1947 LEGISLATURE

by Supt. John O. Christianson, Chairman of University Farm
St. Paul, Minnesota

Thank you, Mr. Swanson—Mrs. Christofferson, Mr. Christianson, Mr. Engum, Dr. Drake, Members of this great school board association meeting now for the twenty-fifth annual meeting: It is a real privilege to be associated in any way with an organization which has contributed so much in the field of worth while development in education in this State of Minnesota. I think we might well bow our heads in thankfulness as we gather here in this assembly hall and pay tribute to those who have gone before us in these twenty-five years, and for the work they have done.

It was an inspiration here as I sat at this table to watch the Honor Guard—the older members of this organization who have been members for many, many years—as they in turn are ushering this afternoon the newer members—even though they may feel old, yet they are newer members—ushering them to their places to carry on. It is most symbolic in the fact that they usher them to their places to take the places they have held in years gone by, to carry on in this field of education. I want to pay tribute to them.

I come to you as chairman of the Special Committee appointed by the Governor to consider the matter of State Aid for the public schools of Minnesota. On your program, it is indicated that I am to give you a report for the committee. However, our committee has an executive secretary, Commissioner Schweickhard, and I had expected that he gave you that report this morning—the report of this committee of around 42.

I want to think with you a bit on the general philosophy back of this matter of State Aid. Before I do, however, I want to let you know, and perhaps many of you do know, the makeup of this committee. I am going to give you the names and the organizations that are represented. The committee is made up of the following members:

Mr. John Alexander, Businessman, Cold Springs; Mr. Mark Alexander, Lumber and Farming, Owatonna; Senator A. L. Almen, Balaton; Mrs. C. E. Anderson, President, State Federation of Women's Clubs, Willmar; Mr. Lewis L. Anderson, W-2681 First National Bank Bldg., St. Paul; Mr. Dudley S. Brainerd, St. Cloud Teachers College, St. Cloud; Mr. Fred W. Buck, Businessman, 2231 E. 2nd, Duluth; Mr. Pierce Butler, Jr., Attorney, E 1006 1st National Bank Bldg., St. Paul; Dr. J. O. Christianson, School of Agriculture, University Farm, St. Paul; Representative Joe Daun, St. Peter; Dr. Charles R. Drake, President, State School Board Association, 600 Physicians & Surgeons Bldg., Minneapolis; Mrs. Phillip S. Duff, Representative, League of Women Voters, Wayzata; Representative Roy Dunn, Pelican Rapids; Mr. L. J. Fiegel, Businessman, Rochester; Mr. Phillip L. Fjelsted, Superintendent, Thief River Falls; Mr. Sander Genis, President, State CIO, 5116 Luverne Avenue, Minneapolis; Representative R. T. Hart, Moose

Lake; Mr. William R. Heegaard, Businessman, 4824 Fremont Avenue South, Minneapolis;

Mr. C. Edward Howard, Businessman, Murray Hill, Excelsior; Mr. A. I. Jedlicka, Superintendent of Schools, Proctor; Mr. J. S. Jones, Executive Secretary, Minnesota Farm Bureau, 2276 Carter Avenue, St. Paul; Mrs. M. W. Knoblauch, Representative, Legion Auxiliary, 2131 Doswell Avenue, St. Paul; Mr. S. R. Knutson, President, Council of School Executives, Hutchinson; Mr. George W. Lawson, Executive Secretary, A. F. L., Member, Board of Regents, 552 Fairview Avenue, St. Paul; Mr. F. J. Lueben, Secretary, Minnesota Vocational Association, 2651 University Ave., St. Paul; Mrs. Lewis Minon, Director, Home and Community Department, Minnesota Farm Bureau Federation, Bingham Lake; Mrs. D. A. Munro, Former President, PTA, Chairman, Volunteer Citizens Committee on Education, 1823 E. 10th Street, Duluth; Senator B. G. Novak, 747 Van Buren Avenue, St. Paul; Mrs. H. K. Painter, Former President, PTA, Minneapolis, Member of Volunteer Citizens Committee on Education, 4817 Fremont Avenue, South, Minneapolis; Mrs. Herbert J. Parker, President, State PTA, 5128 Thomas Avenue So., Minneapolis; Mr. William Pearson, Master, Minnesota State Grange, Ogilvie; Mr. Wilbur Peterson, Editor, and President, MEA, Marshall; Dean W. E. Peik, College of Education, University of Minnesota, Minneapolis; Mr. George M. Robertson, Businessman, Winona; Mr. Dean M. Schweickhard, Commissioner of Education, State Office Building, St. Paul; Mr. J. S. Siwert, Member, State Board of Education, Windom; Mrs. George W. Sugden, Past President, State Federation of Women's Clubs, Mankato; Mr. William G. Swanson, Farmer, Vice President, Minnesota School Board Association, Benson; Mr. Arthur Swanson, Rep. Range Superintendents, active in State School Board association, Chisholm; Senator Harry L. Wahlstrand, Willmar; Mr. Harold O. Westby, Businessman, Austin; Mr. Melvin S. Wroolie, President, County Superintendents Association, Madison; Dr. J. L. Morrill, President, University of Minnesota, Minneapolis; Mr. E. A. Mueller, President, MEA, 2651 University Avenue, St. Paul.

STEERING COMMITTEE—Pierce Butler, St. Paul; George Lawson, Secretary, American Federation of Labor; J. S. Jones, Secretary, Minnesota Farm Bureau Federation; Mr. Dean M. Schweickhard, Commissioner of Education, St. Paul.

COMMITTEE ON FINANCE—Mr. Mark Alexander, Chairman, Owatonna; Mrs. Phillip S. Duff, Wayzata; Mr. C. Edward Howard, Murray Hill, Excelsior; Mr. L. J. Fiegel, Rochester; Mr. Fred W. Buck, 2231 E. 2nd St., Duluth.

COMMITTEE ON NON-PUBLIC SCHOOLS—Mr. William G. Swanson, Chairman, Benson; Mrs. M. W. Knoblauch, 2131 Doswell Avenue, St. Paul; Mr. John Alexander, Cold Springs.

RESEARCH COMMITTEE—Senator A. L. Almen, Chairman, Balaton; Mr. William B. Pearson, Ogilvie; Mrs. H. K. Painter, 4817 Fremont Avenue South, Minneapolis; Mr. E. A. Mueller, 2651 University Avenue, St. Paul; Mr. S. R. Knutson, Hutchinson; Mrs. Lewis Minon, Bingham Lake.

COMMITTEE ON INSTITUTE AT CONTINUATION CENTER—Dean W. E. Peik, Chairman, University of Minnesota, Minneapolis; Mrs. Herbert J. Parker, 5128 Thomas Avenue South, Minneapolis; Dr. Charles R. Drake, 600 Physicians & Surgeons Bldg., Minneapolis, Minnesota.

DR. CHRISTIANSON (Continuing): Our committee met at the Center for Continuation Study, along with many others, in studying for two and one-half days the background of this matter

of state aid. And there we received instructions from men like Theodore Berning and Commissioner Schweickhard and men from the State Auditor's office, as well as from the College of Education, on the fundamental principles of distribution of state aid and what is being done in other states and how it is working out. We had a splendid attendance at that institute. Over sixty people attended that institute and carried on through the entire period. Many members of the committee attended and other people also, and out of that grew certain fundamental concepts on which Commissioner Schweickhard has reported to you here this morning.

So much for the history back of this committee. I think you will agree that it is quite representative, representing all organizations. And in my estimation, the School Board association represented on here represented one of the key organizations in anything that can be done relative to a State Educational program. We value that support and interest and cooperation on the part of your organization.

There is so much to be done. This matter of state aid is not a new thing. It is old.

I came into the assembly hall this forenoon . . . in time to gather that somebody must have said something about the "little red schoolhouse". Well, I don't think there is anyone here who has the same country background that I have who can feel anything but favorable sentiments for the little red schoolhouse, which was, as the speaker indicated this morning (in my case), sadly in need of paint. . . . But I remember it with a good deal of sentiment because it was a part of my boyhood. And I remember a lot of other things—there were a lot of fine sentiments that were a part of my boyhood and yet not all of them are a part of my son's boyhood, and maybe not always for the best, but sometimes I think he has some advantages that I didn't have when I was his age. And some of those advantages are made possible through better systems of education and better equipment and better teachers and better school buildings. Better facilities have been made possible for him which I believe would have been helpful to me at his age.

Well, you meet here and discuss these problems and form a program—you build up your sight as to what you are aiming at. Sometimes, if we have our sight centered and objective in mind we can achieve a good deal more. . . .

It is always a pleasure to be on this program with my good friend Christianson—this is a great day for the Christiansons although we are a little bit different in architectural design. I imagine that our roots go back to the same fjords and hills and valleys. . . .

You have a long program ahead of you and much that is worth while. You are to hear from Mr. Christianson and from my good friend Mr. Engum. Let us think about this matter of responsibility for education for a little while. Responsibility for education lies essentially with the state. It should be remembered that a state aid system for education is not for any particular group, but rather for **all**. The sole purpose is the welfare of children. There, of course, should be very definite local responsibility but the state should provide funds through which a foundation program of education might be available for every child. I believe there should be a basic state aid for education which should be the birthright of every youngster, every boy and girl in the state of Minnesota, regardless of where he or she is born or lives.

When we talk of education, we should think in terms of

what is a **good** education. A good education makes possible the development of a personality which would take into consideration health, social growth, character development, academic proficiency, vocational training, and an appreciation of the fine arts. A maximum opportunity should be provided for the development of all the desirable abilities and capacities of the individual. To achieve what we think of as a good education, the legislature has from time to time established special aids until we now have nearly forty types of special aids for education.

There is a general agreement that a simplification of state aid is necessary. As I say, we have nearly forty types. Well may your slogan be 40 to 1. It is the hope of the Governor's Committee on State Aid for Minnesota that some formula or system may be devised whereby one common designation will serve for all, in terms of a foundation aid for all children of the state. Grade school and high school education should be available to all children, whether urban or rural. If we are to have an adequate system of education we must also provide better salaries for our teachers so as to attract and retain those with better training. We must consider the reorganization of school districts so as to operate better schools more efficiently at a lower cost per pupil. I also say we need to pay better salaries. It makes me think some of my old home countryside on the prairies. It was in the days when the farmers there were very, very poor. We had no crops for many years. . . .

They tell the story about a country school teacher who came to deposit some money. She had some old paper currency—very, very old and it was very, very worn. The girl at the teller's window held it very carefully, rather like that (indicating), you know, because it was so old and it had been used so much. The school teacher said to her, "Oh, don't worry, no microbes could ever live on a salary of a country school teacher."

If we are to win the peace, it must be through better understanding, not only of problems of the world, but also of ourselves. It must be predicated upon equal educational opportunities for all.

Ever since the establishment of the first public school in Massachusetts we have had a common school problem. And it is interesting to note in that discussion in the early days, in the early 1600's, there were arguments against the establishment of public schools. And one of the arguments against the establishment of the public school was that education was a function of the home and that we should not go away from the home. And there was a lot of sentiment attached to that as well.

There has been the problem of adequate facilities and adequate compensation for teachers; there has been the question of how much training should a teacher have; there has been a changing question as to the real purpose of education, after all. We have come through the periods of the classicals, the mental gymnastics, the purely cultural, until today I believe we are on the threshold of a more practical viewpoint toward education. And I think most of us feel that education should serve to teach people how to live and how to work together better than they otherwise would do. We feel that education should serve to teach people tolerance and understanding and fairness—to teach them something not only of other people of the world, but also of themselves. If I could write into those readers the stories of local history, the development of great farm cooperatives and farm organizations such as this federation, I would put into that story the romance and heroism of our pioneers and would bring

to these young people an understanding of the greatness that surrounds them.

However, let us remember that the job of teaching is not confined to public schools alone. It is a job that centers in every home, in every community, in every business organization. Of course we must provide better schools and more equal educational opportunities for all—but let us not be guilty of turning over to the schools the entire job of training our youth. Each one of you here is a teacher—just as truly as anyone who ever sat behind a teacher's desk in any educational institution. You teach by the things you do and by the things you say. Young folks can well say to us, "We are the future, for in us there lies what through the ages this land shall be. Yet what we are is what you are to us. We are the question to which you make reply."—You make that reply by the life you live.

There is something wrong with the thinking of a people who in the year 1944 spent 80 per cent more for liquor, for alcoholic beverages, than they did for the public schools of the state. In 1944, in the state of Minnesota, there was spent over 90 million dollars for alcoholic beverages, whereas that same year only 50 million dollars was spent for the public schools. I am sure the figures are much the same in other states. The per capita expenditure for liquor in the United States in 1943 was forty-six dollars. Yet, during that same year, the contributions by members of nineteen leading American Protestant church denominations averaged only \$15.69 per capita. We are a rich people. We have the resources—we have resources beyond that of any favored population anywhere in the world. Our future rests with the use and the direction that we make of those resources now.

In 1934 the expenditure for alcoholic beverages was 41 million; in 1944, 90 million. It is estimated that if the liquor traffic is to be continued in America, one out of every twelve children now of school age must become an habitual drinker. Some of you will say, "What has this got to do with state aid for schools?" I say that it is but an example of our standard of life, our scale of values in America. May each of you dedicate yourself to your job as a teacher by living the life and standing for those ideals which are the final hope of civilization.

In that excellent book on "Rural America Today", by George Works and Simon Lexser—and I recommend this book to any who are interested in the matter of public schools—we read that "Every common statistical measure suggests that the quality of educational service provided generally by rural schools falls far below the national average. School facilities and conditions clearly reveal the difficulties faced by the rural population in trying to educate a disproportionately large share of the nation's children on a disproportionately small share of the national income. Weaknesses abound in spite of a more than average effort to support an adequate educational program and despite some assistance nearly everywhere from state school funds." A careful study made by W. H. Gaumnitz of the United States Office of Education shows that "almost invariably the per pupil costs are extremely high in the smaller schools, that these costs fall rapidly as one passes from the smaller to the next larger schools." Mr. Works and Mr. Lexser go on to tell us that even though teachers with low qualifications, with little experience, are commonly employed in very small schools, the annual cost per pupil averages between \$250 and \$300 in elementary schools which enroll from one to five pupils, and between \$150 and \$200 in elementary schools which enroll from six to ten pupils. Such schools are

three to six times as expensive as larger schools, although they furnish a lower quality of educational service.

It is estimated that there are more than a million children going to schools which enroll from six to ten pupils. If these schools could be abandoned and the children educated in nearby schools at an average cost of \$75 per pupil, the total saving would exceed 50 million dollars per year. Even if per pupil costs were considerably higher because of transportation expense, there would still be a substantial saving and the lower expenditures would purchase a greater measure of educational opportunity.

Last Saturday night I was down in Iowa—I spoke at a farmers' meeting in Des Moines. I rode out with Mr. Hill from Dallas county. His children were along so we took them home and then as we drove westward from the home he pointed out a fine, brick school building and with pride he said, "There is our township school." I said, "Don't you have any other schools in the township?" He said, "No, just that one school." And he continued, "And it is a good school; and we pay good salaries." And he told me what they did pay and they did pay good salaries.

Also, another study shows that reorganization of schools in larger administrative units would very definitely reduce the variation in the wealth of school districts which is one of the most stubborn causes of the present inequality of educational opportunity. A study in Oklahoma shows that a proposed reorganization of both administrative and attendance units would reduce the cost of education by 1½ million—a reduction from somewhat over 28 million to 26½ million. At the same time instruction would have been more effective because of the more efficient teaching possible in larger schools. Intensive studies in 15 California counties show that reorganization would reduce pupil costs 7.4% and achieve annual savings of nearly 5 million dollars. Studies in Iowa, Montana and many other states show that reorganization would result in substantial economy.

After pointing out the need of further study of rural school administrative structure, the Advisory Committee on Education declares, "Enough is already known to demonstrate conclusively that in these days of rapid communication and larger community areas there is no justification for the system of rural school district organization existing in most of the states. The system is wasteful of money and of human effort. It is largely responsible for the most inadequate school housing, restricted educational offerings, poorly trained and poorly paid teachers, high per pupil costs for the service rendered, and absence of constructive supervision of teaching and countless other inefficiencies."

Let me add here that I am one who believes that whatever is done finally of course must be done at the will of the people in the community. I am one who believes that people in each of the counties or in the community areas should for themselves arrive at their own decision and should do so after giving the matter careful consideration and thought. I hope that this Governor's Committee on State Aid, after definite proposals are worked out, and when these are statistically ready to present, showing effects on various districts of the different plans, that, with the help of you people from your areas, this committee may get together, study and look into this, and when agreeable, give its promotion and support to that plan which seems best. And so it is that we come back to this fact, and I have said it so many times, that I am one who believes that the government should not be centered in any one place or any one individual alone, but it must rest and abide in the hearts and souls of every individual

in every home and in every community. And with that basic theory of government I believe the same principle applies in this matter of education. And you folks are splendid examples of that because by your presence here you show your interest in your local educational problem. By knowing these facts which we would bring to you and which will be brought to you, we rest convinced that you people with your foresight and your judgment will eventually do those things which are best for all concerned.

In New York State between 1925 and 1936, 185 rural school districts were established in territory formerly divided into 1,967 districts. Plans are under way to reduce the number of administrative units in Arizona from 434 to 29, in Arkansas from 3,134 to 75, in California from 3,062 to 296 or 88, depending on which of two possible plans is adopted, and in Ohio from 1593 to 734. This indicates that the reorganization of the rural school districts is not something that is entirely new—it is becoming a reality in many of the leading states of this country.

I heard this morning that in the state of Illinois four years ago practically all of the counties were opposed to county plans and county surveys. But now it is turned almost completely around and 93 of the counties in Illinois are for it and only nine I am told are not for it—almost a complete reversal in a period of four years. However, with all the facts about reorganization, one thing should be remembered, and that is—that reorganization is not a panacea. Reorganization should be considered a means to an end rather than an end in itself. However, it is generally accepted that nothing will do as much in the general improvement of rural education as the achievement of a sound organizational structure with a better organization through which to work. We may direct our attention to a vitalizing of the educational program through a better working organization.

You will be interested to know that in such a matter as teaching our students to read, our schools have not succeeded too well. The University of Iowa has found it necessary to have every freshman student enroll in what is called a "Communications" course. There are four divisions to this course—reading, writing, listening and speaking. No student is allowed to continue on with his or her major work until he or she has attained a certain proficiency in this. We, in our School of Agriculture, last term initiated a course in reading. We find that many students fail in their work because they are unable to read or to comprehend what they do read. We found very satisfactory results with those who took the reading course. Perhaps there should be a change of method in our rural schools and in our elementary schools in general so that students who are graduated are at least able to read and write, well.

Education should be integrated with the job of living—it should deal definitely with the problems that these young people are going to confront rather than with imaginary ones. Young folks in rural school districts should have as examples illustrations from out of rural life, rather than artificial ones transplanted from city schools to country schools.

In the final analysis, the problem of our rural schools is bound 'round with our ideals, our spiritual stability, our homes, our aims, and hopes. You folks may well hold your heads high as you leave this convention for by your presence here as well as your service on your local school boards you have contributed much to the stability of this civilization and to the hope of the years ahead. There have been times, time and again in human

history, when all was darkness, but always, because of men and institutions such as this, those things which make us more than beasts, have been preserved. Nations have learned it is not thru blood and sweat and tears that civilizations decay but it is rather along the rainbow arch—the path of irresponsibility—that a people is led through the centuries on into the night.

And so it is hopeful when we see great groups and organizations such as yours gathered here to study—and you have a full program—to study this matter of public schools and what you can do about it and how you can serve better and make the schools more effective. As long as we have groups like these the future must be hopeful and bright. May we thank God that we live in a country where we have these opportunities and the children who grow up here have the facilities and opportunities that are made available through the activities of groups such as this.

If our dreams and hopes are to be translated into reality, we must provide a means whereby those who take our places may do so with adequate preparation, regardless of place of birth or economic strata. If civilization is to be maintained, we must remember that the kind of world we want is dependent upon the education of those people who make that world.

It was in 1787 that a little lady stood at the entrance of the door to Constitutional Hall in Philadelphia and when Benjamin Franklin came out the door she asked, "What have you folks been doing in there?" He said, "We have given you a Republic," and then he added, "if you can keep it." And the keeping of this republic and this form of government depends upon the training of the people who are its citizens. And so, when we provide a means of education, we are doing more than just providing education for each individual for his own benefit, we are providing education for the very stabilization and the future success of this country itself.

May we then readjust our scale of values so that our expenditures may serve constructive living rather than the satisfaction of selfish desires of the moment. The distinguishing force of civilized man is the ability to plan ahead, to provide for the morrow. The world of tomorrow is our responsibility today. We make it through our schools in our cities and through our open country where every boy and girl is entitled to equal opportunities of education—their birthright as Americans.

May this great School Board association then support and promote such programs as may serve the best interests of all the children of Minnesota in country, in village and in city, for the future destiny of this country and of the world.

"Those who have gone before throw to us the torch—Be ours to hold it high. If we break faith with those who die, they shall not sleep—though nations grow in power to destroy."

Thank you.

Chairman Swanson after thanking Dr. Christianson for his address, announced the banquet that evening, also the caucus to follow the afternoon session and places of meeting for same. He introduced Mr Engum as the next speaker—

PRESENT TRENDS IN THE STATE IN LARGER UNITS OF SCHOOL ADMINISTRATION

by T. C. Engum, Director, State Department of Education, St. Paul
Mr. Swanson, Mrs. Christofferson, Mr. Christianson, School Board Members, Superintendents and Friends: Mr. Christianson stated it was a great day for the Christiansons up here. Well,

it is a great day for the "sons" whichever way you put it—I am the wrong member. I might say also I don't know what Mrs. Christofferson's nationality is—but it is probably a great day for the Scandinavians also.

I also at this time wish to congratulate this association on its twenty-fifth anniversary. It has been a pleasure for me to come each year to meet the board members from throughout the state. . . .

In discussing the topic, "Present Trends in the State in Larger Units of School Administration", I might say that this topic has been discussed for the last fifty years and wherever it was discussed, it has been with the thought in the mind of each that naturally his own district is the best and each one has a right to his own point of view. And when you are discussing a topic like this you are bound to get into some very warm arguments. . . .

The subject of larger district organization in Minnesota has been discussed for fifty years or more; but there has been no great movement in the reorganization of school districts which has tended to make a marked reduction in the total number of districts. Perhaps the slow progress that has been made in this matter may be due to the fact that Minnesota is primarily an agricultural state, located in a climate where the winters are rather vigorous and the road conditions until the last decade have not been conducive to transportation of pupils for great distances.

Minnesota is primarily a rural state, as there are only 33 school districts which can be classed as urban with population of 2500 or more. A large portion of the population is dependent, either directly or indirectly, on the income from the soil for their livelihood. The farms are becoming larger as a result of the use of considerable modern farm machinery and less farm labor is required. The population in the rural areas has dwindled during the last two decades as the farm families are becoming fewer and smaller. This reduction in farm folk is reflected in the school enrollments.

The pattern of rural life is changing, even though slowly, and it naturally follows that the pattern of education must change. These changes are stimulated through the advancements that have been made in transportation, communication and the improvement of the facilities for the farm home. The rural folks desire to have the same conveniences and comforts that are enjoyed by the urban residents, and rapid strides are being made in that direction. If the schools are to keep pace with this development, consideration must be given to the problem of district reorganization and the necessary action be stimulated to bring about the desired changes.

In 1849, when the first school district was formed, the township was considered the district unit. In 1851 the county commissioners were authorized to create convenient districts of the inhabited portions of the county. This, naturally, led to the establishment of a large number of school districts with small areas, which included only such territory as was occupied by the local population. The formation of the small districts in the early years of the state met a real need and solved the problem of providing a school for the youth. The result has been that there are now hundreds of small school districts in the state varying in size, shape, wealth and population.

There are eight different types or kinds of school districts in this state. In general, the powers and duties are the same but there are many special provisions which apply specifically

to certain kinds of districts. With a large number of laws specifying special powers, it is very confusing to the school board members and the public.

Of the total number of districts, 7684, there are 7123 Common, 515 Independent, 25 Special, 17 Unorganized Territory, 3 Ten or More Township, and one County Consolidated school district.

The common school districts usually maintain ungraded elementary, or what is commonly known as "rural" schools. There are a few districts in this classification which maintain graded elementary or secondary schools.

The independent districts usually maintain graded elementary and secondary schools. There are a few independent districts which do maintain ungraded elementary schools.

The advantages of merging the enrollments and the assets of two or more school districts were recognized by the people of the state at the beginning of the twentieth century. In 1901 the legislature enacted the first law authorizing the consolidation of two or more districts. There were no financial inducements to encourage consolidation included in this statute. During the ten years that this law was in force, there were only nine consolidations formed.

A new statute, known as the Holmberg Act, was approved by the legislature in 1911. The procedures under this act made consolidation easier and there were financial inducements included in the provisions of this act which stimulated greater activity in the field of consolidation. Each consolidated district was entitled to receive a large amount of special classification aid and, also, a limited amount of aid to be used for building purposes.

In 1915 this statute was amended to provide for reimbursement aid for the transportation of pupils. The amount of reimbursement aid to consolidated districts has been steadily increased from time to time. The special classification aid for consolidated districts was eliminated in 1922, and the building aid was dropped in 1935.

Under the provisions of the Holmberg Act, 312 consolidated school centers were organized by 1922. Since that date the formation of consolidated school districts has been very slow. At this time there are 346 districts which maintain one or more consolidated school centers. The latest tabulation shows that there have been 440 such centers organized since the enactment of the first law or consolidation. These schools can be classified as follows:

Graded Elementary and Secondary Schools	237
Graded Elementary Schools Not Associated with a Secondary School	28
Ungraded Elementary School Centers	175
	<hr/> 440

There are 411 active consolidated school centers at this time. These schools are located in nearly every county as there are only five counties which do not have any consolidated school centers. Approximately two-thirds of these schools are in the northern half of the state. St. Louis county has the largest number of consolidated centers with 57 such schools. Itasca county has 24 and Carlton county 16.

Many of the consolidated school centers are located in the open country. As a general rule this is not satisfactory and in some cases has proved to be burdensome. A large number of the ungraded consolidated centers are found in the very small

villages and the open country. Fifteen of the small open country consolidated schools have been discontinued or abandoned entirely and 14 others have closed and transport their pupils to other schools. When schools are located in the open country, the school boards are faced with the problem of providing suitable living quarters for the teachers. If it is necessary to erect a teacherage, then this places another burden upon the taxpayers unless there is a sufficient tax base. In some of the sparsely settled areas, it is necessary to erect and maintain such schools in the open country as the distance to the nearest village or town is entirely too great.

The most satisfactory consolidations are found in communities in which there is a village or town. The people from the surrounding territory conduct their business and usually have their affiliations with the churches and other groups in these centers. Such schools should be termed "community schools", as their influence and services extend far beyond the limits of their district boundaries. The school buses serving these districts have extended their routes into the nearby and adjacent districts so that the pupils of such districts may have an opportunity of being transported to a high school. The services rendered by many of these schools in arranging to transport the nonresident elementary school pupils as well as the high school pupils have assisted, in a great measure, in solving the problem of providing education for the youth of the rural districts during the war period.

A consolidated school district located in the midwestern part of the state will serve as a good illustration of what can be provided for the youth of the rural areas. This school had an enrollment of 473 pupils during the past year and employed seven elementary and 14 high school teachers. Of the total enrollment, 326 are nonresident pupils, 177 elementary, and 149 secondary. There are only 147 resident pupils in this district. This district provides four special departments in addition to the regular academic curriculum. There is special training in physical and health education, music, art and visual education. The pupils enjoy an extensive program of extracurricular activities. This consolidated district serves the territory far beyond its district limits, assisting the school boards of the rural districts in solving the problem of providing an education during this period of teacher shortage and small enrollments. It would seem logical that the territory served by such consolidated district should be incorporated with this district so that the outlying territory could have a voice in the school affairs of the district and pay its fair share of the cost of providing an education for the pupils of the entire area. The tax rates are reasonable, as the rate on the agricultural lands is only 28.5 mills, while on the nonagricultural property it is 62 mills. There are many, many consolidated school districts offering the same extensive programs as this school and at reasonable costs.

During the past several years there have been a few consolidations or annexations each year but not in the creation of new consolidated districts. Most of the mergers have been where rural districts have joined with existing districts. A rural district may consolidate with an existing consolidated district but this does not make a new consolidated district in classifying the schools, it merely enlarges the existing consolidated district.

An enlargement or a reorganization of school districts, to be classed as a new consolidated district, would be for several rural districts with a total area of 18 or more sections of land, to form a new district; or for several districts to merge with a non-

consolidated district which maintains a graded elementary or secondary school, to give it the required area, and be listed as a new consolidated district. Of course, the consolidation, or the dissolution, or the annexation, of a rural district to an existing district will reduce the number of small districts.

In the last eight-month period, 19 rural districts joined other districts either by consolidation or by dissolution proceedings. Three districts in Clearwater county consolidated with Bagley in three separate consolidation proceedings. In Hennepin county, three districts were dissolved and annexed to Robbinsdale. In all of these actions, the mergers were of mutual benefit to the people of all districts concerned.

In Roseau county two entire districts and parts of three others consolidated to form an entire new district. This district is a well designed unit with sufficient valuation to support the school with a reasonable tax levy. The entire county has been studied and plans prepared for the organization of good school units by the county superintendent. It would be well for other counties to make similar studies in cooperation with the local people.

The interest in district reorganization seems to be growing as requests are being received each week from school boards for information on procedures to be followed and the advantages that would accrue if the districts merged. At the present time there are more than a dozen projects for district mergers being considered by the local people in various parts of the state.

The mergers of school districts which have taken place during the past year have come from the people of the districts involved. The local people have pride in their ability to plan and solve their own educational problems with the advice and assistance of those who have had experience in these procedures. In the states where they have enjoyed the greatest success in district reorganization, the initiative in planning and carrying out the procedures has been left to the people with assistance and guidance from the state office. The formation of volunteer local committees to study the local problems is a very good plan of procedure. These committees are respected by their neighbors, and can do much more towards developing the right attitude and interest in any plan of district enlargement or reorganization. The plan of urging the local people to study and solve their own problems is now being carried out in Illinois, Kansas and Washington.

The question has been frequently asked, "Why are there so few new consolidations in the state?" The lack of enthusiasm for consolidation since 1922 may be attributed to several reasons. Many of the educational laws passed since that date have militated against consolidation. When districts may receive, in state aids, as much money for nonresident high school pupils as they receive for the resident pupils, why should there be any interest in consolidation? The high tax rates in some of the districts with low assessed valuations caused dissatisfaction among the local taxpayers.

The problems of the small schools have multiplied during the past years, especially during the war period, due to the shortage of teachers, the increased costs, and the drop in school population. The shortage of teachers, which has caused the closing of more than 2,000 rural schools, has created another problem for the school boards of the rural districts. The drop of 45,000 pupils in the rural districts during the past ten years has made the enrollment in some of them very small. There were 1871,

or 20 per cent of the districts, which had an enrollment of less than 10 pupils. Of this number 841 districts maintained their schools. There were six schools in operation with two pupils each, and a total of 40 with enrollments of four or less pupils. The expenditure for maintaining the school with a small enrollment is educationally unwise and economically unsound.

It has been difficult to retain teachers in the rural schools because of the working and living conditions, the difficulties of getting to and from school, and the inadequate salaries paid. Many of the teachers secured for these schools are poorly prepared and they do not render satisfactory work. Approximately three-fourths of the teachers have less than two years of training beyond high school.

The cost of providing instruction for the pupils in the rural districts has increased considerably. The latest available figures indicate that the cost per pupil enrolled for 1943-44 was \$99, and when based on the per pupil in A. D. A. it was \$115. This is higher than in the graded elementary schools.

There is also a wide distribution of wealth in these districts. The range is from \$800 to \$650,000 in districts which maintain one-room schools. The latter assessed valuation is greater than will be found in more than fifty per cent of the districts maintaining graded elementary and secondary schools.

Uniform educational opportunities are denied pupils in many of the districts as to the length of school term and the privileges of securing a free high school education. There are more than 25 per cent of the districts which provide only an eight-month school term.

It is optional with the school boards whether or not they provide for the free transportation of high school pupils. In 1943-44, 43 per cent of the rural districts provided for the free transportation of 20,071 high school pupils (38% of graduates), but 18,682 pupils (37%) paid for their own transportation. There were 15,000 rural graduates, (35%), not in high school that year.

There are many rural districts which are providing excellent school plants and are offering their pupils all the advantages possible. These districts are to be commended for their excellent programs of school service provided for their children.

The districts maintaining small high schools also have their problems. Many of these districts have such small enrollments in the high school that the offerings are very limited. Many of these districts should either discontinue their secondary school and transport the pupils to another nearby high school, or merge or consolidate the district with another existing high school district. For a larger high school enrollment, more teachers would be employed and a broader curriculum offered to all the pupils. Schools must offer curriculums which will attract eligible high school pupils and keep such pupils in school.

More than one-fourth of the high schools have enrollments of less than 125 pupils. There are 40 with enrollments of less than 50 pupils, some have less than 30 pupils. Such schools cannot offer very much to make the secondary school work attractive and the cost of maintaining such schools is excessively high. Approximately 100 high schools have enrollments of 75 or less pupils. A few of these are located in isolated areas and their maintenance may be justified.

A good secondary school has at least two vocational departments in addition to academic curriculum. In order to justify the maintenance of two special departments, there should be at least 100 pupils enrolled in a four-year high school and 125 if it

is a six-year high school. It has been difficult for the schools to secure teachers for the special departments during the past four years so that many of the schools which had departments had to discontinue them for the present. During the past year there were 132 high schools that had no departments and 95 provided only one department. Consideration should be given to the possibility of combining districts so as to provide high schools of sufficient size to justify the maintenance of a good secondary school.

In districts where the area is large and several schools are located, this is possible. For illustration, we can use the example of the Unorganized Territory of St. Louis county. This is the largest district in the state as it comprises approximately 108 townships. In 1932 a survey was made of this district, and the recommendations suggested that the enrollments be combined and the number of schools be reduced by 55. The school board proceeded on the recommendation made at that time, and now they have reduced the number of schools from 128 to 39. They had 72 one-teacher schools scattered throughout the district, and now they have two. At the beginning of the 15-year period, they had 23 high school departments providing instruction for 243 high school pupils, and now this district has 10 fully accredited high schools providing instruction for 814 pupils. The transportation system was reorganized so that the number of buses was reduced from 215 to 108.

The same kind of program of enrollment mergers has been carried out in other larger districts such as the Grand Rapids Ten or More Township district, where the number of schools has been reduced from 77 to 33; the Lake County Consolidated District merger has reduced the teaching staff from 74 to 51; and in the Koochiching County Unorganized Territory the schools were reduced from 44 to 13 at an annual reduction in costs of \$50,000. Where there are several individual districts in a county or in any other natural community area, such a program of enrollment mergers is difficult except through district reorganization.

In considering projects of district enlargements, questions are raised as to the factors which favor the reorganization. Some of these are:

1. The statutes provide a limit on the tax levies upon agricultural lands in districts maintaining graded elementary or secondary schools for school maintenance to not more than ten per cent beyond the average rate on similar lands for the common school districts of the county, and in counties where there are less than 20 common school districts the rates on the agricultural lands in the districts maintaining graded elementary or secondary schools shall not exceed one-half the rate on the non-agricultural lands. When rural districts are annexed to districts maintaining graded elementary or secondary schools, the people can be assured of a limitation in their tax rates for school purposes.

2. Consolidated districts are eligible for reimbursement aid for transportation. This service can be extended throughout the rural areas and all the resident elementary and secondary pupils may be counted for reimbursement aid. Such reimbursement aid cannot exceed an average of \$36.00 for each pupil transported. The school boards of consolidated districts are required to provide transportation or board for all pupils residing more than two miles from the school building. These provisions are not extended to nonconsolidated districts.

3. There is no loss of special state aid to the districts when they are merged. Nonresident pupils cannot be counted for supplemental aid in the district attended. When districts are merged and such pupils become residents, then they may be counted for supplemental aid and, thus, the enlarged district gains in its income from state funds. Tuition for the nonresident high school pupils who become residents will be eliminated, but the loss will be offset by an increase of an equal amount in the supplemental aid for the high school pupils.

4. Rural districts joining other districts are not obligated to pay any portion of the bonded debt which exists against such district. Each district will be required to pay its own bonded indebtedness.

5. Rural districts immediately upon joining another district will become shareholders in the school plant and all other assets which the district may possess. The property and all assets of the districts merging become the joint property of the new district.

Procedures---

There are two general procedures which may be used at the present time for the reorganization or enlargement of districts, (1) consolidation of two or more districts, and (2) dissolution of districts by the county commissioners.

In the procedure of consolidation, the county superintendent submits an application of the proposed project to the commissioner of education for his approval. The next step provides for the circulation of a petition in the districts concerned, signed by at least 25 per cent of the resident freeholders qualified to vote at a school election, requesting the county superintendent to call an election on consolidation. The county superintendent arranges for such election, and if the vote is favorable to consolidation he issues the necessary orders to make the consolidation effective.

Where the consolidation is with a district maintaining a graded elementary or high school, the people of such district do not vote on the issue. The school board acts for the people of such district. The vote is held exclusively to the people of the rural district that wish to consolidate with the larger district.

The second method is by dissolution. (1) The people at a special meeting may vote to adopt a resolution requesting the county commissioners to dissolve the district. (2) Instead of holding a special meeting, a petition may be circulated requesting the county commissioners to dissolve the district. Such petition must be signed by a majority of the freeholders qualified to vote at a school election. When the county commissioners dissolve the district, they attach it to some existing district with the knowledge and consent of the school boards of such district.

There are other procedures for district enlargement which apply to special cases. The details of any of the aforementioned procedures will be furnished by our office upon request.

The school district is the basic unit for the administration and the financial support of the school. Any plan of district reorganization should include sufficient area to provide an adequate tax base for the support of the school at reasonable levies and provide for the flexibility of school administration.

The local people should assume the initiative in planning and executing a reorganization program with the advice and assistance of persons who have had experience with these programs.

Reasonable objectives of school improvement should be to provide uniform educational opportunities for all pupils and to bring a more equitable distribution of costs.

The pupils of all areas should be provided with a nine-month school term, teachers with a minimum training of two years beyond high school, school buildings providing the modern conveniences, courses of study which include special departments, music, arts, health, and safety, and the use of gymnasium auditoriums for their physical training. They should have access to a good warm noonday lunch for their physical and mental welfare.

Maximum use should be made of the existing usable school buildings to keep at a minimum the cost of any additions or construction of new buildings.

Transportation service should be provided for all pupils who live beyond reasonable walking distances to school. The bus routes must be reasonable in length so that the pupils will not spend too much time on riding to and from school.

Howard A Dawson, Director of the Rural Department of the National Education association, states in his report on Satisfactory Local School Units:

"Large administrative units are one of the most satisfactory means of equalizing the taxable wealth and the tax rates necessary to support schools. There is no more thoroughly demonstrated fact in the fields of school administration and school finance than the wide variations in economic ability to support schools. It is equally well demonstrated that the consolidation of small units into larger ones does more to lessen these variations than anything else"

The late Dr. Fred Engelhardt states in his book on the Minnesota Public Schools:

"The public must realize that if the schools are to assume adequately their place in the state, then they must be given the opportunity to study the problems that face them. The schools must know more about the children, how they learn, what they should learn, and what constitutes the most desirable environment in which growth and development take place. An attitude of complacency and self-satisfaction or one of nonconstructive criticism will not produce for the future those schools which are needed. The people of the state must realize that the problems of the schools need constant study and that the most careful scientific research and methods of teaching and learning must be ever under way, otherwise the program of work necessary to insure children the education that will make them happier and more worthy citizens will not be forthcoming."

A boy or girl, whether he or she resides in the rural areas of the state or in the cities or towns, is entitled to the same uniform educational opportunities. These boys and girls are yours and we know that you are interested in their welfare. That they may have these advantages in their youth to be properly trained so that they may become a vital force in the modern society, we urge you to give every consideration to your local district and community problems and take the necessary action to bring about the changes which will bring to your children the educational opportunities to which they are justly entitled.

Chairman Swanson announced a panel discussion on "Larger School Administration"—

"LARGER SCHOOL ADMINISTRATION"

Panel Discussion Leader -- Charles Christianson,
County Superintendent of Schools, Roseau

Mr. Swanson, Mrs. Christofferson, Mr. Christianson and Mr. Engum and other Friends of Education in this room: I am going

to open this with a few remarks. I understand I have 25 minutes for open forum so we will go through this as quickly as possible. I am sorry I have no stories—we have had some very good ones and I am sure I couldn't equal them.

I shall endeavor to give you some of my experiences in connection with the larger school units in our county and try to tie this thing together as I give it. I think it would be well to give you my background. You will notice on the program that I am listed as County Superintendent of Schools, Roseau, Minnesota. Incidentally I am also clerk of the Unorganized School District, which encompasses seven schools. Therefore, as a board member in this county and superintendent of schools, I have had a chance to observe this thing and I think I can give you both sides of this complex situation. I will give you a little more of my background and give you an indication of how I came up through the years.

I was born and raised in Minnesota on farms—I was born in Renville county and went to school both there and in Roseau county in a one-room rural school. I taught for several years in the one-room school in Roseau county and have been county superintendent for the last 11 years. I believe I come from the grass roots down where there were people who were really studying this thing, and I want to give due credit to the one-room schools because there was a day when their type was sorely needed.

We also recognize this—that there is a trend toward larger school units and we have got to face it. We can't always be anti, because we must be constructive and forward-looking and I think as people on school boards, we are. We must have a vision and a foresight and recognize this—that any trend is like a dam if we try to hold it back—if we do, it will probably break and engulf us with the waters back of it. It seems to me a wiser choice would be to try to divert those waters and reduce that pressure.

We were told yesterday that we saw the war coming in 1938. Well let's watch out so we don't have a Pearl Harbor in connection with this larger school unit. Let's attack it reasonably and practically. In the state of Minnesota we have many closed schools—some will never open again; many of them have sold their school buildings and their equipment and are using someone else's buildings for which they don't pay anything—they pay tuition and pay transportation and perhaps nothing to the investment of the people in the district who are operating it. So I feel this closing of schools and transporting is a temporary thing—it is just transitory in our school education in Minnesota.

I will say that there is room for reorganization in many areas. We also must recognize this fact—that we have isolated places where schools are hampered in reorganization because of poor roads—snow blocked roads in the wintertime—lakes, streams, swamps—countless barriers which are really man-made (arbitrary)—but we have them and they have to be considered in a setup of a good community school area.

You might say that we as a people are afraid of this re-grouping and that has been true from the time schools were organized. Now in Roseau county we have added to the village districts and organized several into one as was mentioned here previously. We found when these were added to the village districts we doubled the valuation of that district. The tax rate dropped about half—a little better—more than half.

I will tell you a little about this latest reorganization unit called the Wannoska Rural, grades one through eight. There were

nine schools—and six districts or parts of districts included. School board members came in and discussed this matter and they decided to call in all the boards in that particular area and discuss the situation. And after talking it over one whole long week they decided they were going to call meetings in all of their respective districts and talk it over with their own people. And so that was done and the petitions were signed and we had plenty of signers on the petitions of the freeholders to carry it to an election. On January 7, last month, when the election was held, 226 voters turned out—211 were for it and 15 against it. It seems that these people decided in their particular case that was the thing to do. In this particular area there is a little hamlet right there which is the core of the surrounding area—there is a creamery, a store, a church, a blacksmith, a service station and so on—just a little hamlet—very little. Now I am not saying this to give you the impression that the principal units carry as this setup and people vote—that isn't true. One was lost last August by the close score of 45 to 43—the people weren't quite ready to feel this was the thing to do.

But let me give you an idea of the taxable valuation in this district just consolidated. We have four high school districts in our county, but this one which was consolidated has more taxable valuation than in three of the high school districts within our county. The taxable valuation is a very important thing to keep in mind and there should be certain taxable valuation back of every enlarged unit before it goes through.

Another thing that we are considering very carefully is the length of the bus routes if we are going to keep riding the children for one hour in this particular unit. Where the transportation aid in the state is pretty good—\$36.00 per pupil—and where the population is quite dense it is sufficient to carry the transportation load.

I think you heard earlier that reorganization is not a panacea nor a cure-all nor an end in itself. And then it is doomed to failure as there are other far-reaching conditions that must be met before it is successful. I do feel the physical and financial setup is tremendously important in whatever you do in connection with the reorganized units.

Let us look at some of the problems that they hoped to eradicate in this Wannoska area. We have had all types of small schools—the smallest had seven and the largest one in the area had 37 pupils and they were all one-room schools. You will notice the smallest one at seven was too light a load for the teacher and the largest at 37 was too great a load—too many children in eight grades to teach them adequately. We also found that there was a high cost per pupil in the small school. In our largest rural school, consolidated school, in Roseau county last year the cost per pupil was \$86 for furnishing transportation for most elementary and high school pupils. Then we took the average for all the rural schools in the county—all those that don't furnish transportation and otherwise, and the cost per pupil was \$96. On top of that, this consolidated school received \$30 per pupil for transportation reimbursement aid. This fall, the state aid reduced it to \$56, irrespective of the state transportation aid.

There is another thing that is bothering me considerably and you people may have had some experience with it. In this particular area our people who lived two or three miles from school had to transport their own children unless they elected to make them walk. And it cost them over \$150 a year to trans-

port their own pupils to school. If they had pupils over a period of 15 years, it would cost them a lot of money. And still they paid the same school taxes as the man who lived next to the schoolhouse. There is no rebate on the taxes just because a taxpayer lives three miles away from the school. That situation would be corrected in this particular instance and I think it can be in others the same way.

Let's look at the teacher problem for a moment. We all recognize there is a certain loneliness in many areas throughout the state in the rural communities. And there is the problem of housing and the problem of boarding. I don't know whether you have that problem in your counties or not—or whether your teacher does get lonely or whether the housing and boarding situations are a problem. But it is a problem in this particular area. We know that the reason the teachers aren't out there teaching our youngsters isn't altogether a matter of salary. And I would like to think of teachers teaching in our schools in good times as well as bad. We had some good times recently and teachers changed to other work. It wasn't because we failed sometimes in the rural schools to meet the salary they were getting in other work either. We must recognize all these factors, ladies and gentlemen, because if we are going to have an open mind we just must consider them.

We hope to eliminate in this particular unit the tremendous material that each teacher has to prepare for the eight grades. That is a big job. And if you don't believe it—just try teaching an eight-grade school with a lot of pupils—I think you would find there is a lot of work there.

We hope to set up an effective hot lunch program and they will have an ample number of pupils to do it. It is not economical in a small school to have a good hot lunch program because you are putting the burden then upon the teacher or the older pupils.

We hope to eliminate the precious class preparation time that the teacher has spent doing janitor work. And they hope to tire teachers to teach in the grade level for which they were trained. When they are trained in college to teach primary work or intermediate or upper grades and then they are thrown into the one-room rural school, they have to teach almost anything there. Now in this particular unit, where there are from 150 to 175 children, you can see the teacher is going to have less than two grades with which to work and she will work in the division for which she was trained. I feel definitely that a school of this type should be a minimum of four rooms, because if you build anything under that you are spending too much money per pupil for what you get out of it. And another big factor is, they feel they are going to be able to get a music teacher. In our county we had 15 out of 84 teachers who could teach music in the schools in which they were teaching. When we have the larger units we can make more use of these people who teach music.

I think we are never going to be able to get away from the fact that all people can't have the same ability in certain lines. Let's try to make as much use as we can of the people who have the several abilities by having more people together.

It is true that we will have fewer school board members, but we will have a larger school board in this Wannonka setup and perhaps a stronger board than in the separate units. You might say, "Are we taking away democracy?" I don't believe so—I think we are trying to build it up in Roseau county and you can ask my board members—there are several here this

afternoon. We have one of the most wide-awake, closely-knit school officers' associations in the state of Minnesota. We have sent several delegates each year since I have been county superintendent, and that is about 11 or 12 years, and they also do good work at home and they feel they are building democracy in the work they are doing.

I can't help but believe in the larger school units—both administrative and attendance. But I also believe in a strong school board in every one of them.

You have perhaps noticed the write-up in the paper advocating plans for a county unit of administration. I don't believe Minnesota is ready for it. I don't believe that our counties are so ready for it, although in some counties it has been developed. But talking with school board members in the state here, and they have good heads on their shoulders, and with other people interested in education, I would come to the conclusion that the county unit is not what the people want. I would say that it is well to work for maximum efficiency but in so doing let us not sacrifice personal initiative, development of leadership and a feeling of ownership in the community the school seeks to serve. I think that is an important principle to remember.

There is plenty of opportunity in community area schools for work and responsibility when schools are used the year around for community service and I think we should use more of them for those purposes, not only just a handful go there to the annual election in June. That school should not only be a place to go to for Christmas programs, and picnics the last day of school, or board members to go when the stove needs repair. I feel the school should not be just set apart from the community as an entity in itself. I feel that the school should help to solve the pressing problems of any community if it is going to be a real educational institution. And you might get into adult education and some of those things, too,—that is also an important thing to remember and I think it is going to be impressed upon us more definitely in the future than it has in the years gone by.

I tell my people this—these are the facts and I feel it is my duty as your county superintendent of schools to bring these matters to your attention.

And if I didn't do this I would feel I was failing in my duty. But I want you to recognize, I tell them, that you are the boss and the final decision is made by you. And that is as it should be because I am a firm believer in that the people shall decide for themselves.

Now I believe the people that I talked with in my county still feel I am their friend and a friend of their children and of their interests—because I do have their interests at heart. At least there is one thing they can't say ten years from now—"Why didn't Christianson say something back in 1945 to open our eyes to this situation we are in today?"

Now you know back in 1938 I had remarks like this made to me—"perhaps we should have done something like this." And I said, "Well, why didn't someone say something or do something about it when it was brought up at that time?" I don't know who exactly they were referring to but I had a sneaking suspicion they were looking pretty hard at me at that time.

Now there is a federal building aid bill in Congress for Minnesota because it happens to be in that classification of states—50 per cent for building construction. I am just wondering if this isn't the time to take stock of things and watch out for mistakes that might be made—at least if this thing is discussed

now, mistakes cannot be blamed upon anybody in particular all would get together and study their own community situation. And if they want to go ahead and do something, then they would do it after a thorough discussion.

Let's take, for instance, two school districts in a particular area. District No. 1, when building aid comes up, might rebuild because their school building is old and decrepit. The other district might do the same thing and in 10 or 15 years from now they might be sorry they did it—and they might say, "Why didn't we get together and talk it over—we might have gotten together and had a good community school unit." You must remember, ladies and gentlemen, when you build a good school, new and according to present standards, it will stand for 75 or 100 years. If you make a mistake now, it is pretty hard to correct it later on.

In view of this situation we are facing, I have two particular recommendations to make and I think we should give them some thought, reading as follows: "In view of the trend throughout the country towards larger school administrative and attendance units, we recommend that the State Legislature enact a law providing for committees to be set up in each county to study the school district situation, make surveys and plan with local people in each community area possible changes that might be made. It is understood definitely that any final decisions shall be made by the people themselves living within any given area after the facts have been presented to them."

I believe there is a cardinal principle of democracy that we have a right to and that is local autonomy and I believe it is a realistic and reasonable approach to this complex problem in the state of Minnesota—this problem we are discussing.

In conclusion—now of course there is bound to be opposition—yes—we opposed the United States Constitution when it was drafted—we opposed the telephone, the devilish thing—we opposed the auto, the infernal contraption—we opposed the tractor, the aeroplane, rural electrification and the use of atomic energy. So let's take this beast, the larger school unit, shake it in our communities and see how it would work out. You are the rest of the people in your communities are the judges. Make good use of your brains that you have been endowed with and your vision and your privileges. I thank you.

As there were no questions, the meeting was adjourned at 4:10 p. m.

ADJOURNMENT

BANQUET PROGRAM

FRIDAY MORNING SESSION

FEBRUARY 15, 1946

The meeting was called at 9:20 o'clock with President Drake presiding. Following a program of several selections by the high school Concert Orchestra of Chisholm, under the direction of Louis S. Regis, the orchestra led the assembly in the singing of the National Anthem. The Salute to the Flag followed, and after a number of announcements, the President called upon Iver Sanberg of Barrett, who gave the invocation.

Introduced by President Drake as the first speaker was the Rev. Reuben K. Youngdahl—

FOR TOMORROW'S WORLD

Reuben K. Youngdahl, Pastor of Mount Olivet Lutheran Church

Dr. Drake and Members of the Minnesota School Board Association: . . . I want to take the brief time which is before me to share with you some thoughts concerning the question—the big question which I certainly won't have time to begin to cover this morning, that of juvenile delinquency. A question that I would like to propose to begin with is this—are we preparing a lost generation for tomorrow? And I think the answer to that question is as startling as the question itself. And I want to begin by using a very simple illustration.

Here is a story of a man who was a contractor, a builder, and he built many houses for a certain gentleman and one day this gentleman said, "Sam, I have a lot of confidence in you—you have built me many houses and I have watched you build them and you have built them well. But now I am going away for awhile and I want you to build me another house. I will put in the bank a deposit of \$30,000 and you use your own judgment—you spend it and use it to build as beautiful a house as you can for that amount of money." Then this man went away—down to Florida for the winter—and how we all wish we could be there on days like this—and Sam had the money available to build this house. He had a terrific battle within himself—he had two choices—he knew he could build a house that would look beautiful for a lot less money than the \$30,000. And then there was that tug between good and evil—what was he to do? He could use second-hand materials where they wouldn't be noticed in the walls and roof and second-grade flooring that would be lightly covered, or he could use all the money and build the kind of house he could really build for that amount of money. Well, finally he gave in to the evil thoughts and he decided he would put second-hand materials where they couldn't be noticed or seen. And so he built the house. And when it was finished it looked very beautiful—just as though it had cost that amount of money. And when the friend came back and saw it he said, "It is very lovely—you know, Sam, you have been a good friend of mine—I have always paid you a good wage. I have always paid you everything that you deserve in building a house but you have been such a good friend that I have decided I am going to give you this house—for you to live in."

I am sure you see the point of that illustration, far fetched as it might seem. I use it in relationship to my first question which is this—"Are we preparing a lost generation for tomorrow's world?"

The United Nations have just finished waging the greatest war in history in order to save the world from spiritual and physical disintegration. Millions and millions of dollars have been spent—gallons of blood have been shed in order that we might give

to the future the kind of world that the future deserves. But in whose hands are we leaving this world? What have we done and what are we doing today to prepare the future generation to handle the great problems that they immediately face? Precision tools must be handled by skilled labor. And if the youth of today are the forgotten generation, how are they going to have the capacity to make use of the victory that we have won?

The world situation will not be solved this year nor next year nor in five or ten years. It will be solved in the coming generation by those whom we are training today. When we think of the tremendous power, for example, of the atomic bomb—when we think of how even scientists today are scared to death of the fact they have created something which they are afraid they cannot control, then we begin realizing that we must create moral energies that are going to control these great powers which have been the product of science.

And so it is quite trite to say it, and yet I think we all need to be reminded of it, that our children and the children with whom we deal are either going to make or break the future of this world's history. And so, we are faced immediately with the problem of how to prevent and correct delinquency.

Now, momentarily, I would leave out the word "juvenile" because you know as well as I know that when we speak of delinquency we think of the parents as well as we do the children who certainly have been delinquent, if we look through the past years, because of the fact that we have not created the opportunities for these children to keep them from becoming delinquents.

I do not propose to give you a lot of statistics this morning because I do not believe the problem can be gauged by arithmetic. You have a court here and they may handle the case in a different way. And I don't believe that all of those who are susceptible to the evil influences of the community and even commit minor crimes perhaps, are brought to the attention of the court. And neither do I think that we should shy away from the problem because statistics tell us a very small percentage of our children are susceptible to the evil influences in the community, because even a small percentage of people have the possibilities of making a community bad. One gunman can commit a lot of murders—one little ulcer can cause a lot of trouble in a man's stomach. I know it because I have had one. As a mayor of this city has repeatedly said, "We, as a community, must seek out those places in the city of Minneapolis, as any community must do, where there are little ulcers existing, places of trouble, and we must seek to remedy them before they become an influence in a great community."

And before I become too practical I would like to leave with you a statement made by the late President of the United States, one I think that each one of us can well take to heart. It reads like this—"All Americans want this country to be a place where children can live in safety and grow in understanding of the part they must play in the nation's future. If anywhere in the country any child lacks opportunity for home life, for health protection, for education, for moral or spiritual development, the strength of the nation and its ability to cherish and advance the principles of democracy are thereby weakened." Opportunity for all—equal opportunity—as much as the home, the church, the school can possibly give—equal opportunity to the children to protect the children from those evil influences surrounding them in the community.

The Children's Bureau of the Department of Labor has

listed several ways that each one of us in a very practical way can be of assistance in helping our communities, and I would like to stress these points as a basis for my brief message of this morning. When we look at this problem as a whole, it becomes so big it appears to us like an over-sized bundle of fagots and the average man thinks it is such a big problem that he cannot handle it. It is impossible to break them when they are all tied together, but if you break it down and separate the sticks, it can be broken. And as I think of the problem as it exists in America, and as I think of you people, representative of all communities of this state, if everyone would take a fagot—if each one would carry something of the message which this good judge, this friend of mine would attempt to give you today—if you would carry it back into your communities and attempt to do something about it—if every community in the state would arouse the public conscience to the extent that people would know that something can be done, we certainly would have a lot better state in which to live.

Our Governor has recognized the fact, and he recently appointed a Governor's Advisory Committee on Youth. And I have been privileged to serve on that committee which is attempting to face the problems as they exist in the State of Minnesota and make the communities conscious of the problems, and make the communities also conscious of the fact that they can build up reserves so that these problems do not have to exist.

You know there is an old saying—you have heard it and I love it—"it is better to light a candle than to rail at the dark." If this room were slightly dark, and it were night, there would be one way to eliminate the darkness and that would be by turning on the lights. You could yell at the darkness—you could beat against the darkness and it would still remain. But if every one of you in this room were daring and you lighted a candle, the darkness would go. And I think that if that were applied to the problems which we face today in the trend of our children—that if each one of us sincerely believed that the problem could be solved and would attempt to light candles, the darkness in the problems would vanish.

The first thing I would like to suggest is this—that we strengthen the resources needed for all the children. We don't have to wait until something happens before we do something about it. We should strengthen the resources of all the children first in the home life. The parents certainly need to be trained, because the parents are responsible—they have the children a good share of the time. I think, speaking very practically, that parents should get together in smaller groups in communities and every community decide what hours their children should keep. I know it would give the children of one family much strength to know the children of all the other families can stay out only until a certain hour. The parent must certainly be held responsible for the child. I can't understand for example, as a minister, how parents can say, "Well, let the child decide for himself." Parents don't let the child decide for itself when it comes to the food the child eats. And they shouldn't let children decide when it comes to the hours that they should sleep or the hours that they should come home or the entertainment in which they should participate. And I maintain that if the parent leaves that to the child, the parent is delinquent. We need to talk about that. I think the homes certainly need a lot of development. There should be a lot of attention paid to the home and to the training of parents. Parents should open their homes to the children

and to the friends of the children that they might come and have a common place — and offer them the kind of entertainment and the kind of recreation they might need. If you know with whom your children are playing, with whom they have their social life, if you know their associates and where they are going and what they are doing, then you are not going to have to worry about your children. And you know that one of the strongest churches in the world says, "You give me the child until it reaches a certain age and I'll keep that child forever." And if the parents will only realize, if they only will discipline their children according to the right standards to a certain age, they will keep those children forever.

I am reminded of a story of a little boy who fell out of bed. In the morning his mother said to him, "How come you fell out of bed?" He said, "I'll tell you why, mom, I fell asleep a little too close to where I got in." And I think when we leave our children alone at too early an age and they fall out of bed, the parents are to blame.

And the second thing I would mention in the strengthening of resources needed by all children is in the school life. And incidentally, speaking of home life, several years ago, two years in fact, I spent some time, six weeks, in the defense area out in California visiting all of the defense housing areas in behalf of the church and the government, serving as a social worker in these areas. Last year I went out to Seattle and Portland, visiting every major housing center on the West Coast — seeing these people coming from all parts of the United States placed on the West Coast in crowded and congested conditions. For example, in one housing project there were 6800 people living in an area of six square blocks. You can imagine how congested it was. There were many unique problems, and I could see in a concentrated way where the home influence broke down. It was impossible to do anything with the children at all.

Under the guise of patriotism a government agent asked me to go up and speak to a certain family because it was understood they had had a weekend party. The parents said, "Sure — we moved out for the weekend and let the 14 and 15-year old daughters entertain servicemen in the apartment." They did so because they thought it was their patriotic duty to do so. Now that problem isn't going to result in harm for just California, but those people are coming back and they are going to filter into our communities and we are going to have to be strong enough to build up walls of resistance among our children or we are going to run into trouble too. I can't be happy and sing the doxology because my child hasn't scarlet fever if my neighbor's child has it, because my child might be susceptible to it, too, and I must be concerned about the whole problem because my child isn't at home all of the time — he is at school. And that is the second thing that I would like to mention.

We need an adequately trained and adequately paid teacher, or teachers — teachers with training necessary to discover in these children certain traits which would be indicative of the fact that they might be having problems at home — that they might build up reserves — that they might even coordinate their activities with the activities of the home through various parent-teacher groups — that they might have the ability to diagnose situations and understand where problems might arise.

And I think if the schools would open up their resources in the future, I know it costs money, but I am afraid they are going to have to open up their buildings and facilities for after

school and for weekend use for the children of the community. If we are really sincere about trying to invest something in this generation that is going to make tomorrow, we are going to have to give this young generation something to do.

I have talked with a lot of young people — the only reason I went into the ministry was to try to, with the help of God, invest some of my life in helping young people — and they used to say to me, "You tell us what we can't do — why don't you start telling us what we can do?" And the school and the church and the home are going to give to those children a constructive program — they will build into the lives of the children the resources that are needed. We ministers, Catholic Priests and Jewish Rabbis are going to have to take more time to invest of ourselves in the lives of these young people. We are going to have to do more counseling with them, and you people, parents and leaders of the community, are going to have to have faith in your clergy and you are going to have to encourage these children to come with their problems, before they become major, to the clergy so that they might have an opportunity to help in the solution of the problem. The church is going to have to realize that it is not only on Sunday that you put on a suit of clothes and act holy, but it has a 7-day week program. There are going to have to be community centers developed by the churches probably in connection with the community in order to give these youngsters the opportunity of finding something to do. And that leads me to my next front on strengthening resources — the recreational life of the child. And that includes the whole scope of the social activities.

More and more we find in cities established youth centers where youngsters can go without the environment they might find in other places of recreational centers — there will be the right types of youngsters — and something to do in a very practical sense — gymnasiums, boxing rings, game rooms, craft work to be done by these children and various courses established to help and aid them and to keep them from other things which could occupy their minds in a very harmful way. We must look into the health life of the child because there, too, is a factor which is important. And when we think of juvenile delinquency — if a child isn't well, if he is handicapped, as we will see as we go along a little farther, he is probably more susceptible to delinquency because he is not a normal child.

But when you think of the second major point of these points suggested by the Children's Bureau, the protection of groups of children, especially those who are vulnerable to delinquency, they must be sought out in the community, too. For example, the children of parents who both work. We have had a lot of that during war years and we are going to suffer for a long time because of it. I know in some instances it has been absolutely necessary for both parents to work, but I feel very deeply on this subject. A child is not responsible for his coming into this world. If parents are going to bring children into this world, then they are going to have to take time to be with their children.

I read about a man who evidently had had a very sad experience in his home. He was riding along on the train one day and an interested friend said, "What are you giving your son for Christmas?" The man said, "I am writing him a letter and in this letter I am saying, 'For this coming year I am going to give you, son, one hour a day — I am going to spend that with you and you can do with that hour anything that you want to.'"

Can't you see how that little young life of that boy could be strengthened by a father investing, a busy father, too, that time—spending that hour with his son instead of making more money and building bigger buildings—investing his life in the life of the child?

And again as I saw that problem—as I faced these conditions on the West Coast, of parents who worked in the daytime and left their children in day nurseries, I saw mothers bring little babes in arms in the middle of the night, at two o'clock in the morning, to the nursery as they went on certain shifts, working in defense plants on the West Coast, to make more money. In the evenings there would be little kids roaming around in the little communities there and you would find these youngsters, I don't know how old they were, but very small, shooting dice and gambling.

I sat one night with a little boy at a drug store counter and that picture has haunted me. It made me resolve to use every resource that I have at my command to preach constantly the responsibility of the adult towards the child. This little lad reminded me so much of my own boy at home—and I was several hundred miles away from home and lonesome—and I started talking to him. He was about eight years old. I said, "Where are your mother and dad?" He told me they had gone down to San Pedro to have a good time and they had given him a couple of dollars and he thought he was a rich man. Well, he had a lot more money than I had at that particular moment.

Are we preparing a lost generation for tomorrow's world? Have we given of the lives of the very best of our men, and our money, and made sacrifices to win this victory to place it in the future world in the hands of children who are receiving training like that? It should make us stop and think. And then there are those children, for example, who are too early employed in life who have money before they know how to use that money, who should be carefully guarded. There are those who are living in crude conditions, in trailer camps, who are especially susceptible. Now they should be guarded not only because of the fact that they are in a certain community, but because of the fact they may move to your community; and you should be concerned if the situation exists in Minneapolis because they might come up to Duluth or Fergus Falls or some other place and live and influence your child.

And then, there are those who have mental and physical handicaps—those who can't be on the same level as the average child should be. They should be carefully guarded and watched so they might make a proper adjustment to life—so that they might have equal opportunities so far as it is possible because otherwise they will become problems of the community. There are those who have come from homes where the financial status is insecure—the boy who can't afford to do what your son can do or your daughter can do and therefore he must go out and rob a bank or steal in order to get money to be on the same standard as your child. That should be watched carefully. And then, thirdly, there must be the control of harmful influences in the community, and I think you know what I mean. There must be ample regulation of the dance halls, the beer parlor, the roadhouse and you are the community's conscience. No one program will work in every community, but there is one thing that will work—you arouse the community consciousness and you are going to get somewhere. If every community in this state, as I said previously, would have enough public spirited citizens who

would become an advisory committee on youth in that community who would seek, if they did nothing else, publicity in the local press, bill boards and otherwise, to arouse the community consciousness to the fact that here we can solve a problem before it exists—then I maintain we should get somewhere in the solving of this problem. And there are certain ways we can help the delinquent child with behavior problems and they are some of the things the school has to help with in cooperation with the home. The child who has special behavior problems should be watched carefully and should be guided and there should be care given him so that those problems might be solved before they become too acute.

Now I can merely touch on this subject because I know that the judge who follows after me in speaking of the Juvenile Court is going to give you an insight into a very worth while project in behalf of youth, for the Juvenile Courts of our state and the work which this judge has done certainly will go down in the history of the state of Minnesota as being one of the most progressive things that can be done in behalf of your child and mine, of properly handling the children who come to this place. But you and I, and he agrees I know, must be the force in the community that keeps them from coming there. And if we do, we are going to have a lot different community in which to live.

Now we are facing many postwar problems and we are terribly worried about getting along with each other as nations—we are not so worried about paying the big debt that we have but we are trying to heal up all the sores. And it may be that we can forget about our children and live happily for a few years.

And I could not close what I want to say to you today without mentioning the terrific responsibility that lies upon your shoulders and upon your hearts and mine, if we are going to live happily. I, at least, want to put a pin in your consciousness to make you realize what you have inherited from the past and what you must pass on to the future. . . .

I have a little niece who recently started school. This home has the practice of having family devotions, and when she came from school the first day you have never seen a more thrilled youngster I am sure. She folded her little hands in devotion and she shut her eyes so tight and said, "Thank you, God, for schools to learn in, for teachers that teach us, for books to read in. Thank you, God, for being born." Contrast that—the privilege of our children—going to school and receiving the foundation which they need,—with the little refugee children of the world, millions of them in Europe alone—little refugee children brought to America who kept crying, "I am nobody's nothing."

Are we going to rear children who are going to thank God because they were born and that we are their parents, or are our children going to curse us because they are "nobody's nothing"? Are they going to find themselves in a world that they haven't the capacity to handle because we didn't take time to attempt to solve the problems which they are facing in this very complex world?

Need I suggest to you in closing the worth of a child life that may be a blessing or a curse to humanity? There was a cartoon in the paper way back in 1809 in Harden county, and it showed a man who had come to talk to Squire McBlemy—he had been away from the community for awhile and he said to the Squire, "Is there anything new in the community lately?" The Squire answered, "Oh, nothing much—old man Jones has gone to Washington—Madison has been sworn in—nothing new, nothing

new except a baby has been born down in Tom Lincoln's cabin—nothing new, just a baby." But a baby to become a man—to become the freer of slaves; to become one of the greatest Presidents America has known.

Need I remind you of the worth of a child? Need I remind you of the importance of the training of the child? Said a man to a shepherd, "How do you manage such wonderful sheep?" Replied the man, "I don't manage them—I just take care of the lambs."

Need I remind you of the claim of the child's needs? Need I remind you of the bridges that have been built for you and me over which we have crossed to reach the happiness in life that we have today? Need I remind you of the responsibility which we have towards the future—the claim that the child of today has upon us of preparing a generation for tomorrow's world? A generation that will help to create in this world the kind of world that you want and that you know God wants?

I will close by telling you about a New York banker because I think the message is applicable to this subject and to today, who one day walked to work to his downtown office. And on the way he met a little boy, a newsboy, and he bought a paper from him. And the look on that boy's face haunted this banker all day long. And the next day he decided he would go back and talk to the boy and find out something about him. So he went back and he talked to the boy and he said, "Son, are your parents living?" The boy said, "My father is dead but my mother is living." The banker said, "Where do you live?" The boy said, "Over there in the basement of that home." And it was nothing but a tenement building. The banker said, "I would like to meet your mother." And so the young chap took the man over and the mother poured out her story—opened up her heart. The father had died when the boy was a baby and she had spent her whole life trying to take in work and go out and work days in order to raise enough money to keep a roof over his head and feed and clothe him. Then she began to cry and said the doctor had told her unless he got away from the environment for the summer he was likely to break down with T. B. and she said, "I don't know what to do." The banker said, "I have a beautiful lodge in the Adirondack mountains, and I would be very happy to have him come and be my guest for the summer." And the mother said, "Sir, you're an angel sent of God from heaven." And so, subsequently, the banker came and got the boy and took him down town and completely outfitted him with new clothes. He gave the boy his first look at the Atlantic ocean. When he saw the great ocean for the first time his eyes fairly fell out of his head and he said, "Boy, to think I can see something there is enough of."

Subsequently the man took this young boy up to his lodge where they spent the summer in the Adirondacks. Before they returned to New York, the last night, the banker said, "Son, I am going to give you a thrill that you will never forget. I have a little cabin right up at the top of the mountain and we are going to spend the last night there." They went up there and went to sleep. Very early in the morning the boy awakened and he looked out of the east window and he saw something which frightened him. He ran into the room where the banker was sleeping and he shook him and said, "Mister, wake up quick—the whole world is on fire!" The man awakened, rubbed his eyes and looked out and noticed that the boy had failed to see that the great Artist above had begun painting on the eastern sky the early morning

sunrise. He reassured the boy, as he put his hand on his shoulder, and said, "Son, don't be afraid, the world isn't on fire—it is but the dawn of a new day."

I can't help but feel that when people like you go back to arouse your communities and their conscience in behalf of tomorrow's world, that we in America stand at the dawn of a new day. Thank you.

President Drake introduced Judge William Lee of Granite Falls as the next speaker—

THE FUNCTION OF JUVENILE COURT IN DELINQUENCY MATTERS

by William Lee, Judge of Probate, Granite Falls

Mr. Chairman, Ladies and Gentlemen: I consider it an honor and a privilege to be able to address an audience of this kind. I know that I have not been granted that privilege because of any ability as a public speaker but I have been granted that privilege because you men and women have been interested in certain reforms that I have advocated and worked so hard to translate into the laws of the State of Minnesota. And you are interested in reforms which we still advocate—that have not as yet been translated into law.

On this occasion I am impressed with the thought that any speaker on the same program with the Rev. Mr. Youngdahl would just naturally be relegated to the background. And so on this occasion I am impressed with the thought that I am not going to deliver an address of any kind to you ladies and gentlemen, but I am simply going to work—because in connection with all of these reforms that have been enacted into law I have practically carried the ball along and I have financed the state's money with my own funds.

Because of limited time I wish to tackle the subject at once and I know of no way that I can give you a better idea of the function of the Juvenile Probate Court than to give you some of the experiences which arise in connection with the administration of such a court. As I do that I trust that you will bear in mind that if some statements are made which might reflect on a certain individual, that individual doesn't count. The movement is so large that we have no time to indulge in personalities.

In making a comparison with the District Juvenile Courts in the state, of Minneapolis and St. Paul and Duluth, it is not my intention to criticize those courts but if mention is made of those courts it is for the purpose of comparison alone.

About four years ago a 15-year old boy was brought into my court charged with delinquency. As a matter of fact he had committed a felony. He had come to Granite Falls on Saturday night with an older boy and after having a few drinks or a bottle of beer they started for their country home. The sheriff and the mayor and two reputable citizens noticed the car weaving from one side of the street to the other and they followed this car to the country home. Those youngsters reached that home in good condition which was practically a miracle. The road was not wide enough for that car. The sheriff in an attempt to make an arrest, was driven off the premises at the point of a gun by the youngest boy, aged 15. The latter was brought into my court as a delinquent although he had committed a felony.

It was my duty as the Probate Juvenile Judge to accept that boy as a delinquent. I have no power to punish. My court is purely a court of reformation and my duty as a juvenile judge, if I am to carry out the purpose of the law, would be to accept

that boy as a delinquent. But I wasn't big enough at that time to accept that boy and to defy the law enforcement agencies—and after giving him a hearing I committed the boy to Red Wing. After he had been there about three months Miss Thorp, the county superintendent of schools, came to me and told me that the boy's former school teacher had interceded in his behalf and that she advised Miss Thorp the boy had always been a good boy—that he was kind to animals—that he wouldn't hurt anyone and that she was afraid that further confinement at the penal institution at Red Wing would be likely to have a harmful effect. As a result of that interview with Miss Thorp I went to the county attorney and secured a recommendation for immediate parole. This school teacher had offered to give this boy the benefit of her good Christian home about fifty miles from Granite Falls where a widowed mother and a bachelor brother resided on a 32-acre farm. They were in need of help and they proposed to pay the boy the going wages of a hired man when he was able to work and give him the benefits of that good Christian home. We are all agreed, everyone who has carried on any delinquency work, that the best way to correct the average child is in a good Christian home. And that kind of proposition seldom was brought to a judge.

After having that proposition suggested, I got in touch with the county attorney and he recommended release of the boy and assignment to this home. I went to the sheriff and secured a similar recommendation. I went to Miss Thorp as county superintendent of schools and she joined in the recommendation. And then, as the result of her activities, she secured a resolution which was passed unanimously by the welfare board recommending the immediate release of this boy. And in addition to that, I added my own recommendation.

After about a month's time I went to Red Wing to find out why we couldn't get any satisfaction. I made that trip with the school teacher and with the welfare worker of Yellow Medicine county. And as a result of that trip to Red Wing I discovered I had a hopeless proposition on my hands—that there was only one person in the State of Minnesota who really had the power to parole that boy and that was the Director of Institutions of the State of Minnesota who already had all the responsibility of managing fifteen or sixteen state institutions—buying provisions and looking after the business of the various institutions—and he alone had the power to decide how much longer that boy from Yellow Medicine county should remain in that institution after every agency connected with the welfare work had joined in the recommendation recommending his parole.

With that as a basis I commenced to study the juvenile problem. I found that the Probate Court of the State of Minnesota was a constitutional court—that the constitution that created that court expressly stated that the probate court should have no further jurisdiction except as granted by the constitution—that the constitution then provided that the probate court should have jurisdiction over the estate of a deceased person and no further jurisdiction—in other words, the jurisdiction could not be enlarged in that court without a constitutional amendment and I discovered as I studied that, that the commitment to Red Wing or Sauk Centre was identically the same as a criminal commitment to St. Cloud. I also discovered, as I continued my study, that from that commitment there was no right to appeal. There was no right of the court in any way to renew the case. And as I carried my studies further I discovered in the State of Min-

nesota we have a dual system in the larger cities of the state, such as Minneapolis, Duluth—that the District Court is the designated Juvenile Court and in connection with the administration of delinquency matters in the larger centers such as Minneapolis, St. Paul and Duluth, they have local reformatories to which a commitment could be made and that child could be recalled at any time. In addition to that, the District Court had the benefit of an established probationary system—that practically all of the juvenile work was delegated by the court to the probation officer who was especially trained and qualified to carry on that work. And, after continuing my studies further, I found that in the rural districts of the state they had taken the important work, such as the delinquency work, and they had dumped that into the administrative court and had no power to punish—the poorest office in the county court house with about half of the judges in the state laymen and about half lawyers—but in the State of Minnesota no two judges were feeling or believing alike when it came to a question of delinquency work.

And so I commenced to extend my studies outside of the State of Minnesota and found that in the State of Minnesota there had been an attempt to copy the laws in Wisconsin and in some more of the states, but no comparison was made of the courts—and what was considered good for the Wisconsin courts was just assumed to be good for the Minnesota courts. And yet, as far as the Wisconsin Probate Court, which is designated the Juvenile Court, is concerned, that court is a trial court like our district court—it has criminal and civil jurisdiction and the judge in the State of Wisconsin has about the same standing that the district judge has in this state. And as near as I could ascertain, the lowest paid judge in the state of Wisconsin receives something like \$5,000 a year.

And turning to the State of Iowa, I found that the Juvenile Court was vested in the District Court which is a trial court comparable with the District Court of the State of Minnesota with probation officers given the right to recall all of these other benefits. Turning to the South Dakota courts I found that the County Court was the Juvenile Court in South Dakota and that court was a trial court like the District Court and that court had the power to punish and no power to free guardianships. In turning to North Dakota I found that the Juvenile Judge was a traveling Juvenile District Judge in the State of North Dakota. And his standing was about the same as our district judge.

Then, extending my studies further I found that practically 95 or 98 per cent of the population north of the Mason-Dixie line in the United States lived in areas where the system is identically the same as Minneapolis, St. Paul and Duluth where the courts are comparable at least with the District Courts of these larger metropolitan areas where they have probation officers and correctional schools—local reformatories.

Now it is admitted at this time that only the incorrigibles from the larger centers are sent to Sauk Centre or Red Wing. There is no need to send anyone but incorrigibles to these institutions because the local institutions give the boy the first chance and he is placed under probation. If he makes good he is released. Otherwise he is sent to Red Wing.

As I continued my studies further I discovered that in the State of Minnesota in 87 Juvenile Courts in the rural districts the average cost per year, the annual cost, was considerably less than \$50, the expense of the Judge, his fees and probation fees, if he had any probation officers or if they had any expenses of

any kind. That was an alarming state of affairs. As in comparison, we might arrive at the conclusion that it represents for the entire year about one-fourth of the cost that it would to give a bootlegger a fair trial in a District Court for one day.

The comparison of the Juvenile Court with the District Court is rather an interesting one. And to illustrate that point I will take the case of two boys—one 18 and one 15, brothers, who have become involved in stealing chickens. The 18-year old boy is taken before the District Court and he decides to fight. Because he is a criminal, he is accepted by the court as an innocent man. The court won't permit him to be represented in any way except by counsel. And if he cannot pay for his own attorney, the court will provide an attorney. He is accepted, as I say, as an innocent man. That presumption is continued throughout the trial of the entire case. All of the rules of evidence and practice and procedure have been established in such a way as to safeguard the rights of the accused. In the final analysis he has to be found guilty by a jury—and has to be found guilty beyond a reasonable doubt. If he is aggrieved, he has the right of appeal—the right to make application for a new trial. He has the benefit of the habeas corpus laws—the benefit of either—and in every way the rights of a citizen of the United States are safeguarded throughout the entire trial.

The 15-year old boy that is brought before the court was supposed to be taken before a court that conducted a hearing behind closed doors—even the county attorney didn't have to be present. The boy was accepted as guilty before he was brought into court—no rules of evidence provided for him—no Medical Board to examine him or to protect the youth in any way, although in every other commitment, but in the case of a delinquent, the Probate Court's safeguards were injected into the law. And, in case of an error being made, there was no right to a new trial—no provision made for the court to review the case in any way. As a matter of fact the court lost absolute control of that boy.

Now you must remember that he was brought to the court not as a criminal, but he was brought to the court because he was a ward of the state. So, because he was a ward of the state, he was denied all of the benefits extended to a citizen of the United States.

The 18-year-old boy in all probability in a case of that kind and in every District Court, in case he is committed to a penal institution, would receive the minimum sentence of one year. That could be reduced to about 9½ months for good behavior. But this 15-year-old brother, because he was a ward of the state, would be sent to an institution from which there is no recall until he is 21 years of age, when he automatically is discharged by law. That was a rather unusual situation to contend with.

Now with those thoughts in mind, I drafted certain measures—drafted certain amendments which were submitted to the last legislature. According to my limited ability, I did the best job that I possibly could to create a situation at least in connection with the commitment where the boy would be considered as a ward or a minor or ward of the court and that provision would be made for recall. I also recognized the fact that the lack of formality in the Probate Court created considerable misunderstanding throughout the state and that there was a great need for lawyers and that the responsibility was so tremendous that it should be divided between the different agencies connected with this work.

Along that line I just wish to mention briefly that there

is a new movement that has been started in the United States known as the Youth Correction Act. The principles upon which that act is based are identically the same as the Juvenile Act, but to me they seem much more practical. For the first time in the history of the United States perhaps lawyers as a group have joined together to recommend bringing about certain social court reforms. It seems that this movement known as the Youth Correction Act has become so popular that it has become a national program and it has received the endorsement of the National Bar Association and of the State Bar Association in many states.

In connection with the program necessary to pass the Youth Correction Act in the State of California, the lawyers of that state organized in such a way as to furnish free speakers to every organization and every group in the state which requested one so that the lawyers of that state could take to the people of California the message that "Crime doesn't pay". The children in that state had received such ridiculous ideas concerning court law enforcement agencies and officers that they were almost unbelievable as they were disclosed. And so, in connection with that act, that kind of campaign was necessary in the State of California.

Now in connection with the Youth Correctional Act I wish to state that it is based on four cardinal principles and they are the four cardinal principles upon which the Juvenile Act is also based, first on the principle of segregation, that a good boy should be segregated from a group of bad boys so that he is not put in an institution. And that condition did not exist at Red Wing and does not exist at Red Wing at the present time, or Sauk Centre. In addition to that, the Youth Correction Act recognized the importance of the principle that rehabilitation should be brought about at the earliest possible date and any unnecessary continued confinement in an institution would naturally have a harmful effect.

In addition to the Youth Correction Act, I emphasized the importance of probation—probation above everything else on the theory that the best place to correct the child is in his own home, in his own community, if he will respond to the direction and the supervision of a friendly probation officer.

And then the law provided that, although every boy or girl under the age of 21 who was convicted of a felony would be committed to an institution as a criminal, he or she would be subject to the direction and the supervision and the power and the authority of a board created for the purpose of reviewing all of these cases. And that board was known as the Board of Authority. It would have the power to review a commitment of only three weeks' standing, to release and discharge a boy and send him to his own home, separate him from the group in the institution that he should not associate with, give him his liberty unconditionally. And in the final analysis, if that boy responded to that kind of treatment, of supervision, that kind of direction, that board would have the power to purge that child of the offense with which he had been charged so that in the records of the court it would never be necessary for him to have to admit he had been convicted of felony.

Now, ordinarily, you would think that the Youth Correction Act would receive the enforcement of the American citizens and would pass any legislature without any question. But as a matter of fact, in the last legislature, because the opposition was strenuous to all of the reforms that I had advocated and because for at least two months that opposition was found in all of the reforms

I advocated passed in the legislature, because the public was able to hear both sides, those reforms which were advocated for the Juvenile Court were passed without a dissenting vote in the legislature, and the Youth Correction Act, with the endorsement of the National Bar Association, the State Bar Association, the Medical Fraternity and civic organizations all over the State of Minnesota, failed to pass for want of opposition.

Now with that kind of situation, we have a problem on our hands. It is to determine just what is the true function of the Probate Juvenile Court. Some judges maintain that they are able to conduct clinics or transform their court into clinics where the causes can be defeated, and by a removing of the causes, the cure can be brought about in the case of a delinquent child. As the father of two boys who have grown to manhood, I confess that I am not qualified to do that. As the father of a charming daughter, as a lawyer with 25 years standing, as a Juvenile Judge of nine years standing, I am not qualified. I haven't the time to begin with, I haven't the opportunity for a continued study. By training I am not qualified. The only way that that kind of work can be carried on is through probation officers who are especially qualified for a job of that kind.

I am reminded on this occasion—About four years ago I attended a Social Welfare convention and at the convention was a very clever psychiatrist. For almost two hours he expounded theories in connection with his work, pointing out to that large audience how the causes could be defeated and a cure could be brought about. And as I walked down the street with the minister after that meeting he looked at me and said, "Lee, what do you think of it?" I said, "I am just wondering what kind of mess we are going to have in the State of Minnesota when people who have no special training along that line and haven't the opportunity to study these boys and girls that are brought into our courts go out and attempt to solve the juvenile delinquency problem by the application of technical rules of that kind." With a twinkle in his eye and a generous grin on his face he said, "Them are my sentiments, too."

We have in our county an organization that is an unusual organization. It is the result of the activity of a tireless worker—a county superintendent of schools, who is generous and charitable with the youth. She has gone out in our county and has organized what is known as the Young Citizens League and the program of the Young Citizens League should be an inspiration to every parent who lives in the State of Minnesota. Here in this organization are about 300 boys and girls, organized in such a way as to foster and promote good citizenship. At least once a year they have their convention either at Granite Falls or in some other center in the county. Here they have a banquet and their program. In the afternoon they carry on the activities of their meeting and they appoint their committees and make their plans for the ensuing year. And through that organization in Yellow Medicine county that lesson of good citizenship has been carried into the home of every child who is a member of that organization.

Perhaps that is the real function of the Probate Juvenile Court—to have a part in a program of that kind. As I have said, I am not qualified to carry on the clinic, but I do believe that I am qualified to talk good Americanism and good citizenship to these boys that come into my court. I believe that every boy who is taken into a juvenile court should be impressed with the surroundings—that he should be advised that he is in court and

that the seriousness of the charge should be pointed out to him—that it should be pointed out to him that America as a democracy cannot continue to exist unless boys and girls can learn to live in peace and harmony with each other. They must learn that this government and this nation have been founded on certain principles—that in America we have emphasized tolerance—we have emphasized property and personal rights, racial and religious freedom, and these principles and institutions must be preserved in America if America is going to continue as a democracy. These boys must be reminded and these girls must be reminded that our parents came to America because they were impressed with the principles that we emphasized here.

As a matter of fact, as I look over this audience today I am impressed with the thought that we are indeed a fortunate people. Here we are assembled, men and women from all walks in life and from every county in a great state like the State of Minnesota, and we are assembled here as American citizens—just as a generation or two ago our parents or our grandparents came to this country from all of the nations of Europe. They came here because they believed in those principles, and America as a democracy is going to fail unless we can find some way to emphasize those principles and to convey that message to our boys and girls in such a way that they will see the need of making the necessary adjustment to life in peace and harmony with their fellowmen.

Why should this be such a difficult task after all? We have just been fighting a terrible war, and as a result of that war we have seen how Hitler and Mussolini were able to regiment the youth of Italy and Germany in such a way that the youth of those nations were willing to go out and die for an unjust cause. If Hitler and Mussolini could convert the schools into proving grounds for fallacious theories and hotbeds of social propaganda, isn't it possible that here in the United States of America we can devise some ways and some means to use our schools and our courts to better advantage in preserving the principles and the ideals that we Americans believe in? Our boys and our girls should be taught that our system of government is the best system of government that has ever been worked out by any people—that under our system of government we have enjoyed the highest degree of freedom of any nation in all of the world. They must be taught that the laws through which our government function have been handed down to us from all of the generations and all of the people that have gone before us—that these laws originally began as customs, and as customs were established, became laws. And as man advanced in knowledge these laws became written laws. They should be taught that only the best of these laws have stood the test of time and thus we have incorporated in our system of law and government the best results of the experiences of men since the beginning of time.

We can be frank enough to admit to our boys and girls that many of our laws are not the best kind of laws—that they could and should be corrected, but we should impress upon them that the American system of government whereby the majority rules, based upon cooperation and willingness on the part of the citizens to work together, is the best system of government that has ever been worked out by any people in this world.

Now the Rev. Mr. Youngdahl has spoken of this new world—we don't know what kind of world will emerge as a result of the hardships which may follow this war and as a result of that war. We know, as he has said, that America will have great

need for clear thinking minds and for well trained hands. We Americans believe that we can join the UNO and still remain a land of individual responsibility. We believe that here in America we still hold the most important position of any nation in all the world. Because of our participation in the war, we believe that America can continue to be the land of opportunity and freedom that it has been in the past but if we are going to have those things we must devise some way to teach our boys and girls to be constructive citizens—we must find some way to teach citizens to be willing to make some sacrifices to bring about reforms. We must teach our boys and girls in such a way as to have an adequately educated voting body instead of an emotional one. And we cannot hope to have these things without education, education and good principles, education and high ideals, education and high morals.

Here as representatives of the schools of Minnesota on an occasion of this kind we have just cause to be proud of our state. In Minnesota we carry on education of the highest type. Here we have the best in schools, the best in equipment, the best in teachers in every locality, but there are parts of the United States that are less fortunate than Minnesota. For instance, if all of the southern states could have the solid educational advantages that we have here in Minnesota, much of the prejudice, the bitterness, the sickness, the poverty, the disease would disappear because here in Minnesota we carry on education of the highest type. The standards of communities are raised, not so much by preaching to adults as by teaching our boys and girls better ways—thus the influence of the school is extended into each locality through each child that attends.

And so as Mr. Youngdahl has said, we have a job to do—not only to preserve our American institutions and American ideals which have served us so well, but to prepare a younger generation to be ready, willing and able to take over some of the responsibilities in the shaping of this new world. And a part of that program I believe, is the true function of the present Probate Juvenile Court.

BUSINESS SESSION

President Drake announced election of officers as the first order of business and appointed Otto Kolshorn, Dr. Roholt, Ira Lambert, Mr. Ballinger, Mr. Meader and Mrs. Landby, tellers.

PRESIDENT DRAKE: The first item under unfinished business to come before the meeting is the question of the amendment which was presented at the opening day of our session. Mr. Barbo, will you present that?

O. W. Barbo, Braham, Minnesota, read the amendment, in the form of a resolution, which was read the first day of the convention.

MR. BARBO (Continuing): This resolution was submitted to the Resolutions committee and they reported as follows—the committee moves the adoption of this resolution. J. R. Lindgren chairman.

PRESIDENT DRAKE: We will all consider ourselves as one big school board and try to conduct the business of our association as a school board so you will see that this is a large one—not one of just 73 members.

What is your pleasure with this resolution and amendment?

C. E. HELLQUIST (Thief River Falls): Mr. President, I move the adoption of the resolution as read.

MRS. HATTIE DARLING (Crosby): I second the motion.

PRESIDENT DRAKE: It has been regularly moved and seconded that the resolution be adopted. Is there any discussion? If not we will put it to the vote of the board.

... There was no discussion, question was called, and the motion carried. ...

PRESIDENT DRAKE: Is there any other unfinished business?

The next order of business is the election of directors for 1946-47. I will ask the secretary to read the names.

SECRETARY CHRISTOFFERSON: District No. (1), Mr. Peterson of Winona; District No. (2), H. R. Kurth, Hutchinson; No. (3), O. W. Barbo, Braham; No. (4), Mrs. F. N. Christofferson, White Bear Lake; No. (5), Reverend Robinson, Minneapolis; No. (6), Dr. C. L. Roholt, Waverly; No. (7), W. G. Swanson, Benson; No. (8), A. H. Swanson, Chisholm; No. (9), Dr. A. E. Jacobson, Thief River Falls.

PRESIDENT DRAKE: What is your pleasure?

OTTO KOLSHORN: Mr. Chairman, it has been the time honored custom when the committees have made their choice that we accept it in its entirety and I so move.

... The motion was regularly seconded. ...

PRESIDENT DRAKE: You have heard the motion which has been regularly seconded, that we let these nominees be the board of directors for the coming year.

... There was no further discussion, question was called and the motion unanimously carried. ...

PRESIDENT DRAKE: I declare them elected for the ensuing year.

The next order of business is the election of president for 1946-47. All people speaking please announce your name to the secretary.

D. M. LAWSON (Benson): Fellow School Board Members and School Officials, Ladies and Gentlemen—My name is Lawson and I am a member of the Benson School Board and a newspaper man by profession. I have known W. G. Swanson, your vice president and now reelected director from the 7th District, for more than twenty years and I have had a very close association with him. During those years I have watched his work in various community affairs. I have had the privilege of working with him on many occasions. I have always found him interested in the betterment of the community from all angles and he has been very active in many movements for the benefit of the community. He served in the legislature from Swift county and proved to be one of the best representatives that Swift county has ever had.

Now this is my first appearance at a School Board convention, but I have been interested in school board matters for many years as a newspaper man, as a citizen and as a father. Mr. Swanson has been active in the Minnesota School Board Association for several years and I have had the privilege of talking with him on school matters many times during the last few years and I know that he is very well versed in school matters and very interested in anything that will improve the educational program of the state. I know that the members of the School Board assembled here can have full confidence in Mr. Swanson; in any position he is elected to he will do his utmost to carry out the policies that you set forth and which you desire him to carry forward.

And now I am very proud to have the opportunity of sub-

mitting the name of W. G. Swanson of Benson in nomination as president of the Minnesota School Board Association for 1946-47.

ARTHUR SWANSON (Chisholm): . . . I have had an opportunity to serve with Bill for the last four years and I have found him one of the best association members I have ever known. He has served on all kinds of committees and never shirked his duties. He has always felt he was a servant of the association. And due to his high qualifications and my admiration for Bill Swanson, I would like to second that nomination.

OTTO KOLSHORN: May I also have the privilege of seconding this good nomination. It has been our custom to advance the vice president and I see we have a first-class man so I take pleasure in doing this—in seconding that nomination.

PRESIDENT DRAKE: Are there any other nominations?

ANNA W. MEINHARDT (Duluth): I move nominations be closed and the secretary cast a unanimous ballot for Mr. Swanson. . . . The motion was regularly seconded. . . .

PRESIDENT DRAKE: You have heard the motion which has been regularly seconded. Are there any remarks?

. . . There was no further discussion, question was called, and the motion carried. . . .

PRESIDENT DRAKE: I declare Mr. Swanson elected president



dent for the coming year. The next order of business is the election of a vice president for the ensuing year.

J. F. RIESBERG (Hutchinson): I would like to propose that the nominees come to the platform.

LEONARD KLAMMAR (Hutchinson): Fellow School Board Members, my name is Leonard Klammar and I come before you today to present the name, for the office of vice president of your association, of H. R. Kurth, a fellow townsman from Hutchinson. I have had the privilege of knowing Mr. Kurth for about fifteen years. He has a long and distinguished record of public service. About ten years ago a local Kiwanis Club was organized in our city and the promoters in it and the directors unanimously chose Mr. Kurth as the first president. He imparted such enthusiasm to this Club that it is still continuing as a very active organization.

Mr. Kurth served his country in World War I and in this

war he was the county bond drive chairman on several occasions and has a remarkable record of success. He is active in church affairs. He has been in this community for 30 years. For many years he was a director and president of a local bank. Two years ago he was elected president of the Bankers Association from Minnesota.

This, ladies and gentlemen, in my humble opinion, is the highest esteem his contemporaries and co-workers could place upon him. It is a distinct and foremost recognition of executive ability of which this man has an ample amount. I have the humble privilege of being a member of the school board in District (2) in Hutchinson, I see Mr. Kurth at every meeting, and I can tell how he operates and how he conducts a meeting. Whenever a question is submitted to the board for a matter of policy decision or action of some form or another there is always a frank and most vigorous discussion. Everybody expresses his opinion wholeheartedly without any reservation but never with any hostility or any animosity. There is no anger or ill feeling, and when the thing has gone far enough Mr. Kurth, who is our presiding officer, will suggest that someone put it in the form of a motion, which is promptly done. And the interesting thing is, these motions are passed or accepted unanimously I would say in about 90 per cent of the cases.

I think this is unusual when you take into consideration that we have on our school board a butcher, a storekeeper, a farmer, a banker, a lawyer and a doctor. Now when you can get a group of individuals of such a diversity of occupations to so unanimously agree in school affairs it is a high tribute to the executive ability of our president, Mr. Kurth, and we feel, with some sacrifice on our part, that we wish to submit his name as a candidate for vice president of your association. He has been a school board member for 18 years. He has been our president for nine years. We feel confident that he will make a fine choice and we hope that you will agree with us.

MYRON CLARK (Stewartville): Mr. Chairman, you have heard a name presented for your consideration as candidate for vice president of this organization. You have just heard the gentleman review Mr. Kurth's enviable record as a good citizen and you have heard of his public service in his own community. You heard the gentleman tell how Mr. Kurth was so respected that he was elected and served as president of the Minnesota State Bankers Association. I know that he has long been interested, and vitally interested, in educational matters and school affairs as was just brought out in the fact that he has already served 18 years on the school board, nine of them as president. He has taken an active part for some time in matters of this association. I believe for two years he has served as chairman of the Resolutions committee. He served for one term as a director of this association and yesterday in the caucus he was unanimously renominated from his district and has just now been elected.

In view of these qualifications I should like to endorse the candidacy and second the nomination of H. R. Kurth from Hutchinson as vice president.

PRESIDENT DRAKE: Does anyone else wish to make any further remarks?

DELEGATE: Mr. Chairman, we would like to see the nominees—maybe they are not here—we don't know. If they are here I think they should be willing to show themselves. If they are

not here I think we have plenty of good timber to find someone else for the position.

... Mr. Kurth came up to the platform. ...

DELEGATE: I move nominations be closed.

OTTO KOLSHORN: I second the motion.

PRESIDENT DRAKE: You heard the motion which has been regularly seconded. Are there any remarks?

... There were no remarks, question was called, and the motion carried. ...

PRESIDENT DRAKE: Will the new president come to the front?

... The newly elected president for 1946-47, W. G. Swanson of Benson, came to the platform. ...

PRESIDENT DRAKE: I am not going to let him make a



speech right now. I declare Mr. Kurth elected vice president of the association for the ensuing year. ...

The next item on the program is the matter of the School Board Journal and this has been mentioned on several occasions. It may be in one of the Resolution Committees but I am not certain. However, it is on the agenda at this moment and I am going to ask you what is your pleasure?

NEWLY ELECTED PRESIDENT SWANSON: Mr. Chairman, I understand that there was a resolution passed recommending an increase in the dues to the association and also the publication of a Journal, and I was wondering if that wouldn't take care of that?

PRESIDENT DRAKE: It suggested the advisability in the resolution but it did not take specific action directing the directors to publish a Journal. I think a motion—something of that kind, should be obtained.

CARL KOHLMAYER (Wykoff): I so move.

... The motion was regularly seconded. ...

PRESIDENT DRAKE: It has been regularly moved and seconded that this convention go on record as favoring and direct-

ing the directors, I believe, to proceed with the publication of the Minnesota State School Board Association Journal. Are there any remarks?

C. E. HELLQUIST (Thief River Falls): Mr. Chairman, that is one of the things we should have—the State School Board Journal so we can have a chance to know what is going on in the state from the standpoint of right at home. I am heartily in favor of that.

OTTO KOLSHORN: Mr. Chairman, Members, I didn't arrive in time to hear this motion made the other morning but this suggestion about having the Journal. Now before we vote on this I would like to know a little about what the scope of the Journal is to be—a monthly, or what, and the probable cost and what standing it will give to our association. Please do not take anything I am saying as an objection—I am speaking for information for our group. Let us have some little information as to what we are voting on, if you please.

PRESIDENT DRAKE: The Journal will include as I stated in my annual address, the publication of the minutes of the Board of Directors and personal items of interest, perhaps of the school boards of the state and possibly the publication of the annual report. It would be published from six to eight times a year. Experience, as you go on, would perhaps change that, but that would be the aim and the hope at the present time. The cost is amply taken care of by the increase in dues at this time. It is hard to say—I have been on the committee for several years and have found out that the cost varies in different institutions or different organizations from \$300 to \$400 per issue, depending on the type of Journal that you are putting across. I think that answers your questions.

OTTO KOLSHORN: Thank you.

DELEGATE: What is your proposed plan for distribution? Do you plan on distributing it on a subscription basis or to all school boards and members, and, if so, will one copy be given to the school board, or will one copy be provided for each member of the school board?

PRESIDENT DRAKE: That has not been entirely determined. Every school board will get a copy of that Journal. You see we have one or two delegates from each school board and there might be a small subscription charge in addition for anybody who wants a copy of the Journal. ... It will also be a means of uniting the school boards of the state of Minnesota and also of increasing the membership, because this will get out to everybody and we don't have all the members of the school districts in our membership at the present time. I will venture to say that the membership could be doubled, in the very near future, and possibly trebled, because we have a large number of school districts—unless they should go to work and wipe out the school districts as some people think they might.

ART SWANSON (Chisholm): I would like to have Mr. Barbo of Braham elaborate a little on that Journal. He has also been on our committee and I think it would be nice to hear from Mr. Barbo from Braham.

C. W. BARBO (Braham): Dr. Drake—I just came into the room and I don't know just what you have in mind on the publication. Maybe the smart thing to do is to revert to questions on the matter.

MR. SWANSON: A question has been asked here—what will the Journal cost us? What results will be obtained from the

publication of such a Journal and how often will it be published and any other points you can give us?

MR. BARBO: As to the cost—that is dependent upon a lot of things. You are really asking somebody a question when you ask about the cost. We have had considerable discussion as to what type of Journal we are to put out. That hasn't been thoroughly decided upon. I might counter with this question—you, if you were going to build a home, would want to know what it was going to cost you—well, actually, we don't know. That is a problem that the committee has to consider, and whoever is appointed on that committee will have that big job to get around. There is this to bear in mind—that you have increased your dues and we have an ambitious program, according to the preliminary introduction to that resolution or amendment—it calls for a publication and it calls for a full-time secretary—it calls for a central office and various other activities that the association must and should go into. But those dues are going to establish the limit of that activity. In other words if we have a hundred dollars, that is all we can spend. There is no authorization for indebtedness for this publication so I think we are safe in saying that it will have to stay within the means of the fund that we have. That is the best explanation I can give.

Are there any questions on it?

MR. SWANSON: There is one question I would like to ask—will the raising of dues take care of this magazine? Will the raising of dues take care of the full-time secretary? We have to have a man out in the field. We have a potential membership that would amaze the state of Minnesota if they came into your flock. And will this magazine reach this potential membership that we are trying to reach? Will the increase in dues take care of just the magazine? Will the increase in dues take care of a full-time secretary? I think we should have a full-time secretary. Your MEA has a full-time secretary and I think these are the things we should study. I think we, as Minnesota School Board members, should voice our opinions on this floor if we have any objections or if you are for the thing. But we are not going to get anywhere until we come in here and voice and express our views on the matter and we have got to do it. Your directors, your president—no one can do anything unless you get the wholehearted support of this measure. I have pride in anyone that is for anything that is constructive for our organization and we should consider this statement—will the raising of the dues take care of our magazine or Journal? Well, that is one thing. But now we have another issue coming up—a full-time secretary. Will the raising of dues take care of a full-time secretary? When we are raising the dues what are we going to do—just take care of the Journal and later on come around here and then talk about raising the dues for a full-time secretary? I think we should get up here and talk about this thing and don't be afraid—that is what we are here for.

DELEGATE: Are those going to every district in the county or in the state, to every rural school, too?

PRESIDENT DRAKE: The Journal will go to every member of the association.

MR. SWANSON: But here is another thing we should consider—the people say, "Well, see here, why shouldn't each member on the board have a copy?" You see we haven't got time to go up to the school and read the magazine every time it comes in. That is a problem to consider—should all the board members

have a magazine or should just the school have a magazine?

DELEGATE: We get it from other institutions that we belong to and as a matter of fact a school board issue has been sent to the superintendent of our schools but the school board never got hold of it—it stayed right there. Are we going to have more issues sent to the districts—one to each member of the school board or just one to the district member? If we want to make a success of this we should do it right and if our fee is too small we should change it—do it right. I am heartily in favor of the issue.

MORRIS ROBINSON (Minneapolis): I would like to say that it seems to me the questions can only be answered in part only by an experimental year in which you attempt to see what can be done with the money available, with further exploration by the committee and perhaps by the Board of Directors. I would like to move, therefore, Mr. President, we add to the motion the words, "On an experimental basis for one year." If that amendment should be adopted it would then give the Board of Directors permission to go ahead for this year, printing perhaps only three or four issues and finding out what could be done in the way of distribution; at the meeting next year the experimentation can be presented to the board and then a decision can be made as to what will be done in the future.

O. W. BARBO (Braham): I would like to step down right now into your audience and, as a board member, take this exception to that suggestion or addition to the motion. I feel that with the experience I have had in publications of this nature, the way to do is to start out right—make your study of your funds that are available. Your motion now, as I understand it, before the convention, means that we shall go ahead with this publication. Then I think that the committee or the board—whoever has the jurisdiction to go ahead, should make a complete survey of the possibilities or the potentialities as to dues, taking into consideration what we can do in additional dues because of this contact with the entire state. I think that we should send copies of that publication, samples now and then, to all boards, regardless of whether they are members. That is a personal opinion. And when they see this thing of such and such a nature it will encourage them to come into the association and thus increase our possibilities on the publication financially.

In setting this up, there are a number of things that have to be taken into consideration—one is the mailing privilege. We have the right to go to the postal authorities and ask them for a mailing privilege on this that will cut our postal delivery rate way down. But in doing that, we have to specify that this is a publication and its purpose and with what regularity it will be published. So my suggestion is that we consider putting out a publication at least once a month, possibly eliminating that summer vacation period, which would probably bring it down to nine issues, as most of us have nine months of school, and then go ahead on the regular basis—not on any experimental stage. Then, at the end of the year, if the possibilities throw the thing out of the picture because the finances aren't there, it is automatically thrown out. I wouldn't like to answer any questions because I think it is something that should have the positive consideration of everybody. It is an important thing and we know when that publication is going out it should go to every board member—I think that is the desire of all those who are interested in it—to all members of various boards so that they might know what is going on from month to month of the re-

ports that have been given at this convention—they would be the members of the school boards who did not have the privilege of being here.

DELEGATE: I made the original motion in regard to the Journal and I would like some comments on that—not that I want to change the motion—I think it is exactly as it should be. I think this organization is large enough to have a free publication just as the other organizations have and I feel that we should all have confidence enough in the School Board Association to know that they will do a good job of it. And so I don't think we should add any limitations—they know how far they can go and they will give us a good paper—as good as they possibly know how to and I know it will be worth what it costs.

PRESIDENT DRAKE: You have heard the motion which was seconded. Are there any further remarks?

... There was no further discussion, the question was called and motion carried. ...

PRESIDENT DRAKE: The next will be the report of the standing committees. ...

No report has been made by the auditing committee because of the illness of our secretary. However, I can tell you very briefly the financial status of the organization and I would say that it is pretty good. We had in the regular fund, before the convention started, \$2,700 in the bank, and about \$750 in a special fund of the Handbook. Every Handbook that is sold from now on is pure profit to us. Quite a few copies have been sold here at the convention and we still have a good supply, so the Handbook fund, I am sure, will go over a thousand dollars in a short time. The publication of the same is all paid for. And there are no outstanding bills except the expense of this convention. Our total assets as before the convention were about \$3,800. Since that time I have been told there were dues paid.

So we will not go farther with that report. We have had a chance to audit the accounts but we have not because of the illness of our secretary. I know these figures are correct. ...

Dr. Drake called for a report from the Committee on the School Treasurer's Bond—

SCHOOL TREASURER'S BOND

L. S. Miller, chairman, Crookston

There was one item of the School Treasurer's report of two years ago that was apparently overlooked in the legislature. We brought it up at the 1945 session and it was the amendment of a section of the law which is permissible in nature by mandatory law and would give common and special consolidated schools equality with the independent school districts to employ CPAs to audit their books. It reads as follows:

The Law 41, Chapter 16, Section 21—Amendment to read as follows—Subdivision (2):

"School Boards of any common, special, consolidated or Independent School Districts having a population of more than 200 and having an assessed valuation of more than one hundred thousand dollars (\$100,000.00) may employ an accountant on a monthly basis for a shorter period of time for the purpose of auditing, examining and reporting upon the books and records of accounts of said School District."

(This report was not given to reporter to check)

MR. MILLER: (continuing): This was recommended to the

Legislative Committee by unanimous vote of the School Treasurer's Bond Committee, signed by L. S. Miller, Chairman.

"FIRE and TORNADO INSURANCE"

L. S. MILLER (continuing): I submit the following report:

A little over a year ago, I was requested by the Secretary of the association to investigate and report at the 1945 convention as respects fire and tornado insurance upon school buildings and their contents. You know what happened to the 1945 convention of the association, and I am informed by the builders of the program for this convention that they would like me to report on what I had ready for them at that time.

The first thing all school boards should have is some definite insurance program. This should cover all kinds of insurance. There are many kinds of insurance, but I am reporting on fire and tornado insurance only.

The Board should appoint an insurance committee among its members and should hold it responsible for all matters affecting its insurance. Naturally, this committee itself will not have the time to become familiar with insurance matters, unless it happens to have an insurance man as a member. Therefore, it will want to select some insurance man in whom it has confidence as its adviser. Naturally, again, it will select some local insurance agent in the smaller communities and if the agents in larger places are organized, the organization itself will want to be selected. This latter selection will dispose of any troubles in placing the insurance with agents in the larger communities.

The first thing that this committee and its adviser will want to do will be to see that all certificates of insurance on the buildings of the district and their contents are uniform in their makeup.

The next thing they will want to do is to appoint some agent and duly authorize him to get the rate makeup that already establishes their rates and find out for themselves just what each risk has credited in its favor and what it has charged against it, which makes that rate. Without that rate makeup in hand, they will not know what to do about lowering their rate, if such a thing is possible.

A few things might be mentioned as affecting the rate already established:

1. The condition and modern methods of electric wiring.
2. The condition of all closets in the buildings—whether well kept or not.
3. The openings into stairway and cubby-holes under them.
4. The practice as to oil and paint rag disposition.
5. The outside exposures.
6. The opportunities afforded children for escaping from fire hazards, such as fire escapes and panic doors.

School insurance coverage naturally divides itself into three classes:

1. More than one building and contents.
2. A single large building housing all school activities and departments, under one roof and contents.
3. The single country school building or one or two rooms and contents.

Among the first things this insurance committee and its adviser must know is the value of the buildings and their contents. Unless they have the records of the cost of same, they should procure an appraisal by some appraisal company or architect or contractor to be made at intervals of not more than five

years. Such experts will arrive at an approximately true value depreciation included, of what they will have to cover by insurance.

They will then have to decide whether the insurance shall be written for one, three or five years. The advantage of writing the three or five year policy is the saving in premium they will be able to make—one-half year premium, if written for three years; one year premium, if written for five years. They will then want to make the maturities come on the same day of each year to do away with work of caring for the insurance each year, except for the specific time. About 1-3 or 1-5 of the insurance should mature each year, so as to make the premiums to be paid about the same each year and be accounted for in the budget each year.

Let me say that it is not so much the cost of the insurance that is most to be considered—it's the safety of the children attending the school that is most important. As the safety of the children rises by the elimination of hazards to which they are exposed, the cost of the insurance goes down. A high rate on any insurance risk is a dangerous sign—there must be something wrong with that building, or the rate would be low.

Inspection of the electric wiring, closets, stairways, disposition of oil and paint rags, fire escapes, panic bars on doors, etc., periodically by the school authorities and by the insurance men themselves annually will disclose what is wrong and it can be eliminated. In this case, "eternal vigilance" is the cost of safety to the pupils.

As to the makeup of the policy or policies themselves: the Standard Minnesota Optional Coverage Policy with printed riders is all that is necessary. The printed riders may be either the Uniform School Building and Contents form, with the necessary printed riders, or you may use your own printed forms if they have been approved by the Fire Underwriters Inspection Bureau in Minneapolis.

The policy should cover as to fire, and if the insurance is in the amount of \$5,000.00 or more, it should contain a co-insurance clause which will materially cheapen the rate. There will seldom be a total loss, and by writing the insurance policy with co-insurance clause, you can be paid up to 80% or 90% of the insurable value as fixed by the appraisers. An extended coverage clause at ½ or less of the most of fire coverage will take care of not only the windstorm feature, but also will include damage done by hail, riots, explosions, smoke damage, aircraft and vehicle damage.

Care should be taken to include in the policy the following clauses: alterations and repairs, work and material; glass prorate distribution; vacation condition; loss adjustment; motion picture machine permit.

To these policies may be added, at the option of those insuring, certain floater coverages by indorsements, such as musical instruments, camera, fine arts, miscellaneous athletic equipment and parcel post.

I move the adoption of the report.

... The motion was regularly seconded. ...

PRESIDENT DRAKE: You have heard the motion to adopt the resolution which has been regularly seconded. What is your pleasure?

... There was no discussion, question was called, and the motion carried. ...

RURAL RESEARCH REPORT

Charles Christianson, Roseau

I am very happy to announce we don't have very much to give you here. The legislative committee has picked up everything except this one resolution. William Leppa is chairman of this committee and I am only substituting for him.

You have perhaps heard of the low range in the number of 16 and 17-year-olds attending high schools and your committee felt that there were certain departments in the high schools, if we had them, that would enable us perhaps to keep many of these young people in school who otherwise are not interested in the academic subjects. If we had these other subjects, such as industrial arts, economics and commercial subjects, some students might be very good in these subjects because they are projects that they can use their hands in as well as their minds. So, we present this resolution. The committee representing the rural members exclusively felt that we should recommend "That when the new state aid is set up, consideration should be given to provide sufficient aid to make special vocational departments possible in the high schools of the state."

Mr. Chairman, I move the adoption of this resolution.

... The motion was regularly seconded. ...

PRESIDENT DRAKE: Are there any remarks?

... There were no further remarks, question was called, and the motion carried.

PUBLICITY COMMITTEE REPORT

O. W. Barbo, Braham, Chairman

I can say if you read the papers you will know what the publicity committee is doing. Is that sufficient?

I will go according to regulations and move the adoption of the report.

... The motion was regularly seconded. ...

PRESIDENT DRAKE: The motion has been regularly made and seconded to adopt the report. What is your pleasure?

... There was no discussion, question was called, and the motion carried. ...

PRESIDENT DRAKE: I think we have had better publicity this year than at any time I can remember.

REPORT OF HEALTH, PHYSICAL AND RECREATION COMMITTEE

by Dr. O. W. Hauck, chairman, Chatfield

Mr. President, Members of the Minnesota School Board Association—I submit this report—Resolved:

A—That all children of pre-school age be subjected to the Mantoux test before entering school.

B—All newcomers into the school be tested, or present evidence and findings of tests within two years.

C—All teachers and all employees of the school be tested every year. New employees shall present evidence of findings of tests made within a year.

D—All positive reactors be X-rayed.

E—We recommend an educational program on the value of the Mantoux test.

We heartily endorse the present program of vaccination and inoculation recommended by the State Board of Health. We urge continued support of this program by all school districts.

Signed: Dr. E. W. Senn, Owatonna

Mrs. John Lawler, Eyota

Dr. O. W. Hauck, Chatfield

Dr. C. M. Tucker, Deer River

Mrs. Lud Gardner, Preston

DR. HAUCK (continuing): Mr. Chairman, I move the adoption of this report.

... The motion was regularly seconded. ...

PRESIDENT DRAKE: Is there any discussion?

... There was no discussion, question was called, and the motion carried. ...

REPORT OF CREDENTIALS COMMITTEE

by Ira Lambert, Chatfield

According to the best of our knowledge there are 1350 voting delegates entered or registered and visitors. (He said 1630, which could not be right.)

PRESIDENT DRAKE: I would say that was a very fine report. What will you do with it?

MRS. F. N. CHRISTOFFERSON (White Bear Lake): move its adoption.

OTTO KOLSHORN (Red Wing): I second the motion.

PRESIDENT DRAKE: Is there any discussion?

... There was no discussion, question was called, and the motion carried. ...

REPORT OF THE RESOLUTIONS COMMITTEE

by J. R. Lindgren, Two Harbors

Mr. President, Ladies and Gentlemen:

The resolutions committee met in session on Wednesday February 13, 1946, at 7:30 p. m., on Thursday, February 14, 1946 at 10:00 a. m., and on Friday, February 15, 1946, at 10:00 a. m.

J. R. Lindgren was elected president, and Dr. Swinski of St. Cloud, secretary.

The committee considered all resolutions presented.

Resolution No. 1:

"Resolved that the Minnesota State School Board Association become affiliated with the National Association of the State School Board.

MR. LINDGREN (continuing): Mr. President, I move the adoption of this resolution.

MRS. F. N. CHRISTOFFERSON (White Bear Lake): I second the motion.

PRESIDENT DRAKE: Are there any remarks?

... There was no discussion, question was called, and the motion carried. ...

Resolution No. 2:

Resolved—that the Minnesota School Board Association heartily endorse the federally assisted community school lunch program recognizing that unless federal aid is continued, local sponsors in the eleven hundred schools in Minnesota will not be financially able to give the children the benefit of nutritionally adequate lunches necessary for their health.

The association further recognizes the important part the cash reimbursement plan plays in orderly distribution of farm products.

Further recognizes the need for a permanent Community School Lunch Program and urges your support of HR 3370 and SF 962.

COMMITTEE ON RESOLUTIONS

Copy of this Resolution to be sent to each member of the Minnesota delegation in Congress.

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MR. LINDGREN (continuing): Mr. President, I move the adoption of this resolution.

... The motion was regularly seconded. ...

PRESIDENT DRAKE: Are there any remarks?

... There was no discussion, question was called, and the motion carried. ...

MR. LINDGREN: I have a resolution for the transportation committee. The resolution is as follows:

REPORT OF COMMITTEE ON TRANSPORTATION AID

WHEREAS, the state Pupil Transportation Aid for eligible school districts does not equal the cost under the most favorable circumstances, and in the majority of cases falls below sixty per cent (60%) of such costs, even when aid is paid in full, and

WHEREAS, such aid does not cover all rural pupils as the law now stands, we firmly believe fundamental changes in transportation aid are essential should we strive to equalize educational opportunity for all pupils in the state and meet the rising costs that are now endangering the future of pupil transportation by making it impossible for many sparsely settled districts to continue with the present aid;

BE IT THEREFORE RESOLVED, That the State School Board Association go on record recommending the following changes, to-wit:

1. Increase in State Pupil Transportation Aid from \$36.00 to \$54.00 per school year, such aid to be extended to include all rural pupils.

2. Increase in isolated pupil aid to \$60.00 per pupil.

3. Make it mandatory upon all districts, and to include all high school and elementary pupils alike.

4. Isolated pupils be defined as all pupils of elementary or high school who are living more than three (3) miles from elementary or high school facilities.

5. That in no case shall such State Pupil Aid be paid in excess of actual cost of such transportation.

COMMITTEE ON TRANSPORTATION

M. W. Raihala, Chairman

Mrs. Peter Weber, Secretary

MR. LINDGREN (Continuing): Mr. Chairman, the resolutions committee approved this resolution and I guess it was unanimously adopted by the transportation committee so I move the adoption.

The motion was regularly seconded.

PRESIDENT DRAKE: You have heard the motion which has been seconded. Are there any remarks?

There was no discussion, question was called, and the motion carried.

Resolution No. 4:

RESOLVED, That the delegates to the 25th annual meeting of the Minnesota School Board Association extend their appreciation to Mayor Hubert H. Humphrey, and the citizens of Minneapolis; to the Commissioner of Education; to the Superintendent of Minneapolis Public Schools; to the Hotel Nicolet and its employees for their courtesies, hospitality, tolerance and good will—and to all the speakers, who have appeared on our program or who in any way assisted in making this convention a success; and to KSTP and to our able president, Dr. Charles R. Drake, and all other officers of our association; and to our capable secretary, John E. Palmer; and to all committee members, we express our

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heartfelt gratitude; and to the press we pledge our cooperation in our educational efforts.

J. R. LINDGREN President
Dr. M. A. SIVINSKI, Secretary

CHAIRMAN LINDGREN: Mr. President, I move the adoption of that resolution.

OTTO KOLSHORN (Red Wing): Mr. President, I second the adoption of that resolution.

PRESIDENT DRAKE: The motion has been made and seconded to adopt this resolution. Are there any remarks?

There was no discussion, question was called, and the motion carried.

REPORT OF GOOD ROADS COMMITTEE

by W. G. Swanson, Benson

Mr. Chairman, Delegates:

I do appreciate the responsibilities that go with being elected chairman of the Minnesota School Board Association and the long lease on life that goes with it. I thank you for this honor but it can become a very empty honor unless I prove myself worthy of your trust. And I ask you to cooperate with me. And I pledge you my wholehearted support to do everything I can for the best interests of the children of Minnesota.

OTTO KOLSHORN (Red Wing): I move the adoption of the report.

The motion was regularly seconded.

PRESIDENT DRAKE: Are there any remarks?

There was no discussion, question was called, and the motion carried.

PRESIDENT DRAKE: While we are waiting for the other reports, is there any new business anybody wishes to bring up for the good of the organization?

DELEGATE: I understand that some of the members of the School Board Association are wondering how the superintendents of school districts can get in.

PRESIDENT DRAKE: The superintendents of schools are ex-officio members of the board of education I believe without vote. I think that is the general rule and they are, according to the law stated as such, but not eligible to be delegates to our organization because they are not what we would call real board members.

Are there any more questions?

DELEGATE: There is an instance in the state. . . There is one superintendent as I recall who stated he is superintendent of a school district and also clerk for that group. How does that pan out?

PRESIDENT DRAKE: That is the first time I ever heard it stated.

CHARLES CHRISTIANSON (Roseau): I might explain—we have 76 school districts in the county and one of those 76 is an unorganized school district having seven schools. We just have seven schools—the others are all organized districts. But as it happens I am also the clerk for that unorganized school district—the same as the County Board of Commissioners has a chairman on the board and the county treasurer is the treasurer of that unorganized school board.

For instance, back in 1935 to '38 about eight school districts were defunct—they abandoned and dissolved and they were set aside by the county board as an unorganized school district. They could have taken them into some other if they had wanted them.

Usually it is a poor territory and it is put into the unorganized—it is all the way up and down to Hubbard county and Becker county and up in that corner.

ART SWANSON (Chisholm): The chairman that was acting on the legislative committee was called home—why, I don't know. The papers were left in my hands. The co-chairman hasn't been here. Dr. Jacobson has kindly consented to act as chairman. He is trying to compile the information now. I think the report will be ready this afternoon.

PRESIDENT DRAKE: I asked all the committee chairmen to report to me at 11:00 o'clock but I don't know what happened to them. Is there anything else—any new business that anybody has in mind?

We have two committees that have not reported—the committee on legislation and the high school research. What is your pleasure in regard to these?

DELEGATE: I move we adjourn for an hour or so and then maybe they will be ready—we can't sit here and wait.

PRESIDENT DRAKE: I would suggest we adjourn for a very short time so as to get all through with the whole business before 2:00 o'clock. The legislative committee usually has some important matters for discussion. It is now 12:30 o'clock—we will recess until 1:15 p. m.

The meeting was recessed at 12:30 p. m. to reconvene at 1:15 p. m.

AFTER RECESS

The meeting was called to order at 1:50 p. m.

PRESIDENT DRAKE: We will call the recessed board meeting to order.

REPORT OF COMMITTEE ON LEGISLATION

by DR. A. E. JACOBSON, Thief River Falls

ART SWANSON (Chisholm): May I please say a word before Dr. Jacobson gives his report? I appointed a man to act as chairman of the legislative committee and he was called home last night and couldn't be here. Dr. Jacobson has served on this committee—but he wasn't on this committee now—he wasn't even co-chairman, but he went over and took the duties of a chairman and did everything he could to make it a success and I certainly think we owe him an awful lot. He is a good sport—that is all I can say.

DR. JACOBSON: Ladies and Gentlemen, if you will bear with me, according to the explanation that Mr. Swanson has given you, for trespassing on somewhat unfamiliar ground, I will try to do the best I can in getting this report to you.

Resolution No. 1

BE IT RESOLVED—that the governing body of any school district may at its discretion contact with any of the teachers thereof for the conduct of schools, and may conduct schools on either or any of the following holidays, provided that a clause to this effect is inserted in the teacher's contract: Lincoln's and Washington's Birthdays; Columbus Day; and Armistice Day—provided that on Washington's Birthday, Lincoln's Birthday, and Armistice Day, at least one hour of the school program be devoted to a patriotic observance of the day.

DR. JACOBSON (continuing): Ladies and Gentlemen, this isn't anything new—it is merely presented because the last legislative session made Columbus Day a legal holiday and the idea is

that the school district should be entitled to have school on that holiday and collect aid for it.

Mr. Chairman, I move the adoption of this resolution. The motion was regularly seconded.

PRESIDENT DRAKE: You have heard the motion which has been regularly seconded. Are there any remarks? There were no remarks, question was called, and the motion was carried.

DR. JACOBSON: Resolution No. (2)—

Resolution No. 2:

BE IT RESOLVED—that every child between the age of six, as of September 1, and eighteen, or after high school graduation, shall attend a public school or a private school in each year during the entire time the public schools of the district in which the child resides, are in session. No child shall be required to attend public school more than ten (10) months during any calendar year.

DR. JACOBSON (Continuing): That resolution proposes to change the law as it now stands—the law reads now “from the age of six to the age of 16.” And this proposal would extend that time from the age of six to the maximum age of 18.

I move the adoption of that resolution, Mr. Chairman. The motion was regularly seconded.

PRESIDENT DRAKE: Are there any remarks?

DELEGATE: We are taking a long step forward and no doubt we will lengthen the time that they should attend school, but just at present I think we have taken an unwise step by making the demand to lengthen the time until 18.

DELEGATE: I am of the same opinion.

DELEGATE: Mr. Chairman, Fellow Delegates, this is a large field of thought, changing the compulsory school age from 16 to 18 years, but there is this thought, too,—today children in the villages and the cities have not much to do and many quit school at 16 years when they should be in school—at least they should finish the high school course or stay until they are 18 years old and during those two years it is possible that they might discover some special aptitude that has not been discovered before. And then another thing—during those two years between 16 and 18 it is possible that they may be out in a market competing against people that should work or have families, etc. We have had that happen I know in many cases. That is one reason for this amendment to the law—and it is something worth thinking about. I know we should ask our legislature to at least consider it and make a tryout.

DELEGATE: Is that going to be compulsory up to the age of 18?

DR. JACOBSON: That is right. The law is compulsory up to 16—that would extend that age limit up to 18.

DELEGATE: Would we have help out in the country? Last summer was the hardest summer that I ever went through and will next summer be any better?

PRESIDENT DRAKE: It is pretty hard to forecast the future on a whole lot of things.

DELEGATE: We need our help.

PRESIDENT DRAKE: Are there any other remarks?

DELEGATE: As a rule, Mr. Chairman, couldn't there be exceptions made in cases of that kind where boys and girls are

needed on the farm? Couldn't there be ways of getting them excused if they are really needed during those months?

PRESIDENT DRAKE: In emergency I think that is true.

DR. JACOBSON: There is a provision at the present time—the school board on the recommendation of the superintendent of schools or the teacher in the school after study and consideration, has the power to excuse compulsory attendance—any student for whom it can be shown that there is a need for his services on the farm or for other legitimate purposes.

DELEGATE: What happens to this resolution after we pass on it—does this go on to the legislature for favorable action? May we have the answer to that?

DR. JACOBSON: This is just a recommendation from your legislative committee here to this assemblage. This association does not make any laws—they recommend to the legislature what type of legislation they favor in the interests of better educational facilities. This does not make it law—it is merely a recommendation to the legislature.

PRESIDENT DRAKE: Any further discussion?

MRS. E. M. UTLEY (Graceville, Big Stone County): If a child finishes high school at 16 and there is no college anywhere around, just what do you think about that?

DR. JACOBSON: There is a clause right in here that says, “At the completion of high school no matter what the age is, they are excused from compulsory attendance at that time.”

MR. SWANSON: Mr. Chairman, there is one thing I would like to ask—will there be a revision in our state aid setup—I mean our school term—does that mean there is a possibility we may have another year or two maybe—what they call a 14-year term of school by increasing the age? When you have a boy 17 years of age and you throw him out to shift for himself you have no control over him—but if you get a boy to stay until he is 18 you still have him in school and you still have good control over him. After listening to Pastor Youngdahl talk on child delinquency this morning, sometimes I think if we had control over the child until the age of 18 it might be a good thing. But on the other side—is it going to change our term situation? That is what I would like to know.

DR. JACOBSON: Well, there is absolutely nothing contemplated in this suggestion whatsoever—this is merely a suggestion that is being made to keep the youngsters in school until they are 18 years of age if they have not finished high school prior to that time.

MR. SWANSON: That is true, but there are some children that will finish school at 17 and then what are we going to do? Supposing they finish school at 17—if we still have to keep them in school at 18 what provision will be made?

DR. JACOBSON: This suggestion provides for that—the compulsory feature does not apply after the youth has finished high school.

DELEGATE: Dr. Jacobson, I think this law would help. . . I think we will have more high school boys graduated from the farms.

CHARLES CHRISTIANSON (Roseau): I think the proposition sounds good. In my experience with compulsory school attendance I found it quite difficult in some cases to enforce attendance even up to the age of 16 years. And in the lower brackets some parents don't feel their children, at six years, are mature

enough to go to school and they hold them at home until they are seven. I am just wondering how the law provides children can be excused for physical and mental reasons. You know we will have to be a little careful there—it is a pretty hard job with these students even up to the age of 16. We now have trouble keeping some of them in school until they are 16. There is the difficulty of enforcement which time may eradicate but I don't see how it can eradicate it—it is going to lead to a lot of complications—and maybe it would be a wise thing to eliminate it at this time. I can see the good in it—there is no question about that. But I have found this to be true, too—that if we just compel students in those upper brackets we are not getting results. If there would be some way of providing counsel for them so we could get their viewpoint on why they aren't in school—why they don't attend school—then we would have some justification for it. They can be excused after 14 years of age after April 1, but between November 1 and April 1 it is only for physical or mental reasons that they can be excused.

PRESIDENT DRAKE: Any further remarks?

There was no further discussion, question was called and the vote was not clear.

PRESIDENT DRAKE: Here is where the tellers come in—I am undecided so I will ask all those who say "aye" to stand—and now those opposed, please rise.

The motion was lost—6 to 46.

PRESIDENT DRAKE: Therefore the resolution is lost.

Resolution No. 3:

BE IT RESOLVED—that the State Board of Education be provided with suitable offices at the seat of government and may provide all records, files and office supplies required in the transaction of its business. It shall have power to appoint a Commissioner of Education at a salary to be determined by the State Board of Education, but not less than \$7,500.00 per annum, and other necessary employees subject to the provisions of the Civil Service law and the amount appropriated by the Legislature for that purpose. The Board shall designate the working title of each employee, except that of the Commissioner of Education.

DR. JACOBSON (Continuing): Mr. Chairman, I move the adoption of that resolution.

The motion was regularly seconded.

PRESIDENT DRAKE: You have heard the motion which has been seconded. Are there any questions or is there any discussion?

There was no discussion, question was called, and the motion carried.

Resolution No. 4:

BE IT RESOLVED—that in order to encourage worthy candidates to enter the teaching profession, we support legislation to establish a statewide minimum salary schedule for Minnesota teachers. We authorize the board of directors to fix the specific amounts.

DR. JACOBSON (Continuing): Mr. Chairman, I move the adoption of that resolution.

The motion was regularly seconded.

PRESIDENT DRAKE: It has been moved and seconded to adopt this resolution. Is there any discussion?

DELEGATE: I think that will work a hardship for a great many smaller consolidated districts that are in places that the

teachers don't like to go. We happen to have a small district that is paying exceedingly high salaries and if we set a minimum or set a salary so that we can't go above we will be in trouble—we won't be able to get teachers. Teachers will go to the larger places.

DR. JACOBSON: I think you misunderstood. The resolution provides for a minimum salary schedule—a floor below which you cannot go, but there is no restriction on how high you want to go.

PRESIDENT DRAKE: Any further remarks?

DELEGATE: What is the minimum on teachers' wages? What will it be—that is the question. Can any of us hire teachers if you make the minimum too high?

DR. JACOBSON: This proposal vests the authority for fixing that minimum authority with the Board of Directors of this association—remember, that is not law; that is the suggested minimum salary that will be presented to the legislature for action.

ARTHUR SWANSON (Chisholm): That question came up in the Governor's committee and there wasn't much debate over the minimum salary law. If your state aid will be revised to take care of your top salary, I see no objection to that—I'll tell you I think it is a shame to ask a girl that has gone through high school or a boy, to go to work and then have to go to school. I don't care if it is only one or two years' training—I still don't think that a kid in the country should have to accept the teacher with just one year's training. I think the country kid should have the same privilege as any other kid going to school and I think there should be some provision made in our state laws to see to it that our minimum salary is enough—we should not expect a girl to go out into the country and work for \$45 or \$65. I think there should be provision made in our state laws. I really was amazed when I found out some girls who went to business school maybe got twice as much money as the girl who had gone through four years of school and I still think we should go right to bat for a minimum salary law and then some provision should be made to take care of it. I don't say we should make a district now like this gentleman was speaking of—it may work hardships. I say we should make provisions in our state laws to see that it doesn't work hardships on this district. I still think we should stick to a teachers' minimum salary law.

MRS. F. N. CHRISTOFFERSON (White Bear Lake): I would also like to express my opinion about the minimum salary law. I have heard instances when school boards have pitted themselves against another school board in trying to get a teacher at the lowest salary possible. A teacher would go to one board and they would propose a certain salary and then that teacher would go to another board and underbid another teacher and that sort of thing. I hope not any of our school board members or school boards who are members of the Minnesota association would accept such practices—I hope not. But there are school boards who will do that. In order to prevent a situation of that kind I feel that we need a minimum salary law so that every teacher will know that she cannot be paid less than a certain amount. I think also that that should be a basis for encouragement for people who go into teaching, both men and women. We certainly need more men in teaching, and we are certainly not going to have more men in teaching if we are going to have salaries that have dropped down as far as \$60 a month and possibly even in some instances below that. I feel that if we are going to have any kind of people go into teaching, we have got to have some

guarantee that they are going to have some satisfactory salary. I don't believe you find any classification among the laboring people today that does not have some minimum rate of pay and surely we can't feel that our teachers shouldn't have, certainly, the recognition that railway switchmen or what have you have. Everyone has certainly something to be protected by and certainly our teachers, of all people—those that we trust our youngsters with—must have some guarantee that they are going to have enough salary to provide a living. And this association, I believe, has high standards and ideals and I think that one of them should be to show that we are contributing to the stability of teaching. And I think that is one way we might be able to do it—to contribute to a minimum salary law. Thank you.

DELEGATE: We had a great deal of difficulty last year in hiring our teachers. We would contact them by phone and have long talks with them and offer them a certain salary—whatever they asked, and they would hold off and we never knew where we were. We would wait and wait and wait—then some other school would come along and give them a better offer and they would just let us go. And it seems this would be doing away with some of that and make it easier for us to sign a contract a little sooner.

MR. CHRISTIANSON (Roseau): Mr. Chairman, back in 1935 they paid as little as \$35 to some of the teachers. The reason they didn't pay any less is that they felt ashamed to and then they paid her room and board. Now they say they are sorry they did that because if they had paid higher salaries at that time they probably wouldn't be in the straits they are in now trying to get teachers. These teachers had two-year certificates and had spent around \$700 during those two years acquiring that education. If we are going to get good, qualified teachers in our schools we have got to see that the standards are kept up. I think the last legislature had as its minimum, \$75 a month. I agree with Mr. Swanson—the new State Aid Bill should provide a minimum program to take care of a minimum wage scale for teachers.

OTTO KOLSHORN (Red Wing): Now I feel that we all want good schools and there are a lot of things that we can't get at this time under present building conditions and for many other reasons, but we all want the best teachers that we can get because the teacher makes the school and we will have to get away from hiring teachers who are the lowest bidders. We want good teachers. And then we mustn't have competition for certain locations. I think this minimum is going to be such that we will want those teachers if we are going to have good ones at all so I favor that we have a minimum rule. I think we are on the right track.

DELEGATE: Mr. Chairman, I represent School District No. 80, a country school in Douglas County, and I think it was last year, or year before, a bill came up before congress asking for a minimum setup in wages for school teachers corresponding to the amount of schooling they had had. And we had a cooperative housing at that time that turned it down. We represent 6,000 people and at the high wages we are now paying, around \$150, it would be all right. But supposing things go down and the prices are comparable to a few years ago—if this wage minimum should be set at \$150 or \$1500 a year it would be \$166 and 2-3 a month for nine months of school and that would be out of line entirely. I think with some of the wages—even some that are paid now.

Someone mentioned the fact that bookkeepers and steno-

graphers are getting much more than that. In our county offices we are paying about \$90 a month for a clerk to do clerical work and our school teachers are getting \$150. I think if this minimum is set at a high rate it will perhaps push a lot of low grade teachers out at a minimum rate and we are short of teachers now. Is that going to make any more teachers?

DELEGATE: It seems to me we have had experiences from too low wages for teachers that we will never forget. And many teachers have gone out into other industries. We have heard where between four and five thousand teachers have left Minnesota during the last year or two because of low wages. And many school districts, where there is no salary schedule, will get teachers as cheap as they can while the children are entitled to the very best teachers that can be had. And you never can get a good teacher unless you pay a good wage—or you seldom can. And when a person goes into the teaching profession he or she should have some knowledge of what the standard of living is going to be and it should be a decent standard at this stage.

O. W. BARBO (Braham): Shouldn't we consider this? There is certain proposed legislation that we should push—it doesn't mean that if we pass the resolution here, we will have that law enacted tomorrow. The chances are anything we propose here today will have to go through that long, long trail—that is the usual procedure with the legislature. So we are just preparing for the few days after it comes. And in connection with this—the minimum salary that would be set up would be a buffer or guarantee to the new teacher going into the profession—she is being assured at least that much against which she is putting into her education and the money she is borrowing or has in order to prepare herself for that profession.

Now if we had had something of that nature in the years past we wouldn't have had the problem of looking for teachers that we have been going through now and I think that anybody, who spends three or four years educating himself or herself for a profession, is entitled to some kind of a guarantee—they should at least know they are going to get this minimum wage. When it comes to hiring the teacher, you reserve the right to judge as to qualifications—if you can pay them more, or if they are not worth it, you don't have to pay them more because you won't hire them.

PRESIDENT DRAKE: Are there any further remarks on this resolution?

DELEGATE: If you will look at the enrollment of the University of Minnesota and all the teachers coming in—you can't ignore the fact that in four or five years the teacher shortage will be cured right at the present salaries—not but what I believe the teachers should have adequate pay and I know that many of the rural teachers have been paid salaries entirely too low—but I can't get too excited about putting in a minimum law. I think it is somewhat like the doctor and the dentist and the lawyer—they go through school and spend a lot on education but they have no guarantee what they will get as income except their own ability.

DELEGATE: May I say that although the enrollment of the University is at a high peak teachers coming into the state are running at 50 per cent of their capacity—that shows that teachers are not enrolling in teacher training.

PRESIDENT DRAKE: Is there any further discussion?

There was no further discussion, question was called, and

the motion carried.

Resolution No. 5:

BE IT RESOLVED—that the sum of \$230,000.00 be appropriated by the legislature to provide for:

1—500 scholarships of the value of \$400.00 to be awarded each year to superior high school graduates who are interested in teaching in the elementary grades but are not financially able to do so.

2—400 scholarships of \$75.00 each to be awarded for summer school attendance of elementary teachers who have less than two years of college training.

The above scholarships are to be apportioned to the various counties of the state on an equitable basis, the administration of these scholarships to be carried out under a state plan that will assure that persons of outstanding ability for teaching receive such scholarships.

It is proposed that the persons receiving such scholarships sign a note for the full amount. However, upon the successful completion of one (1) year of teaching in the elementary school, the note would be canceled.

DR. JACOBSON (Continuing): I move the adoption of that resolution, Mr. Chairman.

The motion was regularly seconded.

PRESIDENT DRAKE: You have heard the motion which has been seconded. Is there any discussion?

CHARES CHRISTIANSON (Roseau): May I ask a question—are those scholarships awarded on the basis of marks? In some schools they are awarded credit for extra curricular activities. There is a question as to whether it would be awarded for straight academic subjects or extra curricular activities. Were there any questions on that in the discussion?

DR. JACOBSON: That was discussed, and in the modern trend of educational awards they have set up a series of tests for almost every imaginable thing and by taking these tests you can determine the ability of the applicant being tested. I think there is a test to which these candidates would be subjected and their availability as teachers would be determined to a large extent by these tests. I don't know just exactly what the details of that would be but it wouldn't be based on extra curricular activities—I am just quite sure of that.

MR. CHRISTIANSON: I hope they have an elimination on the large population centers like the big cities otherwise we wouldn't get any for the small high schools. We have 87 counties in the state—you would have to be pro-rated out—is there provision for that?

DR. JACOBSON: May I read—"The above scholarships are to be apportioned to the various counties of the state on an equitable basis."

MR. CHRISTIANSON: That is what I was wondering about—on an equitable basis—if it were based on population alone or if it is accessibility. That is the point I wanted to raise.

PRESIDENT DRAKE: Is there any further discussion?

DELEGATE: If it is just a scholarship and if they deserve it—but sometimes we find it isn't. If you do that, it would work to our disadvantage. That is what I am afraid of.

MRS. PETER WEBER (District 49, St. Peter): I under-

stood that scholarships are to be given to those who cannot afford to attend school otherwise, not to those who are just given the best marks or anything like that, or even go through this test they give—for those who cannot afford to be teachers on any other ground. Is that correct?

DR. JACOBSON: That is correct. They are interested in continuing their education for teaching in elementary grades but are not financially able to do so.

PRESIDENT DRAKE: Anybody else? If not, we will call for the question.

There was no further discussion, question was called, and the motion carried.

Resolution No. 6:

BE IT RESOLVED—that Minnesota Statutes 1941, Section 128.13 be amended, making it possible to broaden the work of the special classes for handicapped children, extending it to hospitals and sanitariums and reducing the size of classes from five to one in the homebound classes.

DR. JACOBSON (Continuing): Mr. Chairman, I move the adoption of this resolution.

The motion was regularly seconded.

PRESIDENT DRAKE: You have heard the motion which has been regularly seconded. Is there any discussion?

There was no discussion, question was called, and the motion carried.

Resolution No. 7:

BE IT RESOLVED—that permissive legislation be enacted to provide for committees to be set up in each county to study the school district situation and make surveys and plan with local people in each community area possible changes that might be made. It is understood definitely that any final decision shall be made by the people themselves within any given area.

DR. JACOBSON (Continuing): Mr. Chairman, I move the adoption of that resolution.

The motion was regularly seconded.

PRESIDENT DRAKE: You have heard the motion which has been seconded. Is there any discussion?

There was no discussion, question was called, and the motion carried.

Resolution No. 8:

BE IT RESOLVED—that legislation be enacted to provide for certification of bus drivers under rules and regulations of the State Department of Education. (Carried)

Resolution No. 9:

BE IT RESOLVED—that the proposal broadening the powers and duties of the school board as presented to this convention on Wednesday morning, February 13, 1946, by the chairman of the Legislative Committee of this association, be adopted.

DR. JACOBSON (Continuing): You will recall that was the bill, amended bill that the Legislative Committee had up for consideration at the State Legislature last year but somehow or other it was overlooked in the shuffle and was not passed. That bill was presented to you in its entirety on Wednesday morning by Mrs. Christofferson.

Mr. Chairman, I move the adoption of this resolution.

ARTHUR SWANSON (Chisholm): Would it be possible, Mr.

Chairman, for Mrs. Christofferson to give us the substance of that?

Mrs. Christofferson went through the bill and gave the substance of it.

PRESIDENT DRAKE: Is there any further discussion?

There was no further discussion, question was called, and the motion carried.

PRESIDENT DRAKE: That completes the report of the legislative chairman.

ARTHUR SWANSON (Chisholm): Let's give a rising vote of thanks to Dr. Jacobson for his splendid work.

A rising vote of thanks was given Dr. Jacobson.

DELEGATE: I was just interested in this resolution that Dr. Jacobson offered regarding the minimum school wage—that I am asking him to change it but I would like to make a suggestion that would maybe help in the future to establish a basis for wages. That possibly the Legislative Committee could recommend to our county superintendents that they form a committee of five or so within their district, within their counties at the time of our annual school board meeting and sort of find a basis for teachers' salaries within that county and submit it to our Legislative Committee so they could have a basis to submit to our legislators to work upon—otherwise they may have nothing with which to compare one county with another and it would equalize matters possibly a little bit more.

PRESIDENT DRAKE: We have under new business one or two items. One is a letter which Mrs. Christofferson will explain.

MRS. F. N. CHRISTOFFERSON (White Bear Lake): This is a letter from Governor Thye to Mrs. Rose Arnold Powell who is chairman of the Susan Anthony Day observance committee of the Minnesota Federation of Clubs. You all know that today is Susan B. Anthony Day and we have so many women present I believe we can emphasize it a little bit in its upward struggle.

Mrs. Christofferson read the letter heretofore referred to.

MRS. CHRISTOFFERSON: And here is a letter addressed to Dr. Charles R. Drake, President, Minnesota School Board Association, from Mrs. Rose Arnold Powell.

Mrs. Christofferson read the letter in its entirety.

MRS. CHRISTOFFERSON: I think I shall reiterate some of the things I remember having mentioned two years ago when we met here at our last convention. One was urging school board members to support any effort that teachers make in trying to acquire information regarding Susan B. Anthony and urging them to pass on this information to their students. Also that board members make pamphlets available to their teachers and do anything they can to further the cause and get the information out to their young people regarding a very great woman, Susan B. Anthony.

PRESIDENT DRAKE: I don't know whether any specific action needs to be taken in regard to this. It is endorsed by Captain Stassen, one of the heads of the National association, J. W. Studebaker, Commissioner of Federal Security Agency, and Senator Robert Wagener and others. I think if someone moves to refer it to the secretary for an appropriate answer that it will be sufficient, if you endorse it.

CHARLES CHRISTIANSON (Roseau): I so move, Mr. Chairman.

The motion was regularly seconded.

PRESIDENT DRAKE: Any remarks?

There was no discussion, question was called, and the motion carried.

PRESIDENT DRAKE: Is there any new business to come before the convention at this time—in these last few minutes?

CARL KOHLMAYER (Wykoff): I don't like to suggest anything to unnecessarily increase the expenses of this association but I do think it would be a fine idea if we had a mimeographed copy of the resolutions sent to each school board in the association because it takes a long time before the results of this get printed in book form and if we had just a mimeographed copy we would have something to go on—we don't all have a stenotype to take these notes down and we won't have them when we get home. I so move.

The motion was regularly seconded.

PRESIDENT DRAKE: You have heard the motion which has been seconded to have these resolutions sent to all the school boards—a mimeographed copy. That illustrates the importance and value of the State School Board Journal that I was strong for advocating three or four years ago. . . Well, I don't know that I shall be on very much longer, but as the board of directors keep on working they are going to develop the idea and build it up and it is going to be a great thing in my way of thinking.

DELEGATE: Couldn't that information be included in the first issue of that publication and save that money and trouble?

MRS. F. N. CHRISTOFFERSON (White Bear Lake): I don't believe we are really set up to do that now as much as we would like to. For one thing Miss Shephard, the reporter, has to have a copy of our resolutions and there aren't enough copies for us, too—therefore we will almost have to wait.

MR. CHRISTIANSON (Roseau): How soon will it be before we get the copies of the first issue?

PRESIDENT DRAKE: I couldn't say—it will all depend on how soon the Board gets at it.

W. G. SWANSON (Benson): I would like to speak on the motion. I have no objection to the motion but I was just wondering—the war is over and it may be we can get the Journal out earlier. Many people would like to have a copy of the speeches made here and we are going to take that up with the reporter to see if it would be possible to get the Journal out sooner—maybe in a month or so. Would that satisfy your motion?

MR. KOHLMAYER: I doubt very much if the Journal could be gotten out very soon.

MR. SWANSON: I am speaking about the annual report of this convention—not the Journal.

MR. KOHLMAYER: I just mean these resolutions.

MR. SWANSON: They would be included in the annual report—if that could be gotten out soon you would not only have the resolutions but all the proceedings. I just wondered if that would satisfy your motion? But I have no objection to your motion.

OZRO BALLINGER (Racine): Mr. President, I move the question be left to the new board of directors to do as they see fit. They can look into the matter and see how long it will take I make that as an amendment to the motion.

ART SWANSON (Chisholm): It is true that every time you have got to send out a mimeographed copy it costs quite a bit in postage and everything else and if you can bear with the directors, and I am speaking now as one,—if you can bear with them we will try to expedite the proceedings of this convention

and leave it up to the directors and we will do the best that we possibly can and I am sure I am speaking for all the rest of the directors when I say it. Here is another thing—I know that we are all interested in trying to get this as fast as we can because your Governor's Advisory Committee has to work on a lot of this and we are just as anxious to get it ourselves as the members of the convention here and if they could do that it certainly would be a favor to us.

W. G. SWANSON: I have another suggestion I might make—it may be possible to get a copy out to each county superintendent of schools. They have mimeograph machines and they would send them out to you. That would be just a suggestion and it would only involve sending a copy to each county superintendent of schools.

The motion was regularly seconded.

DELEGATE: I think that would be sufficient—anyway I imagine that this gentleman's idea was to have it before we have our county school board meeting and that would be what I would like it for and if the county superintendent had it he would have the things we would like.

PRESIDENT DRAKE: The idea of that motion is, as I understand it, that only the resolutions that were passed this afternoon or this morning were desired at this time. Of course that requires a mimeographed piece of work and to know what the various people have said about it. There was an amendment made but no second to the motion.

Are there any further remarks?

DELEGATE: If it is the cost, why can't they let each school board pay for the minutes of the meeting?

PRESIDENT DRAKE: I think the directors could go ahead and get things started along that line and perhaps speed things up.

MR. SWANSON: If you are referring to the county school superintendents' meeting I don't think that would be a very hard job to give a copy of the resolutions here.

PRESIDENT DRAKE: That would be all right—if we could get it out to the county superintendents they could pass on it.

CHARLES CHRISTIANSON (Roseau): We could take it without the comments. We could just get the bare resolutions. We could wait for the other a long time and I think it is important.

MR. KOHLMAYER: My idea in making that suggestion and motion was that when we get home and the next time they have a board meeting they want to get a report on the proceedings here. All right, we as delegates should be able to give a pretty good report on the speeches made but the only thing is you can't give all the resolutions passed because there were certainly a lot of them today. And if we just had that to tie in with our own notes that we made on the talks and addresses given during the convention we could make a full report, whereas the way it is we can't make a complete report. And by the time we are able to give a complete report, they have got it in book form and it wouldn't be necessary any more. I just thought we could give a lot better report if we could get it soon, regardless of what method is used—that I don't care about. If they can get the other report out in a month, that is all right, too. Mr. Swanson suggested that it be included with the regular proceedings.

PRESIDENT DRAKE: There will be a brief meeting of the directors this afternoon following the adjournment of this meeting and perhaps if it were left to them to devise a way of getting

it to you, that would work out.

MR. ROBINSON: I would like to second the motion referring to the board of directors.

PRESIDENT DRAKE: You heard the motion to amend. Is there any question or discussion?

There was no further discussion, question was called and the motion carried.

PRESIDENT DRAKE: And the original motion is lost. Now on the original motion as amended—all in favor signify by saying "aye"; contrary, "no".

The motion was carried.

PRESIDENT DRAKE: Is there any other new business?

There was no other new business.

PRESIDENT DRAKE: I would say then, as I said last night, my time is slipping—almost slipped out—so I will take off my white carnation and am going to hand it to Bill Swanson. Just before I do I want to say that I have met many fine people in this organization and become acquainted with them and have made many fine friendships that I will never forget. And I wish you to know that the last three days have been very joyful days to me and I know of no honor that I could receive that I have appreciated more than being president of the Minnesota State School Board Association.

I now present the gavel to you, Bill Swanson, and the white carnation.

NEWLY ELECTED PRESIDENT SWANSON: Thank you, Dr. Drake and I hope a year from now I will be able to say just exactly what you have just said. Thank you very much.

Dr. Charles R. Drake, outgoing president, turned the gavel over to the newly elected president, W. G. Swanson, who took the chair.

PRESIDENT SWANSON: I will entertain a motion for adjournment.

OTTO KOLSHORN (Red Wing): I make a motion to adjourn.

The motion was regularly seconded.

PRESIDENT SWANSON: The meeting now stands adjourned.

Whereupon the final session of the 25th Annual Convention of the Minnesota State School Board Association was adjourned at 3:00 o'clock p. m.

ADJOURNMENT SINE DIE





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