

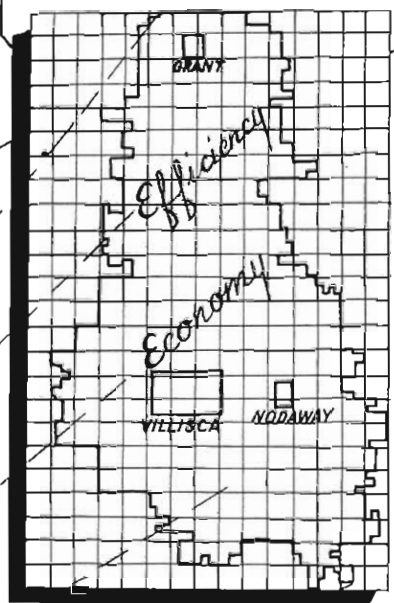
A PROPOSAL FOR SCHOOL DISTRICT REORGANIZATION

FOR BETTER SCHOOLS

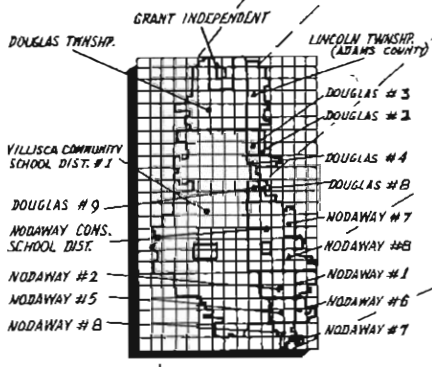
FOR BETTER SCHOOLS

FOR BETTER SCHOOLS

VILLISCA COMMUNITY SCHOOL DISTRICT #2



\$247,880.00 FROM TAXES



\$274,880.00 FROM TAXES

TABLE OF CONTENTS

Preface	E. General Fund
Districts included	Present Costs & Schoolhouse Fund
Map (on back cover)	Estimated Cost & Schoolhouse Fund
Pupil population (by areas included)	Proposed Use of Buildings
Financial data	Curriculum
A. Property Valuations	Extra - Curricular (High School)
B. Moneys and Credits	Curriculum and Program Additions
C. Real Valuations	North Central Association
D. Cost Comparison	Questions and answers

PREFACE

School Reorganization is the voluntary merging of existing districts into large administrative units for the purpose of securing a better and more efficient school system in accordance with the wishes of a majority of the people concerned.

Why reorganize?

1. To furnish the best possible educational program for all of the children in the area.

Iowans are discovering that education programs are not the same from district to district, that the quality and scope of public school education decreases as total enrollment decreases in a school district.

— To provide the best possible education program for all children, a district must be large enough to support special teachers such as music, art, physical education in the elementary grades and many other special fields in the junior and senior high schools. In addition, there should be hot lunch facilities, a guidance program and a well rounded testing program. These things are not "fills" but basic ingredients for a well-rounded educational program.

2. To provide the best possible education for our children at the least possible cost.

— Small schools are expensive schools. In Iowa, the per pupil cost decreases as the school size increases to a point larger than any school in the area proposed for reorganization. Teachers account for approximately 70 percent of school costs. Therefore in areas where the teacher-pupil ratio is unusually low there will be high per-pupil costs unless the teachers are underpaid or the schools are not spending what they should for other facilities.

3. To provide for a fair distribution of school costs among all groups of people.

— Of the 18 school districts included in this plan the school general fund millage rates for the present school year (1957-58) vary from 0 mills in 2 districts to 36.5 mills in two other districts. This shows that our present system is not providing a fair distribution of school costs among all groups.

4. What are the laws affecting reorganization?

All school districts must be part of a high school district by July 1, 1962. Those not in a high school district by that time shall be attached to some such district by the County Board of Educa-

tion. So for all rural areas it is a question of "which area shall we join?", "not "shall we join?" Of the 18 districts included in this plan, two of them contain a high school: Villisca and Nodaway. This leaves 16 districts that are not in a high school district.

In order for the plan to carry, two conditions must be fulfilled:

1. Three-fourths of the number of districts voting must vote for the plan
2. There must be a simple majority of all votes cast in all districts in favor of the plan.

There are several methods by which new board members may be chosen following formation of a reorganized district. At a meeting of representatives of all the areas involved (at which there were 40-50 people present) an opinion by secret ballot was obtained. There were 43 votes cast by this group in favor of the following method of choosing board members:

Division of the entire school district into designated geographical sub-districts to be known as director districts, each of which director district shall be represented on the school board by one director who shall be a resident of such director district but who shall be elected by the vote of the electors of the entire school district. The school district shall be divided into the same number of school directors the district is authorized by law. The boundaries of such director districts and the area and population included within each district shall be such as justice, equity and the interests of the people may require. In so far as may be practicable, the boundaries of such districts shall follow established political or natural geographic divisions.

The director districts referred to in the above statement of law are shown by the roman numerals I, II and III and the heavy dark lines on the back cover.

DISTRICTS INCLUDED

I

Villisca Community School District (Montgomery, Page and Taylor Counties)

II

Nodaway Consolidated School District (Nodaway township, Adams County)

III

Grant Independent School District (Douglas township, Montgomery County)

IV

All of Douglas township in Montgomery County except portions of the two west rows of sections.

V

A portion of Lincoln township (Adams County)

VI

All or portions of the following school districts of Douglas township of Adams County.

- | | |
|-------------|-------------|
| Douglas # 3 | Douglas # 9 |
| Douglas # 4 | Douglas # 2 |
| Douglas # 8 | |

VII

Portions of the following school districts of Nodaway township of Adams County.

Nodaway # 8

Nodaway # 7

VIII

All or portions of the following school districts of Nodaway township of Taylor County.

Nodaway # 1

Nodaway # 6

Nodaway # 2

Nodaway # 7

Nodaway # 5

Nodaway # 8

PUPIL POPULATION (1957-58)

	Washington township Montgomery County	Douglas township Montgomery County	Grant Independent Montgomery County	East township Montgomery County	City of Villisca Montgomery County	Scott township Montgomery County
Kindergarten	8	4	6	10	34	2
1st grade	8	4	5	10	31	2
2nd grade	11	6	3	11	34	1
3rd grade	10	4	5	10	30	0
4th grade	9	7	5	9	29	2
5th grade	15	8	4	4	27	1
6th grade	7	4	6	11	25	1
7th grade	10	3	5	11	26	2
8th grade	14	3	1	8	25	2
9th grade	10	5	4	7	24	1
10th grade	10	8	3	5	12	2
11th grade	4	5	1	7	26	0
12th grade	6	5	5	6	21	1
Totals	122	66	53	109	344	17

PUPIL POPULATION (1957-58)

	Lincoln township Adams County	Douglas township Adams County	Nodaway Consolidated Adams County	Nodaway township Adams County	Nodaway township Taylor County	Valley township Page County	
Kindergarten	1	4	11	0	2	4	86
1st grade	4	3	8	0	5	2	82
2nd grade	0	1	8	0	7	7	89
3rd grade	3	0	14	0	9	5	90
4th grade	0	3	9	0	9	3	85
5th grade	2	0	6	0	8	5	80
6th grade	4	0	5	0	4	6	73
7th grade	3	0	10	1	14	3	88
8th grade	0	3	8	2	14	11	91
9th grade	0	2	11	0	6	3	73
10th grade	0	2	8	0	4	7	61
11th grade	0	3	15	0	7	3	71
12th grade	0	0	12	2	6	3	67
Total	17	21	125	5	95	62	1036

313

PROPERTY VALUATIONS

OF

PROPOSED VILLISCA COMMUNITY SCHOOL DISTRICT # 2

Villisca Community School District	\$5,539,843.00	\$5,539,843.00
(Including personal property)		
Nodaway Consolidated School District		
Real Estate (City of Nodaway)	\$ 91,946.00	
Personal property and railroads	22,078.00	
Real Estate (Agricultural Land)	663,558.00	
Personal Property (Outside city of Nodaway)	86,511.00	
Railroads (Outside city of Nodaway)	92,901.00	
Total	\$ 956,994.00	\$ 956,994.00
Nodaway Township (Adams County)		
Real Estate	\$ 97,658.00	
Personal property (13%)	12,695.00	
Total	\$ 110,353.00	\$ 110,353.00
Lincoln Township (Adams County)		
Real Estate	\$ 168,090.00	
Personal property (14.1%)	23,700.00	
Pipe Line	36,750.00	
Total	\$ 228,540.00	\$ 228,540.00
Douglas Township (Adams County)		
Real Estate	\$ 182,319.00	
Personal property (16.2%)	29,535.00	
Total	\$ 211,854.00	\$ 211,854.00
Nodaway Township (Taylor County)		
Real Estate	\$ 674,677.00	
Personal property	98,502.00	
Utilities	20,492.00	
Total	\$ 793,671.00	\$ 793,671.00
Grant Independent and Douglas Township (Montgomery County)		
Real Estate	\$1,307,301.00	
Personal property (Douglas Township)	312,286.00	
Personal property (Grant Independent)	76,562.00	
Total	\$1,696,149.00	\$1,696,149.00
Total Assessed Valuation		\$9,537,404.00
(Real and Personal)		

PER PUPIL VALUATION

\$9,537,404	\$9,206.00
-------------	------------

1,036

MONIES AND CREDITS

Villisca Community School District	\$837,000.00
Nodaway Consolidated School District	10,000.00
Grant Independent School District	57,000.00
Douglas Township, Montgomery County	17,500.00
Nodaway Township, Taylor County	23,600.00

Total \$945,100.00

Real Valuation (100%)
\$15,895,600.00

COST COMPARISON

The costs shown on the next two pages compare present school costs (1957-58) in the area of the proposal for reorganization with costs as they would be if the proposal for reorganization were effective now (1957-58).

The following are the present millage rates for schools general fund in the area. These levies raise a total of \$274,869.00:

Millage Rates	School District
24.203	Villisca Community
25.236	Lincoln Twp. (Adams)
26.319	Douglas #2 (Adams)
36.507	Douglas #3 (Adams)
19.667	Douglas #4 (Adams)
13.119	Douglas #9 (Adams)
None	Douglas #8 (Adams)
24.145	Nodaway #7 (Adams)
27.741	Nodaway #8 (Adams)
33.750	Nodaway #1 (Taylor)
None	Nodaway #2 (Taylor)
15.9	Nodaway #5 (Taylor)
13.5	Nodaway #6 (Taylor)
36.55	Nodaway #7 (Taylor)
27.1	Nodaway #8 (Taylor)
31.071	Grant Independent
28.994	Douglas Township (Montgomery County)
31.65	Nodaway Consolidated

GENERAL FUND

Present School Costs and Receipts in Area of Proposed District (1957-58)

Actual Expenditures	
Teachers Salaries	
58 teachers	
(average salary \$3373. actually paid in 1957-58)	\$195,657.00
Other general fund costs	
(Villisca, Nodaway and Grant only)	103,333.00

Other general fund costs (Rural districts)	45,012.00
Total expenditures	\$344,002.00

Estimated Receipts

		Mills
District Tax (actually paid in 1957-58)	\$274,869.00	28.82
Monies and credits on \$945,100.00	2,362.00	(2.5)
State Aid, (General)	26,641.00	
State Aid, (Supplemental)	18,130.00	
State Aid, (Transportation, est.)	15,000.00	
Semi-annual apportionment	3,200.00	
Federal Aid (Voc. Ag., Home Ec.)	2,600.00	
Other Income (Rentals)	1,200.00	
Total estimated receipts	\$344,002.00	

Schoolhouse fund

Villisca Community School District Bonded Indebtedness of \$485,000.00	3.64
Nodaway Consolidated School District Bonded Indebtedness of \$15,000.00	
Total millage	32.46

GENERAL FUND

**Estimate of School Costs if Proposed Reorganization were Effective
(1957-58)**

Estimated Expenditures

Teachers Salaries 50 teachers (average salary \$3911)	\$195,550.00
Other general fund costs	103,333.00
Total expenditures	\$298,883.00

Estimated Receipts

		Mills
District Tax	\$247,880.00	26.01
Monies and credits on \$945,100.00	2,362.00	(2.5)
State Aid, (General)	26,641.00	
State Aid, (Transportation)	15,000.00	
Semi-annual apportionment	3,200.00	
Federal Aid (Voc. Ag., Home Ec.)	2,600.00	
Other Income (Rentals)	1,200.00	
Total Receipts	\$298,883.00	

School house fund

Principal and interest of bonded Indebtedness of \$500,000.00	3.64
Total millage	29.65

PROPOSED USE OF BUILDINGS

In the area of the proposed reorganization there are three natural attendance centers. These are at Grant, Villisca and Nodaway.

It seems logical not to abandon these buildings but to use them to the fullest extent possible.

Since there is an average of 83.4 pupils in each grade, Kindergarten-sixth grade inclusive within the area of the proposal, an average of about 21 pupils in each of four classrooms for each of these grades (1 at Grant, 2 at Villisca and 1 at Nodaway) would result in efficient use of buildings and also efficiency within each classroom. At each of these attendance centers there would then be approximately the numbers of pupils in each grade as shown below.

K-6 inclusive (21 per class x 7	147 pupils	Grant
K-6 inclusive (21 per class x 14	294 pupils	Villisca
K-6 inclusive (21 per class x 7 —	147 pupils	Nodaway

In addition to the above the building at Nodaway would be used for a completely departmentalized junior high (grades 7-8 inclusive) in which industrial arts, home making, etc. would be offered. Due to crowded conditions in the Junior High-High School building at Villisca these subjects can not now be offered. Approximately 153 pupils, complete curriculum, gymnasium, music (instrumental and vocal).

The High School Building at Villisca would be used to house the High School. The fall of 1959 there would be 313 high school pupils. In the fall of 1964 the high school would enroll about 345 pupils.

CURRICULUM

KINDERGARTEN

LANGUAGE ARTS (Reading Language - Literature - Spelling)

Reading readiness 4 books Also experiences that will develop a reading readiness and a background for reading. Informal conversation; telling period; telling stories from pictures, dictating experience stories, and dramatizations. Literature Reading stories to children by Teacher; learning nursery rhymes; listening to records; and an acquaintance with the library.

ARITHMETIC

Count numbers to 50; meaningful counting Experiences using numbers. Write numbers to 20.

SOCIAL SCIENCE

Experiences in social living and development of individual interests through discussions; bulletin boards; related stories; movies and film strips; constructing related projects (post office-grocery store) experience by doing such things as canning grape juice and churning; excursions; preparing gifts; and entertaining mothers.

SCIENCE AND HEALTH

Same as Social Science

FINE ARTS

Music Singing simple songs, simple rhythms, musical games, rhythm band, appreciation through records.

Art Creating with clay, water colors, finger painting, cutting, pasting, and tearing paper; and construction with tools.

FIRST GRADE

LANGUAGE ARTS (Reading - Language - Literature - Spelling)

Four PrePrimers, Three First readers. Recognition of 374 words and through Phonetics be able to master many new words.

Literature create fluency in oral expression through conversation, dramatizations, story telling, poetry interpretation and choral speaking. Creative writing through writing short stories and letters that arise from the children's experiences.

Spelling Dr. Horns list — (2nd semester) five new words each week.

ARITHMETIC

No. Text Development of number concepts. Counting by 1's and 10's to 100; addition and subtraction combinations with sums less than 10; measures; fraction such as 1/2 of an even group; recognition of penny, nickel, dime, quarter, and reading and writing numbers to 100.

SOCIAL SCIENCE

The Farm is the unit all year. Interest is stimulated in farming through collecting pictures of farm life, posters, bulletin boards, drawing pictures, making butter, canning, riddles, stories, poems, and a trip to a farm.

SCIENCE AND HEALTH

Two text books To broaden the child's interest to inanimate and living things that make up his environment. Units studies are Animals. Machines, Weather, and Outdoors. This is accomplished through pictures, posters, bulletin boards, making a feeding station for birds; demonstrations with electric lights; wheels and machinery; keeping a weather chart, measuring the rainfall, drawing clouds, leaf collections; fruit and vegetable exhibits; and planting seeds in boxes.

FINE ARTS

Music Singing of rote songs; music appreciation through records; rhythm band. Art Correlated with other subjects, (social studies) Art in keeping with the different holidays. 1. finger painting 2. cutting 3. crayons 4. chalk 5. tempera painting.

SECOND GRADE

LANGUAGE ARTS (Reading - Language Literature Spelling)

Four basic readers. Recognition of 341 new words, exclusive of those learned in 1st grade. Teaching of initial sounds and blends of consonants; short and long vowel sounds.

Language and Literature (Oral) Expression of life situations through conversation, dramatics, oral reading, story telling, poetry, and choral speaking. Language and Literature (written), letter writing, creative writing, index, capitalization, punctuation, and simple grammar.

Spelling 329 words from 5 to 12 per week.

ARITHMETIC

No text — Counting by 10's to 100; by 100's to 1000, by 1's to 1000; by 2's to 50; the 100 addition and subtraction facts; number position; simple fractions; monetary notation signs; telling time at hour and half hour; measurements in inches, feet, yards; addition of 3 columns, two column addition with no carrying; and ordinal numbers (1st, 2nd 3rd.)

SOCIAL SCIENCE

Indian Unit. How the Indians way of life depends upon what natural resources he has and his degree of civilization. This is taught through stories; maps, pictures making collection of relics, grinding corn with stones, making clay bowls, weaving, constructing a tepee, and exhibits.

SCIENCE AND HEALTH

Observing common animals, birds, insects, and plants, their pattern of life. Protective abilities, homes. How nature helps us.

1. Effects of wind
2. Weather

FINE ARTS

Music Same as first grade only on 2nd grade level

Art Correlated with other subjects

1. Paper tearing
2. Weaving
3. Drawing
4. Clay Modeling
5. Painting (Tempera)

INTERMEDIATE GRADES

Grades 3-6 inclusive are the years of more rapid growth toward self-realization of the pupils so the curriculum here should be adjusted accordingly.

The following areas are stressed throughout these grades:

LANGUAGE ARTS

(Reading, Language, Literature, Speech, Spelling and Penmanship)

ARITHMETIC

SOCIAL STUDIES

(History, Geography and Citizenship)

SCIENCE AND HEALTH

(Physical and Mental Health Everyday science and nature study)

FINE ARTS

(Vocal and Instrumental Music, Appreciation Art)

JUNIOR HIGH SCHOOL

LANGUAGE ARTS

Reading and Literature — Classes divided into groups according to ability

SPELLING

MATHEMATICS

Review of fundamental processes of whole numbers, fractions and decimals. Percentage 3 types. Discounts and finding net prices. Commission, interest, making and reading of graphs line bar pictographs, circle graphs, budgets, business forms checks promissory notes sales slips — bills money orders. Denominate numbers all four processes. Area — review of tables of measure (all). Geometric (figures squares rectangles triangles trapezoids parallelogram circles). Formulas to find the areas of the figures in the above. Kinds of lines and angles.

LANGUAGE

SOCIAL STUDIES

Geography and History — North America, South America, Mexico and Central America, U. S. Possessions, Iowa History.

SCIENCE AND HEALTH

Physical and Biological sciences. Personal health and hygiene, Physical and Mental Health, Safety Education.

PHYSICAL EDUCATION

Including athletics.

MUSIC

Vocal Instrumental Appreciation.

VILLISCA HIGH SCHOOL

PRESENT GRADUATION REQUIREMENTS

- I. Sixteen units (2 per semester) or thirty-two credits (4 per semester) are required for graduation.
 - A. At least thirty of these credits must be academic credits (1 credit per subject).
 - B. A normal student load includes completion of four credits (subjects) per semester, or thirty-two credits in four years.
 - C. Passing grades must be earned in both semesters of a two semester course if a years credit is to granted for the subject.
 - D. A maximum of two credits earned from extracurricular activities (Band, Chorus, Athletics, etc.) may be applied toward graduation. These credits may be earned in the following activities: Band, Vocal Music, Athletics, Library, Volcano, Dramatics, Declamation, Projector's Club, Cheer-leading, Principal's Secretary, Physical Education. One quarter credit (1/4 credit) will be granted for each semester of participation in any of the above mentioned activities.
 - E. These are minimum requirements. Most students are expected to complete more than the minimum required credits, and are required to carry the usual number of courses through eight semesters of High School.
- II. English 3 years or 6 credits
 - A. English 9
 - B. English 10
 - C. English 11
 - D. Journalism can be substituted for English II provided the student has a "B" average in the two previous English courses.
- III. Mathematics 2 years or 4 credits

This requirement can be met by any two of the following:
 General Math., Algebra, Geometry, Cons. Math., Advanced Algebra, Solid Geometry and Trigonometry
- IV. Science 2 years or 4 credits
 - A. General Science is required
 - B. The second year of science may be any one of the following:
 Biology, Chemistry, Physics, Health, Senior Science
- V. Social Science 3 & 1/2 or 7 credits
 - A. Orientation (Your Life) is required of Freshmen.
 - B. World History is required of Sophomores.
 - C. American History is required of Juniors.
 - D. One Semester of American Government is required of Seniors.
 Since American Government is offered the 1st semester, American Problems will be offered the 2nd semester.
- VI. Physical Education is required of all students except the following:
 - A. Students physically unable to engage in gym classes may be excused upon presentation of a certificate from a physician.
 - B. Students participating in interscholastic athletics are excused from physical education classes during the season of the sport in which they are participating. When the season is over they will be required to return to physical education.

VILLISCA HIGH SCHOOL

PRESENT COURSE OF STUDY

I. FRESHMEN

A. Required Subjects:

1. Orientation (Your Life) 2 periods per week.
2. General Science
3. Mathematics (Algebra or General Mathematics)
4. English
5. Physical Education

B. Electives:

1. Vocational Agriculture 9 (Farm Animals)
2. Industrial Arts
3. Home Economics I
4. Foreign Language (French or Latin)

II. SOPHOMORES

A. Required Subjects:

1. World History
2. English 10
3. Physical Education

B. Recommended Subjects:

A science course and/or mathematics course to help satisfy graduation requirements.

C. Electives:

- | | | | |
|--------------|----------------------------|---------------------------------------|--------------------|
| 1. Biology | 4. Health | 7. Home Ec. I or II | 9. Driver Training |
| 2. Algebra | 5. Geometry | 8. Foreign Language (French or Latin) | |
| 3. Ind. Arts | 6. Voc. Ag 10 (Farm Crops) | 10. Psychology | |

III. JUNIORS

A. Required Subjects:

1. American History
2. English
3. Physical Education

B. Recommended Subjects:

A science course and/or a mathematics course to help satisfy graduation requirements.

C. Electives: Two (2) Semester Subjects.

- | | | |
|---------------------|-----------------|---------------------|
| 1. Chem. or Physics | 7. Bookkeeping | 13. Driver Training |
| 2. Geometry | 8. Cons. Math. | 14. Psychology |
| 3. Shorthand | 9. Biology | 15. French or Latin |
| 4. Business Law | 10. Home Ec. II | 16. Home Ec. III |
| 5. Health | 11. Typing | |
| 6. Journalism ; | 12. Am. Lit. | |

1st Semester Subjects: 2nd Semester Subjects (cont'd.)

- | | |
|-----------------------------|-----------------|
| 1. Advanced Algebra (1 yr.) | 2. Business Law |
| 3. American Problems | |

2nd Semester Subjects:

1. Solid Geometry

IV. SENIORS

A. Required Subjects:

1. Government (1st Semester)
2. American Problems will most probably replace Government the second semester.
3. All English, Mathematics, Science and Social Science courses necessary to complete graduation requirements.
4. Physical Education.

B. Electives:

- | | | | |
|------------------------|-----------------------|--------------------|---------------------|
| 1. Chem.
or Physics | 5. Journalism | 10. Biology | 15. Driver Tr. |
| 2. Geomery | 6. Cons. Math. | 11. Psychology | 16. English 12 |
| 3. Shorthand | 7. Bookkeeping | 12. Voc. Ag. 11-12 | 17. French |
| 4. Health | 8. Typing I | 13. Speech | 18. Latin |
| 1st Semester Subjects | 9. Typing II | 14. Am. Lit. | 19. Home Ec. 11,III |
| 1. Advanced Algebra | 2nd Semester Subjects | | |
| | 1. Solid Geometry | 3. Am. Problems. | |
| | 2. Business Law | | |

Music

- Vocal
- Instrumental

Athletics

- Football
- Basketball
 - Boys
 - Girls
- Track

Volcano (School Paper)

Dramatics

- Plays
- Speech

Student Council

F. F. A.

Hi-Y

Y-Teens

Drivers Club

Librarians

Bluejay (High School Annual)

CURRICULUM AND PROGRAM ADDITIONS

A special class for mentally retarded children in elementary grades is anticipated.

A committee of teachers has been working thourgh the year 1957-58 to propose a unified social studies program for grades 3-8 inclusive and materials for the fall of 1958-59. Their work has resulted in a report which has been accepted by the board of education. This program will begin this fall.

In the High School the addition of a course to be called Senior Science for those who have not taken Chemistry and Physics. This course will fill the gap in the training of these pupils and will also provide additional training in science for those who may have had both Chemistry and Physics.

Solid Geometry is rapidly becoming an obsolete course in high school math. A course in Analytics (Mathematical Analysis) is anticipated. For those who complete this course there would be the possibility of entering directly into college calculus upon college registration.

NORTH CENTRAL ASSOCIATION

What is the North Central Association of Colleges and Schools?

What is the North Central Association of Colleges and Secondary Schools?

It is a voluntary, non-incorporated association of secondary schools and higher institutions of learning founded in 1895 and having a mutual interest in the improvement and extension of educational opportunity in the area which it serves.

What are its territorial boundaries?

The Association operates in the nineteen states of the North Central area of the United States Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

What are its aims and objectives?

(a) The development and maintenance of high standards of excellence in all of its members schools, colleges and universities; (b) the continued improvement of the educational program and of instruction at the levels of secondary and higher education; (c) the encouragement of such improvements through a scientific and professional approach to the solution of educational problems; (d) the encouragement and establishment of co-operative relations between the secondary schools and colleges and universities within its territory; and (e) the maintenance of effective working relationships with other educational organizations and accrediting agencies throughout the United States.

Does the North Central Association have a constitution?

Yes. The constitution is regularly published in its official organ, the North Central Association Quarterly.

Was the Association established by law?

No. It is purely a mutual, cooperative organization.

For our purpose in this publication there is not space to list the requirements for membership in the N.C.A. To maintain membership in this organization has required distinct efforts financially and professionally each year. All phases of a high school's program are improved when these efforts are made. Villisca High School has held this membership for many years and will continue to raise its standards as those of the N.C.A. are raised.

QUESTIONS AND ANSWERS

1. Question: What are the advantages of school district reorganization?

Answer: In 1955 the Governor's school study committee expressed this very clearly: "The Child and his proper development is the chief concern of the school. The school organization has to do with adequately, economically and efficiently providing for the development. Modern life has changed these conditions and schools, therefore, should be adapted to meet the needs of modern conditions. It is the responsibility of the people to see that the proper administrative units are organized so that modern schools are available and that the tax burden is equitably distributed among the areas involved."

2. Question: If the proposed election carries, when will the new district begin to operate?

Answer: July 1, 1959.

3. Question: When will the special election on the reorganization proposal be held?

Answer: The hearing by the county boards involved (Montgomery, Page, Adams and Taylor) will be held at the Red Oak County Courthouse on Thursday, May 29, 1958. The law provides for certain time lapses following the hearing mentioned above, however, if no appeals were filed the election could be held 60 days later. (In late July 1958.)

4. Question: What becomes of the cash on hand in the various districts if the proposal is voted?

Answer: Cash balances as of July 1st, 1959 after all obligations have been met become the cash balance of the new district. This balance would be most essential in order that the district would be able to function through October 1959 when the first tax payments are made. If only a portion of a district is included in the reorganized area, a proportion of the cash balance to be included in the new district's balance would be decided by a meeting of the boards of districts involved.

