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A History [of] Department of Education and Teacher Training at South Dakota State College

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South Dakota State College

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A HISTORY
DEPARTMENT OF EDUCATION AND TEACHER TRAINING
AT
SOUTH DAKOTA STATE COLLEGE

BY
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HISTORY OF EDUCATION DEPARTMENT AND TEACHER TRAINING
AT SOUTH DAKOTA STATE COLLEGE

By Dr. C. R. Wiseman

Professor Emeritus of Education & Psychology

South Dakota State College had its beginning in 1881. The legislative assembly of the Dakota Territory (which embraced the territory of what is now North and South Dakota) in 1881 authorized the establishment of a new agricultural college at Brookings, S. Dak. The college was possible because of the Federal Land Grant of 1862.

It must have been a very challenging task to start a new college of this kind in relatively new territory. South Dakota did not become a state until 1889 and Brookings was established as a village in 1878.

These new agricultural colleges were revolutionary institutions. They were really schools of protest: protest against the traditions of the classical college education of the time provided by means of a strongly classical curriculum. The language of the Federal Land Grant of 1862 was clearly utilitarian for such colleges:

Where the leading object shall be, without excluding scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts.

This is familiarly known as the Land Grant Act because the federal share and contribution to the separate states was in the form of federally owned lands. The institutions thus created became known as the Land Grant Institutions. State College was authorized and the money (state share) was appropriated by the territorial legislature in order to meet the federal requirements on the states to qualify them for their share of the lands so set aside.

Because of the newness of the country (in South Dakota) and the relatively poor provisions for the common schools in the state the young people who would attend for the college work were poorly prepared to undertake college work. The first preparatory classes were started at the college in the fall of 1884 and the first college classes were started in 1885.

The success of the college was of course tied up with the personalities, training and backgrounds of the administrators and instructors, with the students and with the governing board and the legislature. The local and state publics and groups had their pressures to exert and did so. The federal act creating the institutions had designated the objectives of such an institution and the federal government had to see that the grants which had been made were used for the purposes designated and thus ward off exploitation and wastage of the funds.

These few sentences concerning the early history of the college are given here as a very brief background for the subject of this report "History of Education Department and of Teacher Training at South Dakota State College". As the college struggled and grew, the teacher training work undertaken struggled and grew with it. It has been customary to state that the formal work in education (for teachers) at State College began in 1904. True, that is the date at which the first department for such work (Latin and Pedagogy) was organized. However, it is evident from the sources that the college officials and the students there were aware of preparation of teachers as a function of the college, at least in a general way, before that:--even from the very beginnings of the college.

Sources of Information

For the earlier parts of this report a major source of information was the series of annual bulletins or catalogs published by the college. Doubtless

these bulletins were intended as statements of purposes at the institution and a combination on the one hand of projections or plans of curricula and courses and on the other hand to some extent a report of what was done.

Reccurse was also had to "History of South Dakota State College 1881--1931", to the early Biennial Reports of State Department of Public Instruction and to the early Proceedings of the South Dakota Education Association as to teacher supply and teacher certification in the state.

For the later parts of this account (1918 to the present time) the same general sources were used and these were supplemented and interpreted through the writer's personal knowledge and experiences here at the college and in the education department. He came to the college in 1918 as Assistant Professor of Education in charge of Agricultural Education and has been a member of the education department ever since. Thus he has seen the changes take place and had a personal knowledge of the forces operating and for many years was head of the education department and in that way was responsible for the changes made. In the study, memory has been checked by recourse to the bulletins mentioned and to personal professional records of the work and to departmental records in the Education Department.

Sections of this Report

Section I--deals briefly with the early strivings for preparation of teachers at the college--first, up to 1904 when the first organization (Department of Latin & Pedagogy) took place and then continues the record to 1918. The date 1918 is chosen for two purposes:--1st, that the federal Smith-Hughes Act for Vocational Education (1917) greatly influenced the teacher training work and organization at State College (1918) and 2nd, that the writer came to the college then to undertake the new work of preparation of teacher of agriculture at that time and can report from then personally as to the education work at the college.

Section II-covers largely the period of time 1918--1933.

The point of the first date here (1918) has just been explained. The significance of the latter date (1933) is largely arbitrary and determined by the circumstance that the decision of the recent Committee for 75th Anniversary of State College that the earlier "History of South Dakota State College 1881--1931" published for the Fiftieth Anniversary and edited by Professor W. H. Powers, Librarian at the College over many years would furnish a convenient date from which to build the new History for 75 years at the college.

Section III-is a separate on "History and Development of Teacher Training in Agriculture at State College". This was completed by the author in 1958.

This really covers the period of 1918--1957.

Section IV-This last section is entitled "History of Department of Education and Psychology at State College 1930--1957". This was prepared by the author for the central committee for the 75th Anniversary of the college for which the several histories of the several college departments were prepared, particularly for the last twenty-five years following the earlier fifty-year history. Consequently, the reader will find a little overlapping between Section IV and other parts due to the fact that they cover some of the same area but written for different purposes.

The Supplementary Part was added to Section IV covering additional pertinent matters and personal impressions of the work of the Department of Education during these years.

Taken as a whole, the series of sections gives a fairly complete History of The Department of Education and of teacher training at the college over the full period.

Section I

Beginnings up to 1918.

Older instructors at State College who were at the college as instructors or students in the very early years with whom I have conversed reported considerable irregularity of student attendance in the early college years due to the fact that a considerable number of students alternated periods of attendance there with work as teachers in the common schools in order to earn money by teaching to finance them at college. Seemingly quite a number of them needed such financial assistance and teaching paid as well or better than did other employment. Also by this scheme of alternation of college attendance and teaching, they could, through the additional training, qualify for the teacher certificate and advance to higher certificates and better teaching jobs. Dr. G. L. Brown, writing in "History of South Dakota State College, 1881--1931"--reports that at one time at an early period the college used a rather odd schedule--

The college year consisted of a summer term, a fall term and a winter term; the long vacation coming in the winter so that students might have the opportunity to teach in the public schools during the college vacation period. However, apparently there were other reasons too for the odd schedule and it lasted only a short time. Doubtless many of the students alternated the teaching to earn money with their college attendance.

Thus it seems that in the early days of the college that many students were very conscious of their college training as preparation for teaching and for teacher certification. Doubtless many, upon graduation, went into teaching.

Certification of Teachers Within the State.

The early biennial reports of the State Superintendent of Public Instruction of South Dakota reveal the great concern of that office for teacher supply and for proper teacher certificates. Of course the early

certification standards, as we view them today, were very meagre. The colleges in the state set up their courses and curricula to enable the teachers to get the necessary preparation and training. Early statements of adequate preparation for teacher certification are quite replete with items of level of schooling attained and of subject-matter preparation. They also make some reference to the pedagogical studies. At that time there was a great deal of attention to procedures of attaining teacher certificates by examination. In this, of course, the work taken at the college served the student by getting him ready to take and to pass the examinations. As a whole, in terms of teacher preparation, as we think of it today, the early teacher preparation was largely general scholastic attainment with very little of the professional education part but even then certain ones at the colleges had the professional education preparation in mind too.

Pedagogy course at State College -- Latin and Pedagogy Department

In the State College catalogs of 1900--'01 and 1901--1902 we find that there was a course labeled Ethics and Pedagogy. This course was listed in the Department of History, Economics and Philosophy and was taught by President J. W. Heston who was also Professor of that department. Seemingly the dual title, Ethics and Pedagogy, was a convenience rather than a correlation of the two areas for each part had a separate course description in the catalog and neither description refers to the other one. Still there was but one course title. In the "Pedagogy" description we find: "The aim in pedagogy is to show the application of psychology to general teaching methods and processes". The pedagogy course seems to have been short-lived for in the next catalog we find the course listed as "Ethics and Applied Psychology".

Dr. Chalmers followed Dr. Heston as President of the college (1903--1905)

and it was during his administration that the first departmental organization for training teachers was set up as a Department of Latin and Pedagogy (1904). Professor H. H. Hoy writing in "History of South Dakota State College 1881--1931" wrote concerning Dr. Chalmers as being "a man who had proved himself as an educator of high ability with training largely in literature, education and theology and hardly fitted for agricultural college work". Chalmers was said to be the author and editor of a number of books and pamphlets on educational subjects and was a very entertaining speaker. Doubtless the earlier efforts of Dr. Heston in starting the education course 'Pedagogy' was a stimulus towards the new pedagogy department. Dr. Chalmers brought in Professor Rufus McClenon as the head of the new Department of Latin and Pedagogy. Professor Hoy wrote that this (the new department) was significant at the time and later because many graduates came to occupy positions (in the schools) of influence in the state.

Development of Department of Education at State College from 1904--1918

These dates chosen have these significances. The 1904 date is used because it marked the time of the organization of the college Department of Latin and Pedagogy. The 1918 date is used here because it was from that date on that the organization of training vocational teachers was set up in the department due to the great stimulus for it with the passage of the federal Smith-Hughes Act (1917) providing for vocational training in the high schools in the state and at the same time providing for the training of vocational teachers in certain of the colleges of the states. South Dakota State College was so designated in South Dakota. The details of that reorganization of the department in 1918 are presented in a later section of the full report.

In terms of departmental organization and reorganization, this is what happened:-

As Department of Philosophy
(Education and Psychology included)

1906--'13

As Department of Education
(Reorganized after 1918)
and continued as Education Department

1913--'18

In terms of personnel this is what happened. During the time here it was a one-man department:-

Professor Rufus McClenon

1904--'09

Dr. J. N. Rodheaver

1909--'13

Professor B. E. McProud

1913--'15

Professor Charles H. Brady

1915--'20

*Professor Brady was largely responsible for the reorganization mentioned.

The college and the department of education were feeling their way along and trying to fit the times. There were several potent influencing factors - teacher training forms and developments in other states, competition with the other teacher training institutions in the state and strong demands for qualified teachers from the schools in the state, particularly the demand for high school teachers.

The demand for teachers was very strong and the college was very conscious of this. In one of the earlier college catalogs we find this in the portion describing the work of the Education Department:-

The object of the work in Pedagogy is to offer a course of instruction which will fit the graduates of the college to enter the work of teaching. There is a great demand for trained teachers in our state, especially in the sciences. This demand the college will endeavor to meet by offering a course in pedagogy which will include the study of Psychology, History of Education and Methods of Teaching. There is a demand for teachers who are prepared to teach Agriculture in our public schools.

While preparation for teaching agriculture is mentioned here, actually there was no professional education course in agricultural education until 1919.

Changing Teaching Personnel in Education Department 1904--1918. The reader should keep in mind that through this early period Education was a one-man

department. Professor Rufus McClenon (1904--1910) was the first education head. The department was first titled Latin and Pedagogy, but in 1906 was given the title of Department of Philosophy which included the work in Education and Psychology. It would seem that the college was particularly fortunate in having Professor McClenon as the first education head. For the times, he was well prepared for the work both by training and by educational experience. He was a graduate of Williams College and had been a teacher in academies and seminaries in New York and Wisconsin, and had been an instructor at Beloit College in Wisconsin. Successively he had been Principal of the High School at Sioux Falls for four years and Superintendent of Schools at Madison, South Dakota for ten years, and Principal of the Normal Department at Huron College for a short time. Thus he had had experience in teaching, administration and teacher training work, and was familiar with the state of South Dakota. He was very active in the newly organized state Education Association and had served as its president. Professor McClenon organized the first two regular education courses here; History of Education and Methods of Teaching and continued the course in Psychology which had been continued from the earlier days. At that time at the college, Psychology was a required course for several of the student groups.

The state-wide provisions and requirements for teacher certification were being worked out. In the new state, it was very hard for the schools to find fully-qualified teachers--even hard to find partially qualified ones. The catalog statements of the purposes of the teacher-training work at the college reflect their consciousness of that problem.

McClenon seemed to serve the department and the college well in getting the new work launched. Undoubtedly, his six-year tenure as head had much to do in stabilizing the work. The professional education curriculum was made up

of three courses: Psychology, History of Education and Methods of Teaching.

The education courses were given in the senior year and Psychology was a prerequisite for taking the others. While the early department was named Department of Latin and Pedagogy, there was no functional relationship of the two. Apparently, Professor McClenon taught the Latin courses too. While the department title was changed in 1906 to Department of Philosophy it does not appear that this change made any difference in the stated purpose of the department nor in the courses offered. However the Latin was separated from it. The catalog statement of the purposes of the work of the Department of Philosophy included:-

For those students who intend to teach, a course in pedagogy is offered including History of Education and Methods of Teaching. Graduates who have taken this course and have had a year's experience in teaching are entitled to a provisional State Certificate (for teaching) and after two years of successful teaching experience are entitled to the State Certificate.

A further sentence in the catalog statement throws more light on the role of the education courses:-

They may yield large values to every student but are designed primarily for those who expect to teach.

Thus they are recognized as acceptable credit for a degree when offered by the non-teaching student.

The early Psychology course included in its description:-

In Psychology, study of the nervous system at the disposal of the mind. Discussion of various phases of mental activity. Special attention given to the cultivation of the mental faculties and will power and their relation to the study of pedagogy.

The early History of Education course included in its description:-

Begins with the Oriental nations and comes up to the present time. The text used was History of Education by Painter.

The early Methods of Teaching course included in its description:-

Special attention is given to child study, to school organization, and to school management. The text used was by White.

Dr. J. N. Rodeheaver was the second Education head at State College (1910--'13). His training and teaching experience are reported in the college bulletin as follows:-

Ohio Wesleyan University, Fellow in Psychology at Clark University, Student in Philosophy at Boston University and PhD at Boston University. Instructor at Ohio Wesleyan University, Professor of English and Latin at Middlebury, College, Vermont, Instructor of Logic and Expression School in Boston, Instructor in Psychology and Public Speaking at Wabash College.

It is not strange (from his training and experience) to find that at State College under his regime that Public Speaking and Logic are listed in the then Philosophy Department. Apparently, this was a convenience at the college and no education credit was allowed for these two courses. After his service at the college, Speech was no longer attached to the Philosophy department. Under Rodeheaver, there was no course in Philosophy in the philosophy department. Ethics was given as a course but apparently no education credit was allowed for it. The Psychology course was continued as before. The Methods of Teaching course was replaced by a new course entitled Principles of Education. The course description of this new course was:-

The aim is to give the student a knowledge of psychological principles as applied to education rather than to study the details of methods. Effort is made to reveal the essential nature and function of education and the kind of teaching necessary to serve the best results in teaching.

This change would seem to reflect the thinking of Dr. Rodeheaver on the matter.

Professor B. E. McProud was the third education head at the college (1913--'15). The early college catalog gives these interesting facts as to his training and teaching experience:-

He had a bachelor's and Master's degree from Baker University and had been a graduate student in Education and Psychology at University of Chicago for a year and a summer. He had been superintendent of schools in Kansas and Nebraska. He had college

teaching experience and had been Dean of Teachers College and Professor of Education at Wesleyan University in Nebraska.

Thus he seems to have had considerable education training and considerable teaching and administrative experience at both secondary and collegiate levels. It was a milestone in the history of the education department at the college when with the coming of Professor McProud (1913) that the title of the department was changed to Department of Education, and the name holds to the present time.

The catalog statement of the purpose of the department was as follows:-

The courses in Education are planned to give a clear grasp of the organization and administration of public education with special emphasis on the present theory and practice in educational procedure. The purpose is to make all courses concrete and practical.

Professor McProud seems to have worked out considerable change in the education courses in the department. Public Speaking and Logic taught by Professor Rodeheaver were dropped from the department's course list. To the core of three professional education courses, Psychology, History of Education and Principles of Education four more education courses were added:- School Organization and Administration, Principles of Teaching, Psychology of Children and Observation and Practice Teaching. The new course in school administration reflected new areas of training of the professor of education at the time and was a new dimension to teacher education at State College. The new Principles of Teaching course included in its description:-

An application of the principles of psychology to the techniques of instruction as used in the drill lesson, in the deductive and inductive lessons and in the review and examination lessons. Lesson plans and lesson planning and classroom management are included.

It is interesting to note this change as to methods and techniques. In 1909 the Methods of Teaching course had been dropped and replaced by the course Principles of Education, the reason given then being to get away from

detailed methods and to put the instruction on a broader base.

Here in 1913 the Principles of Teaching course is set up in a way reviving the methods course and the Principles of Education course is retained. They evidently saw the need of both of them. The new Psychology of Child Development was really the beginning of our present course in Educational Psychology. With its advent, seemingly less specific application to learning and to teaching was attempted in the elementary psychology course. A distinct innovation (1913) at the college was the new course Observation and Practice Teaching. This was an elective course for seniors and a prerequisite for it was considerable education course work. It was not until about 1931 that the State Department of Public Instruction at Pierre made the student teaching course for high school teachers required for teacher certification thus enabling the education department to make the course required.

Professor Charles H. Brady (1915--1920) was the fourth education head at the college. The year 1918 was set as the later boundary for this section of this report because it is the date when the Smith-Hughes Act for Vocational Education brought with it the important education department reorganization changes at the college. This arbitrary date thus divides the service period of Professor Brady as head into two parts. He served there from 1915--1918--(before the effects of the federal act) and also he served 1918--1920 during the period when the reorganization took place of which he was to a considerable extent responsible. The latter part of that service is reported in the next section.

Professor Brady was for the time, well trained and had a good background experience for the job here. He had advanced training in Education and Psychology at University of Indiana (M.A. degree) and had had further work along these lines at Columbia University. He had had some eleven years experience as principal of high schools in Indiana and had been on the

education staffs at Teachers College at Greeley, Colorado and at Indiana University.

Catalog Statement of Education Department and of Education Courses --

With Professor Brady's arrival the catalog statement of the Education Department was changed somewhat. The new statement reflected a strong demand for trained teachers and administrators for the schools. The new statement made a strong appeal for trained teachers of Agriculture, home economics, manual training and for science. McProud had built up the education course offerings to seven courses. During 1915--1917 Professor Brady made a few course changes. Ethics, then taught in the department was discontinued. A new course was Educational Psychology changing from the previous title Psychology of Children. The course Principles of Education was dropped from the course list and courses in Educational Sociology and Educational Measurements were added. Thus in this early period of Brady's administration there were eight education courses as follows:-

Psychology	School Administration
Educational Psychology	Educational Sociology
Principles of Teaching	Educational Measurements
History of Education	Supervision and Practice Teaching

Account of Early Summer Session Work at State College

In 1908 the college had organized short summer session of two or three weeks held jointly with the Teachers Institute which was being held each summer at the college. The main purpose of the institutes was to up-grade teachers who did not have the regularly required teachers certificates. Over and over the sources reveal the great difficulty the schools had to get fully certified teachers. The county superintendents of schools were responsible for the teacher institutes. The college was used as the meeting place and some of the college instructors were used. Dr. Brigham, Principal of the Secondary School of Agriculture at the college was named as college Director of the Institutes and of such work as was given in the Institutes by

college staff. Professor Rodeheaver who was at that time head of department of education taught education courses to the teachers convened in the early summer sessions. The School of Agriculture was in session for the four or five winter months each year and so having Dr. Brigham serve as Director of the Summer Session work was both a convenience and an economy. This administrative tie-up of the School of Agriculture and the Director of Summer Session continued to 1919. Following Dr. Brigham, Professor E. D. Stivers served in that dual capacity until he left the college in the fall of 1918. In 1914 the college administration decided to branch out in summer session work and organized a full six-weeks summer session at the college. This was for teachers and for regular college students. The "Joint" Institutes which were a legal requirement, were held for two weeks along with the summer session. The idea of "Joint" used here was that as many as four or more counties cooperated and held their institute together and here, at the college. Following Professor Rodeheaver as education head were Professor McProud and Professor Brady. Both taught education courses in the summer session but were not administratively responsible for it. In 1922 Professor J. A. Williams who was the sixth education head was also named as Principal of the School of Agriculture and Director of the Summer Session. This was the first time that the summer session was brought under the direction of the head of the education department. The next sections for years 1918--1933 and for 1933--1957 will report briefly on the Summer Session through those periods.

Section Summary

Here we have reported the development of the Department of Education at State College through its formative years of 1904--1918, served by the first four department heads;--Professor McClenon, Dr. Rodeheaver, Professor McProud and Professor Brady. During this time it was a one-man department. As

looked at today--forty or fifty years later, the training of the instructors, the courses in education offered, and other provisions for the teacher training were somewhat meagre. Mainly the professors had had experiences in both public school and college work and in some instances in teacher training. They and the public schools seem to have always been plagued with demand for teachers much beyond the possible supply and many went out with but partial preparation professionally for teaching. Some came back for summer session work in order to complete the necessary work for the regular teaching certificates. This section has reported the additions of education courses to the offering. In 1914 an elective course in practice teaching had been set up and was not really required for certification. In fact, such course was not made a state requirement for high school teachers until about 1931.

Section II

Development of Department of Education at State College 1918--1933

As noted in the preceding section, the date (1918) is here chosen because it marks the date of important functional and organizational matters in the department following the passage of the Smith-Hughes Vocational Education Act in 1917. However, it does divide the tenure of Professor Brady as head of the department (1915--1920) into two parts:- before 1918 and after 1918. The other date (1933) is here chosen in that it roughly coincides with the ending fifty-year period of the college and the early reported history, History of South Dakota State College - 1881--1931---which latter date is the beginning of the last twenty-five years for which period a new history of the college is being prepared. Also, the 1933 date is when Dr. Hrudka left the college and the education headship and Dr. Wiseman became the new head for practically all the latter period--(1933--1954). We now undertake the report of the significant changes in the department immediately after and for some time after that due to the passage of the Smith-Hughes Law.

Reorganization of Department to Prepare Vocational Teachers

The 1917--18 catalog of the college and later ones referred to the passage of the Smith-Hughes Law. For the reader, it can be stated that the purpose of this act was to make possible for schools to serve in the War effort either through the existing schools or by creating other schools. However, the promoters of the act could envision that after the War the work undertaken would serve very well in peace-time too. The act provided for the instructing in vocational lines of work as agriculture, home economics and trades and industries. Very wisely the act also provided that correlated financial aid and guidance was to be provided the states to train vocational

teachers for the vocational courses and schools. Certain of the colleges in the states would carry on the latter task. It was natural in South Dakota that the newly created State Board for Vocational Education would name State College as the institution in South Dakota to train the teachers of agriculture and home economics under the benefits of this act. That is what was done and so it greatly affected the work of the Education Department at State College. At the time much less attention was given to the trades and industries work although mentioned in the act because of their relative insignificance then in South Dakota's economy. The Federal Board of Vocational Education had ruled that manual training work and manual training teachers were not "vocationally-pointed" enough to come under the provisions of the Smith-Hughes Law as being trade and industrial in character.

Professor Brady's Role

Professor Brady, as Head of the Education Department, was alert to the possibilities of an expansion of the work of the department and was ambitious to build it up. The 1917-18 college catalog in the portion referring to Education makes mention of the Smith-Law and its implications for training teachers of agriculture and home economics. It also refers to the need for training school principals and superintendents. Reference was made to the professional education requirement of "fifteen (semester) hours in the Department of Education".

That number had become the standard amount of professional education credit for high school teacher certification. The college catalog set up special curricula for training teachers of agriculture and home economics.

It should be noted that the South Dakota State plans for training teachers of agriculture and home economics under the Smith-Hughes act had been set up following suggestions from the Federal Board and the college bulletin of the time carried over these suggestions and requirements. In

this way the concern of the various agencies ^{was} ~~were~~ met: the State Board of Vocational Education, the State Department of Public Instruction, the State Supervisors of Agriculture and Home Economics and the College. The State Superintendent of Public Instruction was a member of the State Board and the two Supervisors were regarded as members of the staff of the State Department of Public Instruction. In a definite way, the training of the vocational teachers at the college were under the supervision of the respective vocational supervisors.

Undoubtedly, through the influence of Professor Brady, the department was given a new title: Department of Vocational Education. That was the title used for that department at Iowa State College at Ames.

The reorganization pattern of the Education Department at the college was undoubtedly influenced by a certain survey and its report. The Survey of Education in South Dakota (1918) was carried out under the general auspices of the U. S. Office of Education at Washington. The Survey Committee had recommended for State College that there should be a Department of Education with a head -- also a specialist in agricultural education to train teachers of agriculture; a specialist in home economics education to train teachers of home economics. ^{Also} They had ~~not~~ recommended for teachers of trades and industries. This general scheme in the Survey Report met the requirements for such under the Smith-Hughes Law and was in a way adopted by the college and by Professor Brady. Teachers of academic branches would still be taught.

In the fall of 1918, Professor C. R. Wiseman was brought to the college to handle the work in agricultural education and to assist with the general education courses. Miss Ethel Cline was brought in to handle the parallel work in home economics education. This made a three-person department. The part as to agricultural education worked out rather smoothly. However, difficulties arose as to integrating the home economics education with the

Department of Education. Those in home economics proper thought that the work and the person in home economics education should be integrated with the technical work in home economics rather than with the department of education. Miss Cline was on a difficult spot. Professor Brady was anxious to have her with Education. For a time during the year she was here at the college she did office in the education department. Miss Edith Pierson came in 1919 for the home economics education work and allied herself with the technical home economics work. The home economics students took their psychology and their general education courses in the education department and took the special home economics education methods and student teaching with the home economics department. Shortly after, Miss Gudrun Carlson left the work as head of Home Economics and Miss Pierson was appointed to that position and Miss Laura McArthur took charge of the work in home economics education.

Regardless of these differences, virtually there were three separate teacher curricula at the college:-- 1/-for academic teachers 2/-for agriculture teachers 3/-for home economics teachers. The financial reimbursements under the Smith-Hughes Law applied only to the professional education courses for training teachers of agriculture and home economics and did not apply to the teaching of the technical subjects and supposedly did not apply to teaching of the general education subjects. So in this report we are concerned herewith these new special courses. We had then:

For Vocational Agriculture Teachers

- 1-Vocational Agricultural Education
- 2-Unit Course-In Vocational Agriculture
(Special Methods Teaching
Vocational Agriculture)
- 3-Practice Teaching in Vocational Agriculture
- 4-Project Work

For Vocational Home Ec Teachers

- 1-Unit Course in H.E. Education
(Special Methods C.)
- 2-Practice Teaching Home Ec.

In the earlier days the Federal Board was fairly liberal in its interpretation of reimbursable education courses but mainly these were the

strictly vocational education courses. The reimbursement plan was on the instructor--the portion of his time devoted strictly to training vocational teachers. Courses labeled vocational in the course title were likely to be so honored. A new elective course titled Rural Education met approval for reimbursement. However, Professor Brady went to extremes on a few of the titles to the education courses. History of Education was re-titled Vocational Educational History; Principles of Education was re-titled Vocational Secondary Education and Educational Sociology was re-titled Vocational Educational Sociology. Of course, mere vocational titles without change of content would not suffice if they were intended to be reimbursable courses and within a year or two these courses were returned to the earlier wording. Also, the department title of Vocational Education Department was returned to the earlier wording of Department of Education. For a short time the general psychology course was dropped from the course list. While Professor Brady was with the department the following courses made up the course offerings: both the general education courses and the special ones applying to training vocational teachers:-

Vocational Educational History	Vocational Secondary Education
Principles of Vocational Teaching	Vocational Agriculture Education
School Administration	Special Methods Teaching Voc. Agr.
Vocational Educational Sociology	Practice Teaching Voc. Agr.
Educational Psychology	Rural Education
Educational Measurements	Project Work in Agriculture
Practice Teaching	Theory and Practice in Home Ec. (Special Methods)
	Practice Teaching in Home Ec.

Office space for the Department was provided on the 3rd floor of the new north section of the Administration Building.

Professor Brady did much to organize the new vocational education work. He was enthusiastic about it. There is no evidence here that he was trained along vocational lines. In his earlier experiences as high school principal in Ohio both agriculture and home economics were part of the high schools' program. Early in 1919 Professor Brady was appointed to serve part time as State Supervisor of Vocational Agriculture in South Dakota. In this, his responsibility was to get such agriculture departments started in our high schools. This he did and by June, 1919 there were nine high schools with agriculture courses. To do so, it was necessary to bring in prepared teachers from other states. Also, Professor Brady, upon leaving the college in 1920 was for a short time appointed Director of Vocational Education in the state of Ohio.

In 1919 State College had a new President in the person of Dr. Willis E. Johnson. He came to the college from the Presidency of Northern Normal and Industrial School at Aberdeen. Professor Brady resigned as Head of Department of Education in 1920 and Dr. Johnson brought in Professor Arleigh C. Griffin to be the new education head. With the coming of Dr. Johnson to the college there were three significant moves made which affected the Education department considerably. 1/-The new education head (Griffin) was also made Principal of the Secondary School of Agriculture on the campus. Coming from the Normal School, naturally President Johnson was deeply interested in training teachers at the college and was interested in practice teaching as a part of their professional training. His general idea seemed to be that the School of Agriculture at the College could well be used to carry on the practice teaching. In this he saw reason to tie up administratively the Department of Education and the School of Agriculture. Besides providing a practice teaching facility there would also be economy in it administratively and having the students do some of the teaching in the School of Agriculture

would be for still more economy. As reported later, this did not work out successfully. 2/-President Johnson also brought to the college Dr. Rachel Knight to serve as Dean of Women and to teach Psychology. She had a doctorate in Psychology. The course in General Psychology was resumed and three quarters of such work was made available in the freshman year. Also added were courses in Genetic Psychology and Social Psychology. In the college catalog the Psychology was set up as a separate section in the Department of Education. Dr. Knight was at the college just one year. 3/-For the first time Industrial Education was set up in the Education Department as attempted teacher training work paralleling the organizations for agricultural and home economics education. The Smith-Hughes Law had made provision for all three areas. South Dakota really had very little industrial development and had much less need for training such teachers than did several of the other states. President Johnson, by virtue of that position, was a member of the State Board of Vocational Education which decided such matters and the provision was made to have the work developed at the college.

Professor Arleigh Griffin (1920--'21) was the fifth education department head. He was here for one college year and did not stay for summer session teaching. He was a youngish man--single. He had an A. M. degree from University of Chicago and seemed to be particularly interested in curriculum work which he had had in courses with Professor Babbitt there. He had the title and work as Professor of Education and Principal of the School of Agriculture. It was during Professor Griffin's tenure that the title of the department was changed back to Department of Education. The college catalog statement of the work of the department still emphasized the work of training teachers of agriculture and home economics and to them added mention of the special work and the new curriculum in Industrial Education. The college education statement contains this:-

Those (students) desirous of obtaining the regular state certificate should elect fifteen semester hours of education (state requirement) not omitting Ed. Psychology, Principles of Teaching, History of Education and Observation and Practice Teaching.

Actually, these were recommendations rather than requirements. The State Department did not require just those particular ones and while there was a scarcity of teachers the college could not effectively require just those mentioned. In fact the college catalog statement for education had mentioned such "not to be omitted" during Professor Brady's tenure but the prescription was not effective. It was not until the early thirties that the State Department specified that for teacher certification a person must present credit in the practice teaching. Only then did that prescription become effective at the college.

The 1920--21 college catalog referred to the interfunctioning of the Department of Education and the School of Agriculture:-

The School of Agriculture is an adjunct of the Department of Education and offers excellent opportunity for observation and practice teaching.

Mention was also made of using the Brookings High School for observation and practice teaching.

To those who held the School of Agriculture in high regard as an institution it was not at all tactful to refer to it as "an adjunct" of anything nor was it wise to exploit it for practice teaching for the college students preparing to teach. As a matter of fact the School of Agriculture was not used a great deal as a practice teaching facility. Some did student teaching in the Brookings High School, some did it as laboratory assistants at the college and many preparing for teaching did not elect the practice teaching course.

The education department description in the college bulletin during Griffin's administration refers to a "Bureau of Cooperation" to maintain close

contact between the department at the college and the practical school field. This was a good idea but was scarcely effective during his short tenure. Also the catalog statement makes first reference to Placement Service for Teachers. Mainly, this was just suggestive but did later make significant development and contribution.

Education Course Changes by Professor Griffin---Several education course changes were made. Mention has been made that at that time provision was made for a year sequence of three quarters of Psychology in the freshman year. Genetic Psychology and Social Psychology were added and Psychology was set up as a separate section in education. Mainly the seven general education courses remained as they were before. Also the seven special courses for vocational teachers were retained. Two new vocational courses were added Vocational Education and Industrial Education. The word 'vocational' was stricken from the titles of about four other courses. A new course, Principles of Secondary Education appears. The Education Measurements course previously introduced was outlined as three measurements courses:- Introduction to Education Measurements, Educational Measurements and Advanced Ed. Measurements. However, this was planning rather than they being actually taught. Education Seminar also shows up as a new course.

The one-year tenure of Professor Griffin did not give much opportunity to develop his ideas here. The impression remains that neither his background nor his interests were along the line of the work of the School of Agriculture nor as strongly favorable to vocational education as were those of Professor Brady and of those coming later.

Dr. J. A. Williams was the sixth education head at State College (1921--28).

President Johnson brought Professor Williams into succeed Professor Griffin. Note has been made that with Griffin's coming that the Principalship of the School of Agriculture had been tied in with the headship of the

Department of Education. With the coming of Williams, Johnson went one step farther and tied in, not only the School of Agriculture but also the Directorship of the Summer Session as well. This was the first time that the summer session had been under the direction of the education department and in itself was a good move.

Professor Williams had his master's degree from the University of Indiana. He had also done considerable more graduate work at the Universities of Chicago and Indiana and by taking some leave from the college completed his doctorate in Psychology at University of Indiana about 1923. He had had considerable public school teaching and administrative experience and at least teaching experience in college. He was aggressive and anxious to expand and develop the work of the department in psychology, in education and the work of the summer session.

The chief change that we find in the college bulletin about education at this time pertains to detailed descriptions and requirements of the different kinds of teaching certificates issued at the State Department. Two pages are devoted to this. There were certain courses arranged for those taking work for the two-year teaching certificate, (two-year preparation) but little in the general statement about such. Mention was made of use of School of Agriculture classes for practice teaching and also of use of Brookings High School classes for same. Reference was made to the Bureau of Recommendations for teacher placement. It was about this time that the general forms for teacher information and placement procedures were set up. Specific mention is made that education and psychology courses were not to be taken until the student had reached sophomore rank.

It is surprising now to recall how much was then done in training the two-year teacher group (quite a number) and so little reference is made to it in the education statement in the college catalog. The writer, then in charge

of Agricultural Education at the college was used to teach certain of the courses to these people. There was a demand on the college for such work. The normal schools and the state university had such a curriculum and courses and some students requested such work also be given at State College. It was a way of increasing the college enrollment. The normal schools protested such work given at the State College and the University as encroaching on their field. A partial solution, at least at State College, was a regents' ruling that these two-year people may not take education and psychology until they had achieved sophomore rank. This may have discouraged some in continuing such work at State College but many adjusted to the rule by taking purely academic courses during the freshman year and by doubling up on professional education courses and psychology in the sophomore year. Usually it meant that such student would find it necessary to attend a summer session additionally. Student teaching was a state requirement for the two-year preparation certificate. Largely, this was done in the 7th and 8th grades of the Brookings schools. Some of the professional education courses for this group were especially for them and others were taken along with the regular four-year people.

Williams and Courses in Education---The proliferation of education courses seems to well represent the ambitions of Professor Williams in the development of the Department of Education. During Brady's administration before the special courses for the vocational teachers were organized there were eight education courses. When the special courses for the vocational teachers were set up (under Brady) there were seven more making in all fifteen courses. Rather there were, in fact, thirteen education courses for the practice teaching was stated three times--for academic teachers and for both agriculture and home economics teachers. With the coming of Professor Griffin and Dr. Knight in Psychology there were in all twenty-six courses in education

and psychology listed. Even on the three-quarter plan of the college and the summer session the listings were beyond the time of the limited staff to handle them. Professor Williams expanded the education and psychology very considerably. President Johnson who had recently came from the Normal School at Aberdeen was anxious to expand the college enrollment and the teacher training work at the college. In 1921-22 the college catalog lists forty-three education and psychology courses, nine being in psychology and additionally the course in Ethics is listed. A very few of the courses were short-lived and some were taught only in summer session, but by 1928 when Professor Williams left the college he had had more than fifty different education and psychology courses on the department's offering.

At one time or another nine different courses in education were offered to the two-year group. These people could also take some of the courses with the four-year group. Student teaching was required for that group. Some courses were discontinued after being used for a year or two. Teaching Rural School Agriculture was offered only in the summer session. The professional education requirement for the two-year certificate was 15 semester or 23 quarter credits in education subjects.

Started in Griffin's administration, the work of training teachers for the trades and industries was added to the training of agriculture and home economics teachers and certain courses was added for this purpose. The course in Vocational Education was added. This was designed to give the over-all picture of vocational education and often was taken by the non-vocational teachers as well as by the vocational teachers.

In agricultural education we had developed five special education courses for that group and all were used regularly, although not all were required. These were:- Introduction to Agric. Education, Special Methods of Teaching

Vocat. Agric., Practice Teaching in Vocational Agriculture, Course of Study in Vocat. Agric., and Seminar in Agric. Education.

In Home Economics Education three special home economics education courses were used. These were: Special Methods in Teaching Home Economics (two courses) and Practice Teaching in Home Economics. General education courses were used to fill out their teacher certification requirements.

In Industrial Education, four special courses were set up:-Industrial Education, Organ. and Adm. of Industrial Education, Practice Teaching in it, and Seminar in Ind. Ed. This was the plan. They never did have an identified group of students in this, so in 1931 this curriculum was replaced by a curriculum in Industrial Arts. There was a small and developing group in the latter.

At one time or another in Williams' administration as head there were some seventeen general education courses listed. Most of these were continued from the preceding administrations. They were as follows:-

History of Education
Principles of Education
El. Ed. Psychology
Methods of Teaching in H. S.
Practice Tchg. in H. S.

Ed. Org. and Admin.
Org. and Admin. Sec. Education
Adv. Ed. Psychology
Mental Tests
Ed. Meas. & Statistics
Comparative Education
Ed. Sociology
Philosophy of Education
The Curriculum
Educ. Surveys
Seminar in Education
Ethics

A fourth group of courses listed in the department then were seven special methods courses in academic subjects and labeled in each case as:- Teaching of English in H. S. Etc. The others were in History and Civics, Mathematics, Physics, Chemistry, Biology, and Commercial Subjects. The idea here was to have the respective subject matter departments on the campus teach these special methods courses rather than have the regular education instructors

do so. However, they were to carry education credit. The plan did not work out well. Some of these courses were never organized or taught. Too, where so organized and taught in some of the departments the content, as determined by the instructor, was very largely subject-matter review rather than a professional education approach to the teaching.

The fifth group of courses to mention as listed in the department were those in Psychology. These were in the whole department but set up in the college bulletin as a separate part. Dr. Williams, as has been stated, had his doctorate in Psychology. Before his time there had been listed General Psychology, Genetic Psychology and Social Psychology. To these were then added, Vocational Psychology, Abnormal Psychology, Psychological (or) Intelligence Tests, Psychology of Religion and Psychology Seminar. Especially, the course in Intelligence Tests was allowed to count as education credit.

It so worked out that by 1927-28 there had been set up some fifty courses in education and psychology in the department. However, just a few of these had been discontinued. Some had been used only in the summer session. The course expansion was beyond the demand and beyond the time of the then present staff to handle. Dr. Hrudka (1928--33) came to the headship of the department with the understanding to decrease the number of courses, especially in Psychology.

President Johnson had been relieved of his duties as president of the college in 1924. President C. W. Pugsley came in. Williams was relieved of his duties of the college as of July, 1928. He protested the action, appealed to the national A. A. U. P. and its committee came to the college to investigate. The committee made its report which was unfavorable to the college administration and this was published in their Journal. A part of the local chapter of A. A. U. P. group prepared a rebuttal to the report in the national journal, largely on the ground that the national committee group

had made but a cursory investigation and had failed to find and to report many fundamental facts. Williams left the college in the early summer of 1928.

Dr. L. M. Hrudka was the seventh Education Head -- (1928--1933). He was a dynamic person and well trained having recently been granted the PhD. degree at University of Wisconsin with major in Education. He had taught in the rural schools in Wisconsin and knew and was deeply interested in Rural Life. He was Bohemian by extraction. He had prepared for teaching vocational agriculture in high school but really had not taught in high school. He had had some teaching experience with on-the-farm vocational training for the war veterans. Nevertheless he adjusted quite well. It was later a peculiar circumstance when in 1933 he was chosen for the principalship of the large (Approx. 7000 students) high school and junior college--Sterling-Morton High School of Cicero, Ill. near Chicago--with no teaching experience at that level. Upon leaving the college he received double the salary that he was getting at the college.

In 1928--29 college catalog description the work of education department is fairly brief. Special mention was made of training for vocational teachers; freshmen were not to be permitted to take education and psychology courses; reference was made to the availability of the Bureau of Recommendations for Teachers and a cross reference is made to courses for shop teachers to be found as listed in the Department of Agricultural Engineering. Generally the rather excessive education offerings of Professor Williams' administration were somewhat reduced. The psychology courses were reduced to five courses. The courses in agricultural education and home economics education were left as they were. By 1931 the curriculum for training trades and industrial teachers had been replaced by one for training industrial arts teachers with reduction in education courses.

A noteworthy change for the Department of Education occurred in 1931 when the State Department of Public Instruction ruled that for certification, the high school teachers must present education credit in supervised student teaching. We already had the course as an elective. The two-year teacher certificate had required the student teaching course for several years. With us the latter student teaching was done in the upper elementary school grades of the Brookings H. S. To take on the required student teaching in the high school grades of the Brookings school additionally would put an excessive student-teaching load on the Brookings schools. It was decided that the two-year curriculum for teaching at the college would be dropped in order to concentrate on the preparation of high school teachers. This cleared the situation for student teaching in the Brookings schools and reduced by several the number of education courses taught in the department. Miss Katherine Klein was brought into the department as special supervisor of the academic student teaching and to teach other courses in education and psychology. The general scheme of having a representative of the education department supervise the student teaching for the college was a good one and worked out well. Of course each student teacher worked intimately with the regular high school teacher in the course in which he was to teach but still the college supervision was necessary to set up safeguards as to the amounts of teaching done by the students and determining the schedules and the mark in the course. The college undertook to set up a "quality of work" rule as prerequisite to entry upon student teaching. The matter of determining some remuneration of high school teachers for this service was worked out later. In the summer of 1932 Dr. Wiseman was on leave from the department to teach education courses in summer session at the University of Montana at Missoula. Professor V. E. Nylin of Minnesota served in his place at State College for the summer.

In Dr. Hrudka's administration the course in School Supervision was brought in and later as the graduate education program was developed it became a course for graduate students only. Also the course in School Guidance was set up. As course number 137 it was taken by a good many undergraduates and graduates. The series of Special Methods courses in the academic branches was abandoned and the courses dropped from the course list. However, a new start was made on this and a new education course titled Teaching the Social Studies in High School was set up with Miss Klein as teacher. This was a strictly professional education course (not a reviews course) and worked out nicely for the prospective social studies teachers and from this one over a period of years several other such special courses in the other academic fields were set up.

Through such adding and dropping of courses in Hrudka's administration there were on the course list some sixteen general education courses, five specials in agricultural education; three specials in home economics education and five courses in Psychology--a total of twenty-nine courses in education and psychology.

During this administration good progress was made in the department, the object being to give good sound training to the high school teachers rather than to expand the department in many directions. The major change began then was some anticipation of graduate training and graduate courses in education.

Account of Courses in Educational Measurements, Education Statistics and Education Seminars ---

This should be a good place to insert a short account of these. Professor Brady in 1915 had introduced a course in Educational Measurements. Professor Griffin in (1920-21) had attempted to expand this to three courses but not all were taught. In these mention was made to statistical procedures in the more

advanced course but Statistics was not then made a separate course. Professor Williams set up two courses in place of the three which Griffin had set up. One was called Educational Measurements and Statistics and the other was titled Mental Tests. The whole school-testing movement had received a great deal of stimulus from the testing done in the Army in World War I. In 1925-26 we find that in the department that there was a course titled Educational Statistics, having been split off from the Ed. Measurements course. Professor William Asker had just come to the department and was very proficient in Statistics and taught the course in the summer session. The three courses, Educational Measurements, Mental or Intelligence Tests and Educational Statistics have continued to the present time.

In 1920-21 Professor Griffin had mentioned Educational Research in the education department description. In 1921--'22 we find in the department list courses in Education Seminar and Agricultural^{Education} Seminar, and in 1925--'26 a Seminar in Industrial Education was added. The latter was dropped in 1931.

The college catalogs contained statements as to graduate work at the college over many years and quite a few masters degrees were granted. There was little or no graduate work in education in the early years. The mention of the seminars applies to special problems in education taken on by seniors. The first masters degree in Education was really in Agricultural Education and was attained by R. B. Fall in 1930 with Professor Wiseman as advisor and supervisor of his thesis. A full account of the development of graduate study in the Education Department is given in a later section of the full report.

Stirrings Towards Graduate Work in Education

About this time there were stirrings for and student demand for graduate work at the college. Particularly the newer faculty members were anxious to

have student graduate work in the departments. There were stirrings in the state among the school men as superintendents and a few of the teachers for such work. The State University provided such work leading to the masters degree. But many of the men went outside the state for such training. This was largely a matter of summer session instruction. The demand for such work at State College crystallized somewhat.

The college had had some graduate work and several master degrees had been granted over the years. In 1931-32 college bulletin a separate section was devoted to graduate study making a brief statement as to its organization and the regulations governing such work was made. In the 1932--33 college bulletin in the Education Department description we find reference to graduate work in Education:-

Students interested in graduate work in the various fields of education should consult the section of the catalog devoted to graduate work.

Our first master's degree with a major in agricultural education was granted to Mr. R. B. Fall in 1930. Other students were coming to the college summer sessions--some with their eye on a master's degree and others to accumulate a few graduate credits in Education so as to qualify for the State School Administrators' Certificate. Dr. G. L. Brown of the college was chairman of the college graduate committee and had much to do with the development of graduate work at the college at that time. He was sympathetic to graduate work and the master's degree for those in Education.

In line with these stirrings, in the same year, a considerable revision of the course numbering at the college was undertaken, including the numbers for education courses. Courses numbered under 100 were for undergraduate students and did not count as graduate credit. Courses numbered over 200 were for graduate students and courses in the 100 series may, according to circumstances, be counted either as undergraduate or graduate credit. In

the process in education five education courses were put in the 200 series and there were eleven education courses put in the 100 series. Three of the ~~ten~~^{five} psychology courses were put in the 100 group. Special mention of graduate work at the college was made in the 1934 summer session bulletin. In the 1934--35 college bulletin we find that fourteen departments were listed as having course work for a graduate major and four more were listed with a graduate minor. Department of Education and Psychology was listed as offering a graduate major. A fuller and extended report of the development of graduate work in the education department is given in the following section of the full report.

This concludes Section II, Development of Department of Education--State College (1918--1933).

Some Interrelations of College Department of Education, School of Agriculture,
State Supervisorship of Vocational Agriculture and Director of Summer Session.

The purpose of this section is to give a running historical account of the somewhat formal relationships between the Department of Education, the School of Agriculture, the State Supervisorship of Vocational Agriculture and the Directorship of Summer Session and particularly how at various times each of the other three were tied to the Department of Education in an organizational manner. In the full report the main objective is to give a rather full account of the work of the Department of Education and is not to give any full account of the others.

At the same time that these interrelationships are being reported of the organizations that were made, it should be realized that there were valuable cooperations between certain ones that were not dependent upon the organization adopted and used.

In 1907, following the practice of several other agricultural colleges in the country, State College organized the Secondary School of Agriculture on the campus. This was a four-year school of five months in the winter for students who wished a practical education in agriculture. Most of these students had not completed a high school education. However, some had a full four-year high-school education, some part of that and a considerable number had finished only the eighth grade. Many came from communities where there was no local high school. The students were a relatively mature group of 18 to 21 years of age. Dr. A. A. Brigham was the first Principal of the School of Agriculture and served from 1907--1914. Dr. Brigham was also in charge of Short Courses in Agriculture at the college of which there were several. These also included some correspondence courses in agriculture.

In 1908, the college organized a short summer session of two or three

weeks held jointly with the Teacher's Institute which was held each summer at the college. Mainly these Teacher Institutes were held for the purpose of upgrading teachers who did not have the regularly required teacher certificates. Apparently at the time there were a considerable number of such teachers. Mainly the County Superintendents were responsible for the Institutes and used the college as place of meeting. Dr. Brigham, Principal of the School of Agriculture, was named Director of the College Summer Session which was held jointly with the Teacher Institutes. Evidently this was a short course needing direction but was not of agricultural nature. The School of Agriculture was winter work and apparently it was convenient and economical to have Dr. Brigham handle the administration of the summer session in the summer time. So a tie-up of the School of Agriculture and the Summer Session was made, that extended through with very little exception for sixteen years--until 1924. The summer session was tied with the Education Department in 1922.

The work of the early summer teacher institutes held at the college was very largely for teachers. Professor Rodheaver (1909) who was the Head of the Education Department and sole member, (then called Department of Philosophy) taught the Education courses in the early summer sessions. Other instructors were somewhat specialists in education from outside; others from the ranks of school superintendents and county superintendents and others were regular subject-matter faculty members who taught some of their own courses.

In 1914 the college decided to branch out with the summer session work and set up such work for a full six weeks summer session. This was for teachers and for regular college students. The Joint Teachers Institutes which were a legal requirement for teachers without regular certificates were held jointly for two weeks with the summer session. The idea here of "joint" was that as many as four or even more counties cooperated and held their Institute together.

In 1914, Dr. Brigham left the college and Professor E. D. Stivers was brought into serve in the position as Principal of the School of Agriculture and Director of the Summer Session. According to the College Bulletin of the time, Mr. Stivers was given the title of Professor of Secondary Agricultural Education. However he is not listed as a member of the Education Department staff and no courses in Agricultural Education were taught until 1919.

In 1913--'14 Professor McProud succeeded Professor Rodeheaver as head of the education work at the college and the new title of Department of Education replaced the previous title of Department of Philosophy for that work. Professor McProud taught education courses in the summer as Professor Rodeheaver had done before but Professor Stivers, Principal of the School of Agriculture, was Director of the Summer Session. In the summer of 1914, there was quite an array of Education subjects and some instructors in from the outside as school superintendents, county superintendents of schools and some specialists, especially in elementary-school subjects in the Joint Institutes.

Professor Charles H. Brady came in in 1914, succeeding as head of the Department of Education, Professor McProud. Still the education department was a one-man affair. Professor Brady served, also teaching in Summer Session through the summer of 1920.

In 1917, the federal Vocational Education Act was passed by Congress--known as the Smith-Hughes Law. By provisions of the Act there had to be in each state a State Board to carry on the administration and there had to be provision made for state supervision of Agriculture, Home Economics and Trades and Industries. As in Agriculture, two phases of the vocational work had to be developed (1) the vocational agricultural work courses in the high schools (less than college grade) and (2) provision for courses and training of teachers of vocational agriculture. This latter work was to be developed at the college.

Both phases of the work were to be federally reimbursed. Professor Stivers of the School of Agriculture at the college was assigned the State Supervisorship of Vocational Agriculture although the work was really a function of the State Department of Public Instruction. The main job was to get departments of Agriculture started in the high schools under the new plan. Due to the newness of the work, also due to wartime and perhaps for other reasons no departments of vocational agriculture were started in South Dakota during the first year. Professor Stivers left the college for work in the South in the fall of 1918. Nor was any work at the college in training teachers of vocational agriculture started during the first year of the Smith-Hughes Law.

In the fall of 1918 Professor C. R. Wiseman was brought to the college to organize and carry on the program for training teachers of vocational agricultural under the new Smith-Hughes Law. Due to wartime conditions no such classes were started until the winter term of 1919. At the same time that the agriculture work was being set up in the high schools and the corresponding teacher training work was being set up, essentially the same was being done in Home Economics.

When Professor Stivers left the college in the fall of 1918, he really left three positions:- Principal of the School of Agriculture, Director of the Summer Session and State Supervisorship of Vocational Agriculture. The College and the State Department arranged that Professor C. H. Brady, Head of the Department of Education should carry on^{as} the State Supervisor in Vocational Agriculture. The College arranged for Professor C. R. Wiseman of Agricultural Education to temporarily serve as Principal of the School of Agriculture and Professor H. B. Mathews (Physics) was assigned temporarily as Director of the Summer School.

Professor Brady, as State Supervisor, was able to get a few agricultural

departments in High Schools started during the school year of 1918--19--nine in all. The next year Fred Smith, State High School Inspector, in the State Department of Public Instruction served as agricultural supervisor and in 1920--'21 Professor C. R. Wiseman of agricultural education at the college served as State Supervisor of Agriculture and conducted the teacher training classes in Agricultural Education. He officed at Brookings rather than at Pierre. In 1921-22 the State Department of Public Instruction appointed M. A. Sharp from Iowa to serve as State Supervisor as a full-time job at Pierre. This then was the first time that this work was really directed from the State Department of Public Instruction at Pierre by a supervisor who did that as a full-time job.

Professor Wiseman served as Head of Agricultural Teacher Training work and temporarily as Principal of the School of Agriculture for the school year 1918--'19. In 1919 Mr. M. W. Vittum was brought into the College to serve as Principal of the School of Agriculture. He evidently had no attachment to the Summer School and left the College early in 1920 before the School of Agriculture was out. Professor Wiseman, again, served temporarily as Principal of the School of Agriculture until the end of the term.

Professor Mathews (Physics) served as Director of the Summer Session for summers 1919--1920--1921.

In 1919, Dr. W. E. Johnson came to the college as President from the Presidency at Northern Normal and Industrial School at Aberdeen. A number of the faculty at the college felt that Dr. Johnson's background of teaching rather than in agriculture was not suitable for the Presidency here. Later dissension arose and President Johnson resigned in 1924. It is not surprising that Dr. Johnson's background in education affected the organization of the Department of Education here as it did. Also it affected the School of

Agriculture and the Summer Session.

Following Professor Brady, Head of the Education Department who left after the 1920 summer session and Mr. Vittum who left the School of Agriculture in the same year, President Johnson arranged for the successor, Professor A. C. Griffen to serve as Head of the Education Department and as Principal of the School of Agriculture, tying those two positions together.

In doing so, seemingly Dr. Johnson was thinking somewhat in terms of using the School of Agriculture as a facility to provide for student teaching for those from the college going out to teach and thought the two then should be under the one administration. Professor Griffen who held both positions seemingly did not like his work here and left in June of 1921. President Johnson then arranged for Professor J. A. Williams to come to the college in the fall of 1921. Professor Williams was to serve in three capacities--as Head of Department of Education, as Principal of the School of Agriculture and as Director of the Summer Session. Thus the School of Agriculture and the Summer School were continued together as were the Department of Education and the School of Agriculture. For the first time the Summer School had been put under the administration of the Department of Education.

It is interesting to note in the college bulletin of that time in the general descriptive part for the Department of Education, the extent to which the main purpose of the School of Agriculture was to be changed. In earlier bulletins the School of Agriculture had not been mentioned with the Education Department. For the three years of 1921--'22, 1922--'23, and 1923--'24 we find essentially such statement as this:-

The School of Agriculture, a secondary school offering a four year course is an adjunct of the Department of Education and offers excellent opportunities for observation, practice teaching and laboratory work in various courses. Additional facilities for observation and for practice teaching are found in the Brookings High School.

As it turned out Professor Williams was very busy with teaching and with

administration in the Department of Education and making plans for the Summer Session. The people in agriculture did not like the idea of the School of Agriculture considered as an "adjunct" and did not like the idea that these young men and women would be class members where "practice teaching" by the college students was being done. In the winter term of 1923 Professor Williams was on leave of absence from the college for some graduate work at the Universities of Chicago and Indiana. In his absence, Professor Wiseman was again, temporarily, made Principal of the School of Agriculture. In 1924, Paul J. Scarbro who was the South Dakota State Leader of Boys and Girls Club work was appointed as Principal of the School of Agriculture and had no connection with the Summer Session. Professor Williams retained his two positions of Head of Department of Education and Director of Summer Session, and most all connections between it and the Department of Education for student teaching were cut off. Certain points are mentioned here relative to the previous tie-up of the two. (1)--In the earlier days there seemed to be economy in having the "Aggie" classes taught by the regular college instructors although there were a few special instructors just for the "Aggie" classes. After Mr. Scarbro took over the Principalship and because the college instructors were busier with college students then, more was made of a separate faculty for the School of Agriculture and scarcely any "practice teaching" was done there. (2)--We never did use the School of Agriculture very much as a "practice teaching" facility for the student in training for Vocational Agriculture. We believed for that purpose that a "regular" vocational agriculture class in a regular High School was much better for the purpose and early had built up splendid cooperations with the Brookings Vocational Agriculture Department under Instructor W. P. Beard and practically all that was done there. However, Professor Scarbro was not averse to a little of such work done in the School of Agriculture and for a

few years some was done there. (3)--It seems that the School of Agriculture was not used extensively for "Practice Teaching" of the academic teachers either, regardless of the plans that had been made. At that time the State Department of Public Instruction did not require that academic High School teachers have "practice teaching" in order to get a teaching certificate although they could elect to do so and earn education credit that way towards their certificate. Surely most of these academics did not take practice teaching and some who did, did so through teaching such classes in the Brookings High School. President Johnson's idea of having a "campus" school for student teaching therefore did not work out. (4)--Note should also be made about the "preparatory" department on the campus at that time, as it has a bearing on the "practice Teaching" matter. This was an academic secondary school institution paralleling the vocational School of Agriculture. The purposes of these two institutions were opposites in education. The School of Agriculture avowedly prepared for farming occupations and was not college preparatory. The "preparatory" school had college preparation as its sole objective and was academic. Some of the academic student teachers did their "practice teaching" in the preparatory school. The need for the preparatory school declined and in 1921 its elimination was begun by enrolling no new freshman that year. By 1924--'25 preparatory classes were no longer provided for.

The joining of the School of Agriculture to the Education Department for the few years from 1920 to the fall of 1924 did not work out very well.

Professor Williams was Head of the Department of Education and Director of the Summer Sessions 1922--1927 inclusive. The summer school attendance had declined somewhat so for two summers 1922--1923, two summer sessions of about eleven weeks each were held. These had good attendance but equitable arrangements for faculty used were hard to work out and in 1924 the college

went back to the six-week summer school plan. Professor Williams was very anxious to develop a strong summer session and to expand its work, by using the regular education staff and in bringing in others as specialists in Education and Psychology and offering quite an array of education courses. Several well-qualified instructors were brought in from outside. Among these were Professors Quant, Richardson, Brown, Carter, Gilliland, Dyer and others.

More difficulties arose between Professor Williams and the administration. President Johnson had brought in Professor Williams in 1921 and had resigned as President in 1924. Dr. C. W. Pugsley came in as President. Professor Williams was let out in 1928. Professor Mathews (Physics), again, served as Director of the Summer Session in 1928. In the fall of 1928 Dr. L. M. Hrudka was brought into serve as Head of the Education Department and Director of the Summer Session. In the summer of 1928 P. W. Danielson resigned as State Supervisor of Vocational Agriculture to go into Indian Service work. The State Department of Public Instruction again arranged with the college for temporary help in that job and again, Dr. Wiseman was asked to serve in that capacity until the new calendar year following the fall elections of 1928. After January 1, 1929 W. P. Beard who was Brookings agriculture instructor for some nine years and directed our student teaching in agriculture there took over the State Supervisorship of Vocational Agriculture.

Dr. Hrudka served the college as Head of Education Department and as Director of Summer Session from 1928 to May 1933 when he left the college to take up educational work in Illinois. Professor Wiseman was then appointed as Head of Education and Director of Summer Session and served in that dual capacity for nine years--1933--1941 inclusive, and later as head of Department of Education until 1954, meaning then that these two positions, excepting summer of 1928, were tied together for twenty years then and later resumed in 1954.

In 1942 (Dr. L. E. Jackson was President) the college took on a new venture as to the summer work. The college organized a summer quarter of college work like any other quarter of the year. In so doing, the different subject Deans acted in summer as they did at any other quarter so no special Director of the Summer Session was necessary. This plan was continued for 1942 through 1949.

Demand for education of teachers and especially so for graduate Education courses in the summer were increasing and extra summer instructors were brought in. In 1950 the College moved over from the summer-quarter plan to an eight-weeks summer session and Professor R. Y. Chapman, Director of the Student Personnel Work was made Acting Director of the Summer Session. In the following summers some of the courses ran for five weeks and others ran for eight weeks. Various Workshops carrying education credit were set up. Professor Chapman served in this capacity for summers of 1950 through 1954. In the summer of 1954 Dr. J. H. Kramer was brought in as Head of the Education Department and Director of Summer Sessions and so these two were again tied together and continue.

Summary

Thus through this period we note various organizational arrangements being used in some way tying in with the Department of Education or with each other, the Principalship of the School of Agriculture, the State Supervisorship of Agricultural Education and the Directorship of the Summer Session. The State Supervisorship of Agricultural Education, all the time, was a function of the State Department of Public Instruction and the various arrangements were temporary and for expediency. The tie-up of the School of Agriculture with the education department was rather of brief duration and did not work out very well. For the most of the time that the Summer Session

has operated (some 34 years) the Head of the Education Department was the Director of the Summer Session and seems to work out fairly well particularly when so many of the summer session students are interested in the education courses. For a few years, the college operated on a four-quarter plan and the subject Deans operated in the summer quarter as for any other quarter and no separate Director of the Summer Session was needed. This plan was used for summers 1942 through 1949. As noted, the School of Agriculture has for many years been separate from the others and now the Summer Session work is again directed by the Education Department. It will be realized that this account seeks to report the various organizational schemes used during the period. During the period there were a good many cooperations even when the organizations were separate and these were very pleasant and very profitable.

Attempt to Train Teachers of Trades and Industries At the College

Explanation has been made of the organization for and the provision for special education courses in the education department to train teachers of agriculture and home economics under the provisions of the Smith-Hughes Law. Similar attempts to train vocational teachers of trades and industries did not turn out so well. Along with the law's provision to train the agriculture and home economics teachers, similar provision for training trades and industries teachers was made. In fact, it was provided in the law that a state, accepting the provisions for any vocational area, had to accept both services. It could not accept the benefits for organizing say agricultural schools unless it also accepted the responsibility to train agriculture teachers for such schools. But South Dakota was far from being an industrial state. There were but few centers of established industries and their workers. At least some funds were available if an acceptable plan could be set up to make use of them. By virtue of the office, President Johnson of the college was a member of the State Board of Vocational Education. Professor E. E.

Hartnett had been brought to the college in 1920. According to the college catalog he had the title of Assistant Professor of Industrial Arts. He was affiliated with the Education department and taught a course in Industrial Education there. He also taught courses in the shops. In 1922-23 Hartnett was still at the college but C. O. Gottschalk is found on the regular college staff with the title of Assistant Professor of Education in charge of Industrial Education but strangely he is not listed on the education staff and Hartnett is. In the general Education description in the 1923-24 college bulletin we find first mention of training of industrial teachers as a function of the department along with that of training teachers of agriculture and home economics. Gottschalk is then listed as a member of the education department.

In the fall of 1925 Professor Wm. Asker was brought to the college to handle the teacher training work in trades and industries there and to be State Supervisor of Trades and industries for the state. He was a member of the education staff and officed there and also taught some of the general education courses. He died in 1929 and Professor C. F. Keuzenkamp was brought into do the same types of work--teacher trainer and state supervisor. In 1931 other arrangements were made. Keuzenkamp left the college to go to Yankton public schools to direct some vocational work there and he also continued in the State Supervisory work from there. The college took advantage of this move by dropping out the curriculum for training trades and industries teachers and setting up in its place the curriculum for training industrial arts teachers.

A scheme was found whereby the training of trades and industrial teachers was to be done as field work and done by the State Supervisor of Trades and Industries. This has been done by C. O. Gottschalk for many years. Thus the

period of the college's attempt to train teachers of trades and industries extended from 1920--to--1931 and through the education headships administrations of Griffin and Williams and partly through that of Hrudka.

SECTION III

HISTORY AND DEVELOPMENT OF TEACHER TRAINING IN
AGRICULTURE AT SOUTH DAKOTA STATE COLLEGE

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HISTORY AND DEVELOPMENT OF TEACHER TRAINING IN AGRICULTURE AT SOUTH DAKOTA STATE COLLEGE

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INTRODUCTORY

Probably the most strategic factor in the development of education in any subject area is the teacher. Whenever new areas of work are developed in the schools it is found that the satisfactoriness of that development resides in the training of teachers for that work. Whether the work thrives and spreads depends in great deal upon the availability of teachers for such work in sufficient supply. Whether the work improves in quality depends upon whether the preparation of the teachers is of good quality. These principles have applied very definitely to the development of vocational agriculture and of teacher training in vocational agriculture in South Dakota.

The Federal Act for Vocational Education, customarily called the Smith-Hughes Act, 1917, made provision for training teachers of vocational education and made provision for assisting states to set up programs of vocational education.

Principally, this report deals with the development of teacher training in agriculture at State College following the Smith-Hughes Act of 1917. However, before proceeding directly with that, some analyses are first made of the development of agricultural functions in the agricultural colleges and early teacher training of any teachers at South Dakota State College.

College of Agriculture Functions

The student of the history of our agricultural colleges in the United States finds that the functions within them developed serially and that the present-day work within them is customarily regarded as grouping around these three functions: Instruction, Research and Experimentation, and Extension. However, to one who is interested in the development of the vocational agriculture work in the secondary schools and the preparation of the teachers for such schools, then he very easily recognizes a "fourth estate" of these agricultural colleges; that of training teachers of agriculture. More broadly conceived such teacher training consists of collegiate training in basic subject matter, in technical agriculture subjects and in specialized teacher preparation in Psychology, Education and Agricultural Education. The records show that since 1917 a sizeable number of the annual crop agriculture graduates from our agricultural colleges have pursued the agricultural teacher training curriculum and have gone forth into teaching agriculture in our secondary schools.

The present history deals with the development and organization of this "fourth estate" at South Dakota State College in teacher training in agriculture,

A useful time-line to show the development and the inter-relations of the agricultural college functions shows these Federal Acts as being instrumental:

1863 and 1890 - Morrill Acts - to establish the agricultural colleges.
1907 - Nelson Amendment - the instructional phase.

1887 - Hatch Act and later acts - to promote research and experimentation.

1914 - Smith-Lever Act and later acts - to promote extension work.

1917 - Smith-Hughes Act and later acts to:

- (a) stimulate establishing vocational agriculture courses in secondary schools.
- (b) provided for training of teachers of vocational agriculture for these secondary schools.

Earlier Funds Available

In the history of agricultural colleges in the United States, the student notes in the provisions of the federal act specifying purposes and granting federal funds to the states that over a period of years new services were taken as first, for instruction; second, for research; and third, for extension. Along with these it should be noted that by the Nelson Amendment of 1907 the special training for agricultural teachers was incorporated in Land Grant Colleges, ... May use a portion of this money for providing courses for the special preparations of instructors for teaching the elements of agriculture and the mechanic arts."

Note that this was optional with the colleges. "The permission granted to use part of the Nelson appropriation for the express purpose of training teachers has been taken advantage of to a negligible extent only." "Only seven-tenths of one per cent was so used in 1908 and nine-tenths of one percent so used in 1928." This was the first Federal legislation to make specific recognition of the desirability of Federal aid for teacher training."

Presumably South Dakota State College never made such use of these funds. It should be recognized that many of the agricultural colleges could and did use other than Federal funds to get started in training vocational teachers. However, the great impetus for teacher training work in agriculture was given by the teacher training provision of the Smith-Hughes Act.

BEGINNINGS OF VOCATIONAL AGRICULTURE DEPARTMENTS AND AGRICULTURAL TEACHER TRAINING IN SOUTH DAKOTA

The new work in vocational agriculture in the state had to develop on two points: the organization of agriculture departments in high schools and the organization of teacher training in agriculture within the state. The newly organized State Board of Education (Vocational) (1917) was responsible for this in the state. State plans were set up. The position of State Supervisor of Vocational Agriculture was created. State College was designated as the place with the state to train teachers of agriculture. However, the responsibility for this new vocational work was the State Department of Public Instruction. The State College was helpful in these in several ways. The State Board named as first State Supervisor, Professor E. D. Stivers, who was Principal of the Secondary School of Agriculture at the College. Professor Stivers served as supervisor from 1917 to the fall of 1918. He served in both capacities.

Doubtless due to war times no agriculture departments in high schools in South Dakota were started under Professor Stivers' administration. Professor C. H. Brady, Head of the Education Department at the college, was appointed to serve as State Supervisor for the balance of the school year until July 1, 1919. This was in addition to his work of Head of the Education Department. War had ended in the fall of 1918 and Professor Brady was able to get nine high school agriculture departments started in that school year. However, all nine agriculture teachers came from outside the State of South Dakota and none from State College. In the next few years State College furnished most of the agriculture instructors.

Teacher Training at South Dakota State College

As a younger state (territory even) South Dakota State College began in 1883.

tehood was achieved in 1889. The Land Grant Act for colleges had been passed Congress in 1863. In order to take advantage of the Act in several states the authorities added on the Agricultural College to an existing state institution as State University. However, here in South Dakota as they did in several other states, the Agricultural College was created as a new institution. In such an institution the founders had a most difficult task of bringing together the practical education contemplated in the Act with those elements usually recognized as college education materials and college organization. The "new" consisted of what was being recognized, found and organized as special knowledge and materials relating to agriculture as an occupation. This was far from easy. The older college subjects had prestige. The newer materials were just coming into being. wonder there was much contention among the groups concerned.

According to the information available, our early public schools in South Dakota had a tremendous job of finding and training enough teachers to serve in the elementary schools and in the few high schools within the state. The State University, State College, and four Normal Schools had been organized and also several independent colleges, but still there were too few teachers. Not many teachers came ^{from} outside the state. The very early accounts of State College contain several allusions to the college students going out to teach to earn money enable them to continue their college work and also contain allusions to school teachers realizing their inadequate preparation as teachers coming to the college build up their preparation in order to achieve and maintain teacher certificates. In the early years apparently this was subject-matter preparation with but slight no attention to professional education courses.

The date, 1904, is commonly given as the time when State College formally adopted the teacher education function as part of its work. It was in that year

the early catalog reports the creation of a joint Department Of Latin and Pedagogy. The regular teacher of Latin was recognized as the Head of the Department. In addition to Latin courses, he taught psychology, history of education, methods of teaching, (Pedagogy). However, earlier catalogs reveal that psychology had been taught as early as 1897-98 and in 1900-02. a course listed as Psychology and Pedagogy was given. This was taught by the president of the college. It does not indicate that Ethics was taught as a special education course. Presently, the grouping of the two parts here was a convenience. The Pedagogy was a distinct and separate part of the course. It does indicate that this was a part of the development of the college that training teachers in their profession was being recognized as a function of the college. The State College annual catalogs of 1904 and 1905 contain this statement, "There is a demand for teachers who are prepared to teach agriculture in our public schools. This demand the college will also try to meet."

Agriculture and shop work were in these early days becoming something of a part of the elementary and high school curriculums. Some teacher training institutions in other states were incorporating them into the teacher training curriculums. It was not until 1913 that the Education Department at the college became known as Department of Education. Over the interval 1904-18 the work and courses of the Education Department at the college did flourish and grow. The college catalogs refer to the general demand for teachers from the schools in the state and special reference is made to teachers of agriculture, home economics and manual training. Naturally so, at the Agriculture College.

However, it was not until 1918 (after the Smith-Hughes Act) that the first education course on methods of teaching agriculture was organized. In the interim before this undoubtedly a number of students at the college took some agriculture

courses and later taught in the schools and so carried over in terms of the special subject matter. Such then is a brief statement of background for the development of agricultural education at State College which is the theme of this report.

The Smith-Hughes Law

The need for vocational training in our schools was recognized sometime before 1918 and several states had gotten started. The World War I crisis brought to our schools in 1917 vocational education in trades and industries, in agriculture and homemaking. All would "help win the war". At the same time through the act we had for the first time federal concern for and federal aid for and a certain amount of federal supervision and control of these in the schools. In this report we are concerned with the agricultural work done. The reader will just keep in mind that the major features of such federal and state work as applied to agriculture also applied to homemaking and to trades and industries.

The Act was a state-stimulation matter. The federal government stepped in to provide some federal financial aid and guidance to the states and communities to carry on the work. Certain organization and administration had to be worked out. At the head was a Federal Board for Vocational Education to administer the Act federally. Each state was expected to and did formally accept the benefits offered. Each state had to set up a State Board of Vocational Education to administer the Act within the state and work with the schools and the colleges and work with the Federal Board.

Applied to agriculture, departments and courses in vocational agriculture of "less than college grade" were to be set up in the schools. These had to meet certain standards and were partially reimbursed from federal funds. Additionally, a wise provision was made that ~~where~~ certain funds were set aside for vocational agriculture training courses. Correspondingly funds were set aside to train teachers

of vocational agriculture. From the start "the trained teacher" was recognized as the "key" to progress. A state could not accept either plan separately. It was a "package deal". If the state accepted to institute departments of vocational agriculture in the schools then it must also accept the provisions for training teachers of vocational agriculture with its funds. Naturally, the training of vocational agriculture teachers was to be done in the agricultural colleges. Thus it was in this way that in 1918 South Dakota State College embarked on its program to train teachers of vocational agriculture.

Background Studies and Materials

The reader will do as well to keep in mind the dual nature of this large venture in vocational agriculture: vocational training courses in the schools in South Dakota and the training of agricultural teachers in the agricultural college. They were reciprocal. The success of one was necessary for the success of the other and the failure of the one would result in failure for the other. However, the burden of this report is with the teacher training phase but throughout many allusions are made to the schools.

Fortunately for the student and reader a good early history of the vocational agriculture in our South Dakota high schools is available through the Masters Thesis (1943) by Mr. H. E. Urton, presently State Supervisor of Vocational Agriculture, A History of Vocational Agriculture in South Dakota Schools for the Years 1917-1940. However, this history purposely excluded, except in some necessary parts, any history of the training of teachers of agriculture with that period of time. This present report then is a complementary piece, dealing almost exclusively with the history of agricultural teacher training work during the same period. Also, we are indebted to Mr. Arden Gronlund, present agriculture teacher at Rapid City, who in his Master's Research Problem (1954) brought up-to-date the history which

r. Urton began, History of Vocational Agriculture in South Dakota 1940-1954.
n this, Mr. Gronlund followed the general pattern of Mr. Urton's study and ex-
cluded materials on teacher training. A further related piece of historical re-
search on the same general topic was by Mr. Arlington Eddy, present Principal of
Secondary School of Agriculture at the college, in his Master's Thesis (1945),
History of Future Farmers in America Organization in South Dakota.

Mr. Urton's history furnishes several basic facts about the early organization
of the vocational agriculture work within the state:

1. The state legislature of South Dakota accepted the benefits of the Smith-Hughes Act in March 1917 and authorized a State Board for Vocational Education.
2. The first meeting of the State Board was held in December, 1917.
3. State plans for vocational agriculture in the schools were set up in approval by the Board and by the Federal Board.
4. State College was named as the institution in South Dakota to train teachers of vocational agriculture. A state plan for training teachers of Vocational Agriculture was set up. Letters and minutes indicate that in the state of South Dakota's first plans submitted for training teachers of agriculture a certain extra section was affixed. This alluded to training of teachers of agriculture in rural schools and that the training of such teachers of agriculture shall be carried on in the Normal Schools of the state. However, this section to the earliest teacher training plans was disallowed by Mr. C. A. Prosser, Chairman of the Federal Board at Washington on the grounds that this was a vocational education act and that rural schools (elementary) could not qualify to teach the vocational courses. The extra part was deleted and the plans were approved.

Besides the histories and the early state plans for vocational education,
the earlier annual college catalogs furnished pertinent facts and the personnel
class reports of all the classes in agricultural education were valuable. The
author was responsible for such work in agricultural education ^{from} for 1918 for many
years which contacts furnished innumerable memories of the students and their work.

III. AGRICULTURAL TEACHER TRAINING SET UP AT STATE COLLEGE - EARLY STATE PLANS AND BEGINNINGS

There seems to have been no doubt expressed by either federal or state people but that the teacher training in vocational agriculture and home economics should be established in South Dakota at the agricultural college at Brookings.

Through the state plans the State Board for Vocational Education had designated State College as the institution where vocational teachers of agriculture and home economics were to be trained. (Under the plans home economics teachers could also be trained at the State University.)

Following the state plans the college organized its work in training vocational teachers. Professor C. R. Wiseman was appointed as faculty member at the college as specialist In Charge of Agricultural Education and appointed Miss Ethel Cline as specialist In Charge of Home Economics Education. This was in the fall of 1918. The college had been anticipating this expansion in teacher training work and was interested and somewhat ready to undertake the teacher training work for it meant financial reimbursement from the federal government and would bring prestige to the college and to the Education Department. Up to this time (1917) the Education Department at the college was a one-man department giving general courses in education and educational psychology. Professor C. H. Brady was the Head. In two State College catalogs (1915-16) and (1916-17) mention was made of a strong demand for professionally trained teachers of agriculture, home economics and industrial arts. However, at these dates no special courses for same are listed in the catalogs. The State College catalog for 1917-18 following the passage of the Smith-Hughes Law (1917) gives a note concerning the new law and the Education Department at the college was renamed and called the Vocational Education Department.

The State plans for teacher training at State College had made provision for the following organization:

1. Head of Teacher Training Department and Professor of Education
(Full time teacher training.)
2. Assistant Professor of Agricultural Education and critic supervisor of practice teaching in agriculture (Full time in teacher training).
3. Critic teacher in home economics (full time teacher training).
4. Critic supervisor and teacher in trades and industries (part-time or full-time as funds permit).
5. For home economics the State Board authorized that the State University as well as the State College could train teachers of home economics.

In 1917 the South Dakota State legislature had authorized and set the sum of \$6,500 for a State Educational Survey to be conducted under the direction of the U. S. Office of Education. In 1918 the Bureau of Education, Washington, D.C., published as a bulletin, "The Educational System of South Dakota". In part pertaining to teacher training at State College, the Survey states, "The teacher training work at State College should be expanded. To meet immediate needs, the work may be organized as a department in the General Science Division, with major options in Agricultural Education, Industrial Education and Home Economics Education. Specialists in the methods of teaching these subjects and in rural life should be provided to work in close touch with the respective divisions of the college. Adequate provisions should be made for practice teaching."

Thus, from the interest of the college and the considerable interest and ambition of Professor Brady, from the new State plans for teacher training and from the recommendations of the South Dakota Educational Survey Bulletin, the main lines for organizing the new vocational teacher training work at the college were laid out.

IV. STATE PLANS IMPLEMENTED AND ORGANIZATION SET UP

Certain excerpts from the early State Plans under the Smith-Hughes Act are given here showing how the agricultural teacher training work at State College was organized. Not all the details are here given.

1. Jurisdiction: The preparation of the teachers of agriculture for such schools will be under the supervision of the State Board of Education. (Actually then it was under the State Department of Public Instruction, The State Superintendent being the chief officer of the State Board and the State Supervisor of Agriculture being a staff member of the State ^{Department} Superintendent. The agricultural teacher training work actually was delegated to the State College.
2. Place: The training for teachers of agriculture will be carried on at State College of Agriculture and Mechanic Arts (at Brookings).
3. Entrance: Students undertaking such training work must be graduates from four-year high school courses.
4. Course of Study:
 - a. Scientific Agriculture work - at least 40 per cent.
 - b. Related science and mathematics courses.
 - c. English, economics and rural sociology.
 - d. Professional education (15 semester credits), Educational Psychology, Principles of Teaching, School Administration, Vocational Agricultural Education, Practice Teaching and observation. Note was made that the Secondary School of Agriculture at State College was available for agricultural practice teaching and observation.
 - e. Teacher Certification - "Students completing the course set up for the preparation of teachers, supervisors and directors of Agricultural Education will receive a certificate which will entitle them to teach these subjects in the vocational schools of the state."

In the 1918-19 South Dakota State Plans for Vocational Education, these "points" are found under the statement of qualifications of agriculture teachers.

1. Age: Not less than 21 years
2. Education: Graduation from an agricultural course in an agricultural college including at least 42 semester hours of credit in agriculture, not less than 12 semester hours of credit in subjects allied to agriculture and not less than 12 semester hours of credit in professional courses in education to include 5 semester credits in teaching of vocational agriculture (not specified as practice teaching).
3. Experience: At least two years of actual farm experience.
4. Personality: Qualifications suitable to the school and community.

A section of the earlier State Plans was labeled Vocational Contacts.

1. For Agriculture: This was spelled out as practice teaching in agriculture, experimental work on farm plots in agriculture and two years actual practical experience in farm management.
2. For Home Economics: This was spelled out as practice teaching in home economics and actual home management for two years.
3. For Trades and Industries: This was spelled out as practice teaching in trades and industries, construction work and part time classes, selection of experienced workmen as teachers and vocational project work.

The reader should note the emphasis placed on practical agricultural experience for agriculture teachers. As a matter of fact we never did have much difficulty on this point. Very nearly all students in Agricultural Education could easily comply. However, a very few did not and naturally ran into difficulty in such agricultural teaching, when they got out. It is my impression that at South Dakota State College we had less trouble on this than was the case at some of the other agricultural colleges.

The scheme of organization whereby the work in agricultural education, although dealing with agricultural students who were in the Agriculture Division, was set up in the General Science Division of the college seems to have been a happy one. It had the advantage of bringing the General Education and Agricultural Education work together and to that extent unified the teacher training work on the campus. The agriculture students took several general education courses along with the academic teachers. The person responsible for the agricultural teacher training taught some of the general education courses. In contrast, it worked out that the home economics education work was organized in the Home Economics Division of the college. The home economics teachers were allied to and officed with the regular home economics ~~teachers~~ ^{staff}. Of course the home economics ~~teachers~~ ^{teachers} in order to qualify for teacher certificates, took certain of the general education courses too, but the home economics education staff did not teach any of the general education courses nor participate generally in the Education Department activities.

Comment should be made here of the good support given by ^{Dean} G. L. Brown of the General Science Division of the college and Dean C. Larsen, Dean of the Agricultural Division. Dr. Brown was acting president when the agricultural education work was first started at State College. He had also been active administratively when the agricultural extension work was being begun at the college and was proud of the fact that he had been instrumental in organizing both these phases of work at the college. He was sympathetic towards teacher training work at the college, Although trained as a mathematics instructor, he had a broad view of the work of the college as a whole and its integration and often displayed unusual insight into the problem of training teachers. Also somewhat typically as a subject-matter specialist, he was somewhat critical of content of education courses as to possible duplication of content which is a common criticism of those on the outside.

Through the early years Dean Brown as an administrator was sympathetic and helpful to education and to agricultural education in many ways - such as permissions to the education faculty to attend regional and national meetings, to education conferences and contests on the campus with out-of-state speakers to come and interest in the teacher training program and teacher placements. Later, after graduate work was started in both agricultural education and in general education, he displayed a good interest and positive attitude toward it.

The earlier summer sessions attendances were largely for teachers and the courses were largely "pointed" for their needs. Dean Brown was keenly aware of the need and stood for continuing the summer session even when the enrollment declined so as to make it questionable as to the economies of continuing summer session work.

A word should be said about the interest and support of agricultural education by Dean C. Larsen, Dean of Agriculture. As has been stated, the students in agricultural education were listed in the Agricultural Division, but the work in agricultural education was organized within the General Science Division and the specialist in agricultural education was always a member of the education staff and officed ~~in~~ there. Dean Larsen readily cooperated in the arrangements. Special curriculum and course arrangements for these men in agricultural education had to be made. The Dean took a good interest in the development of vocational agriculture departments in high schools in the state and in the college providing for teachers of the same. The specialist in agricultural education was regarded as a member of the Agricultural Division as well as of the General Science Division and was appointed to and served on several of the agricultural faculty committees.

Dean Larsen was keenly interested in the state-wide conferences of vocational agriculture teachers customarily held on the campus and participated in them on

several occasions. He also was keenly interested in state-wide agricultural judging contests which were early organized and conducted on the campus. Such required the faculties of the agriculture herds and the time of the men in the technical agriculture departments. The Dean was always anxious that the high-school boys be well taken care of for housing, the contests and the entertainment. The presence of 100 or 300 high school agriculture students on the campus always looked promising for future good enrollments in the Agriculture Division of the college and the agriculture teachers, both those graduating from State College and those from out-of-state were good ambassadors for the college and college enrollments in the Agriculture Division.

The organization of agricultural education at State College was not a common one as found in different states as revealed in the Land Grant College Survey. The survey revealed that in many of the states the work in agricultural education was organized in the Division of Agriculture at the college or university and had only nominal connections with the regular college department or school of education here.

Certain convictions of this author, by experience and by observation of such work in other states are:

1. That the training of teachers of vocational agriculture should be carried out at the agricultural college.
2. That the organization and administration of that work should be an integral part of all the teacher training work done at that institution. In many ways it seemed to the author that right on our own campus the organization for the work in agricultural education within the department of education was superior to the organization of the home economics teacher training work within the technical home economics division.

V. CHRONOLOGY - AGRICULTURAL EDUCATION PERSONNEL

This chart, for Agricultural Education personnel, indicates the beginnings, sequence and administration at State College.

C. R. Wiseman was in charge of Agricultural Education during the years 1918-36 and 1943-45. From 1933 to 1936 Professor Wiseman acted in charge of Agricultural Education while at the same time he was Head of the Department of Education.

R. E. McConnel from Minnesota and Iowa was in charge of Agricultural Education during the year 1926-27 while Professor Wiseman was on graduate study during the year at the University of Minnesota.

V. E. Nylin of Minnesota was visiting Professor of Agricultural Education at State College in the summer session of 1932 while Professor Wiseman was away as Visiting Professor of Education at the University of Montana at Missoula.

W. P. Beard was in charge of Agricultural Education during the fall of 1936. He was also State Supervisor. When he left the college to undertake Conservation Education work at Washington, D.C. After a short time at that he went into the work with the Federal Board of Vocational Education.

R. R. Bentley came in January, 1937 from the Mapleton, Iowa Agriculture Department. He had his master's degree from Iowa State College. Bentley left the college in 1943 to continue his work on his doctor's degree at the University of Minnesota and at the same time served as agriculture instructor at South St. Paul.

Dr. E. R. Draheim came to the college for one year (1944) in charge of Agricultural Education while Professor Bentley was at the University of Minnesota on his graduate study for the year. Dr. Draheim came from Minnesota and had his doctor's degree in Agricultural Education from Cornell University. From State College he went into personnel work in the United States Department of Agriculture at Washington, D.C.

Stanley Sundet just leaving the Army was interested in 1945 to take over the work in Agricultural Education. Army service men were returning to college. Some had interrupted their college careers in Agricultural Education. Others were beginning their careers. Agriculture departments were reopening and new ones starting. A future in Agricultural Education teaching looked favorable.

Neal Pearson - While Professor Sundet was on leave of absence at the University of Minnesota for part of the year (1948), A. N. Pearson, a capable man, taught Agricultural Education for two quarters for us at State College. He was from the University of Minnesota.

I. EARLY AGRICULTURAL EDUCATION STUDENTS - COURSES TAKEN AND PLACEMENTS IN TEACHING VOCATIONAL AGRICULTURE

In previous sections in this report the agricultural teacher requirements as set up in the State Plans and in the early State College catalog were shown. The purpose of this section is to reveal the manner and extent to which the early plans were carried out together with statements of some of the basic principles followed. The data in this section were taken largely from the class-room records of the author who had charge of the work in the earlier years.

An immediate purpose of the work in Agricultural Education at the college was to train agricultural teachers for high school departments of agriculture in the state. Mention has been made that the first agriculture departments in South Dakota high schools were established in the school year 1918-19. There were nine of them and all were manned by out-of-state agriculture teachers. Hence our first purpose at the college was to train South Dakota agriculture teachers for South Dakota high school agriculture departments. The first three courses in Agricultural Education were: 1. Vocational Agricultural Education, 2. Special Methods of Teaching Vocational Agriculture and 3. Practice Teaching in Vocational Agriculture. The first was taught the winter term of 1918-19 with four students enrolled. Of these four students, only one (Clarence Olson) later taught Vocational Agriculture. The second course was taught in the spring term of 1918-19 with five students enrolled. Of these five, three students, E. A. Gates, J. H. Kneebone, and Ralph Oertli, later taught Vocational Agriculture. Also, in the spring of 1919 E. A. Gates took the course, "Practice Teaching Vocational Agriculture". The class record notes on this are: "Study, observations, apprentice, helping in the laboratory". Memory says that part of this was done within the Agronomy Department at the college. Record also shows that Gates substituted for a short time as agriculture teacher in the agriculture department at Watertown High School and that at least one supervisory visit was made by the author to Gates while there. By later standards,

this student teaching in vocational agriculture was very sketchy but it was the start of it.

In the summer session of 1919 four students took the "Special Methods in Vocational Agriculture" course. Three of these went into teaching vocational agriculture. One of these was Percy Danielson who later became the South Dakota State Supervisor of Vocational Agriculture for three years, 1925-1928.

Thus for the first year - Winter 1919, Spring 1919, and Summer 1919 - three courses in agricultural education had been started. Fourteen students had been in the classes - eleven different students. Seven of these taught Vocational Agriculture the next year or later. Four never finished the training begun. At least some of these should never have started.

Mention was made that at the start of 1918-19 none of the nine agriculture teachers in the nine agriculture departments were graduate of State College. In 1919-20 with twelve agriculture departments in the state - before the year was out, six of them were taught by graduates of State College. In 1920-21 with eighteen agriculture departments in the state, ten were taught by graduates of State College. However, this does not mean that all these teachers were fully prepared professionally. All had degrees in agriculture which was sound principle and all had some course work in agricultural education but not all the requirements. At least their training satisfied the State requirements. As it was, generally the agriculture teachers were as well prepared professionally for their work as the out-going academic teachers were for their teaching work. Data are not available here as to the training of agriculture teachers imported from other states. Doubtless all had bachelor degrees in agriculture. Professionally, the training of these agriculture teachers was quite variegated. Of course these men had general education courses as well as special courses in vocational agriculture. Also some of them returned

to summer sessions at State College after having taught Vocational Agriculture for a year or so and took general education and agricultural education courses they had failed to get earlier. However, there were no provisions at State College for supervised student teaching in agriculture courses during the summer session and good reason why the experienced ones should not have then taken it, even if such courses were on the calendar.

We can reasonably say that the first three years of the teacher training work in agriculture at State College (1918-19, 1919-20, 1920-21) were for several of the students quite irregular. The work was just getting organized and there were strong demands for the teachers even if not fully prepared.

Here is a list of some twenty-five men who took some of the training in vocational agriculture during this early three-year period and actually taught vocational agriculture. Those marked (*) took supervised student teaching in agriculture. The date shows year of graduation from the college.

Gates, E. A.		*Walseth, Russel	1920
Bulger, Jake	1919	*Walseth, Edward	1920
Oertli, Ralph	1919	*Street, Thomas	1921
*Kneebone, J. H.	1920	*Peck, Clifford	1921
*Halvorson, Harry	1920	*Paulson, Joe	1921
Aney, Roy	1920	*Gardner, Richard	1921
Kopland, Dave	1920	*Urton, Harold	1921
Danielson, Percy	1920	*Kurtz, William	1921
Johnson, Clarence	1920	*Underwood, Paul	1921
Valentine, George	1920	*Gilbert, Paul	1921
Ladd, Leonard	1920	*Olson, Clarence	1921
Sacre, Carl	1920	*Culhane, Charles	1920
Austin, Guy	1920		
*Culhane, Charles	1920	TOTAL	25

Some seven others took some or most of the agricultural education courses including student teaching in agriculture but never taught it. A few took about one or two courses in agricultural education but never completed and a few of these were misfits for the work and should not have started it.

It is to be noted that eleven of this group of twenty-five listed had not had student teaching in agriculture but each had at least one or more courses in teaching agriculture. Some of these young men had been in the Armed Services, some in farming and some in both. Some returned to summer sessions at the college to take courses in agricultural education after they had taught agriculture but no student teaching course was available during the summer sessions. Customarily the student teaching was taken in the senior year but some had graduated previously before they took the student teaching. The reader will note that all the agriculture teachers who finished in 1921 had taken the student teaching in agriculture.

A few of the early ones with student teaching did some in high school and in college, some in the local high school agriculture department, some in the School of Agriculture and the Dairy short course and some in junior high school where a little agriculture was taught. Practically all of those going into agriculture teaching did so in South Dakota. It is interesting to note that out of this early group we have had two State Supervisors of Vocational Agriculture in South Dakota - P. W. Danielson (1925-28) and Harold Urton (1936- present).

Thus, the records show that in the first three years of teacher training work in agriculture at State College, some thirty-five men had been in one or more of the courses in agricultural education. (This does not count the juniors coming along.) Of these thirty-five, five were out of place in these classes. Of the remaining thirty, eighteen actually went into agricultural teaching, practically all in South Dakota. Some had gone into other lines of agricultural work as Extension. No record is available here of the general and special education courses which the agriculture instructors coming into South Dakota for other states had taken.

Numbers--Supply of Agriculture Teachers and Trainees

Up through 1927-28, the roster shows that 96 students in agricultural education had taken some of the work teaching vocational agriculture and that practically all of these had taught agriculture in high school in South Dakota for at least a short time. Only a few went to other states to teach agriculture. Some who went to other states to teach first taught in South Dakota. Generally there was a good demand from the high schools for such agriculture teachers. Also several came in from outside the state. Mention has been made that in South Dakota in the first year 1918-19 with nine agricultural departments that all of them were manned by men from outside the state. With the advent of agricultural education at the college this picture rather quickly changed and customarily for the years 1919 through 1932 more than half and not more than two-thirds of our South Dakota agricultural teachers were from State College. If tenure is defined as staying by the work but teaching in different locations, then some of the tenures were quite long. Some were quite long even in one location. In this there does not seem to be so much difference between our own South Dakota teachers and those coming in from other states. During these earlier years some of South Dakota agricultural teachers with longer tenures were Harry Halvorson, Harold Urton, Richard Gardner, Russell Walseth, Carrol Wallis, Charles Culhane, and Guy Austin. But also some of the out-of-state trained agricultural teachers had fairly long tenures too - Ward Beard, I. N. Salisbury, Dan Cass, S. S. Sutherland, A. H. Turner, Ben McCammon, Leon Foils, A. H. Evans. A few from both groups became school superintendents.

Over the earlier years after 1918 the number of available agriculture teachers generally matched up pretty well with the demands for such teachers. However this did not occur that way every year. I can recall when we had an inadequate supply in a year to meet the demands for such teachers in the state and other times when we had a surplus for the year. Perennially we had several calls for agriculture teachers from

out-of-state, particularly from Minnesota. Their generally larger high schools and larger agriculture departments with no academic teaching attached and better salaries drew off quite a number. Quite frequently these were very competent fellows that we could ill-afford to lose from our state. Usually, however they had put in one or a few years teaching in S. Dakota and so it was not all loss. A few went to Iowa and Nebraska. Very seldom did we lose any to North Dakota and the other states. Some came in from other states, particularly from Iowa, Minnesota and Wisconsin. A particular case of several agriculture teachers coming in in one year and most of them from Wisconsin occurred along in the "thirties". W. P. Beard was State Supervisor. Extra effort was made to encourage more high schools to take on the work and so the supply of agriculture teachers for the year was quite inadequate. Wisconsin, particularly had developed an oversupply of trained agriculture teachers for that state due to the fact that they had established agricultural teacher training at State Teacher Colleges at River Falls and at Platteville as well as at the College of Agriculture at Madison. Memory recalls that as many as twelve or fifteen new out-of-state agriculture teachers came in in one year. Mostly they were from the State Teacher Colleges in Wisconsin. The summer conference for agriculture teachers that summer was largely devoted to indoctrinating the new men into teaching agriculture in So. Dakota. They were quite unfamiliar with agricultural crops and practices here and likewise unfamiliar with our high schools and the agriculture teaching in them. The regular agriculture teachers in the state were utilized during the conference in this indoctrination, with which they as a group were not too satisfied to have their annual conference used that way. Most of them did not stay in the state for over a couple of years. A few turned out to be first-rate agriculture teachers for us.

Mention has been made that the very early attempts to establish agriculture departments in the high schools and to establish agricultural teacher training at the college came on just at wartime which greatly thwarted its early development. Another severe dip in number of agriculture departments and teachers and agriculture students and

trainees for teaching came in the "forties" and World War II. As bad as teachers were needed in the high schools, the State Department of Public Instruction made no request to exempt the men teachers from war service and so no special request was made to exempt the agriculture teachers either. In retrospect, it seems now that the decision was a fair one. As a result the number of agriculture teachers and agriculture departments in the high schools was decimated. From more than seventy the number was reduced to less than twenty.

There were corresponding or even deeper inroads in men students and agriculture teacher trainees at the college. However, we did have a bare sprinkling of such students and sought to maintain something of the organization in the agricultural teacher training work at the college. Prof. Bentley in agricultural education left to take up graduate work at the University and Professor Wiseman, then Head of the Education Department resumed the work of agricultural teacher training along with the other work. Only two or three students were enrolled in the work but it was kept going. It was well that we did because as the war closed the agriculture men returned. Some returned to the job that they had left. The Placement Bureau was very active in bringing together schools looking for agriculture teachers and the returning men. Many men had interrupted their college training to go into the service and came back to pick up their broken training period. Others came in to get started in the work. In 1945 Prof. Stanley Sundet accepted the invitation to come into the Department in Charge of Agricultural Education.

How Well Trained?

We are fortunate to have available a research study by R. B. Fall - a graduate student in agricultural education at the college which compiled the preparation of the early agriculture teachers. The title of the research is "Comparison of Different Technical Agriculture, Science, Social Science, Education and Shop Credits Received."

by 57 Graduates in Agriculture at State College Who Were Prospective Teachers of Agriculture". These were nearly all the agriculture teacher trainees for the years 1922-29. The group for the three first years 1919-21 were omitted because of some irregularities in the training of early groups as previously mentioned in this report.

Mr. Fall's objective was to determine how well fitted for teaching agriculture was this group of 57, how well they had met the agriculture teacher requirements in the South Dakota State Plans and how well they had met the agriculture teacher requirements set up at the college. His data were taken from the records for these men at the Registrar's Office at the College. On the whole in terms of the requirements than set up the men were well prepared and generally met or exceeded the requirements in the areas set up at the college.

In the technical agriculture areas of crops and soils, horticulture, animal husbandry, dairying and veterinary, these men had on the average 71 term credits. From Mr. Fall's tabulation it appears that about two-thirds of them had majored in some agricultural area, the largest group being in animal husbandry. This means that these men had wished to and had managed to work out a double major - one in an agriculture area and the other in agricultural education.

In sciences as chemistry, biology, botany and entomology these men had good preparation. The exception was physics. It was not a required course for the agriculture students. Only one-fourth of these students had taken college physics.

In economics on the average these men were very slightly under the required 10 credits. In rural sociology they had scarcely half of the requirements of 10 credits. Forty per cent of these men had no sociology at all. In farm shop these 57 men averaged 8 credits whereas the requirement by the state was 9 credits and the college requirements was 10 credits. Mr. Fall pointed out that the last-year group for 1929 made the best showing in shop.

In Education preparation, this group of men were well ahead. Only a very few had less than the required 22 and one-half quarter credits in education. On the average they exceeded the requirement by two quarter credits and one had thirty-five education credits. All had student teaching in vocational agriculture.

These figures compiled by R. B. Fall in 1929 for 57 agriculture education trainees who had graduated from State College in the years 1922-1929 furnish us with our best picture of the early training of our agriculture teachers from State College. They clearly indicate that the training of the teachers of agriculture here was meeting the standards set up in a very satisfactory manner.

Through the "twenties" and "thirties" we note an increasing number of men who were students of agricultural education and who had taught vocational agriculture are among the ranks of the county agricultural agents and other government agriculture agencies. In many cases these were deserved promotions and indicated the values of broad agricultural educative experiences of preparing and actually teaching vocational agriculture. In several cases one can note that some returned to the agriculture teacher ranks, indicating a strong interest and satisfaction in teaching.

III. EARLY CURRICULUM SET-UP FOR STUDENTS IN AGRICULTURAL EDUCATION

Other than the vital personality factors of students and faculty in the agricultural teacher training program, the real vital elements are the aims and objectives and the content of the courses and the curriculum set up to carry out these aims and objectives. Finally, some appraisal should be made to decide if the job was done and how well it was done.

The State Plans for Training Agriculture Teachers indicated some broad lines and pointed to certain courses which should not be omitted. With the general framework of the State Plans at hand the college set up the courses and the curriculum and standards for the work. Such were included in the several successive copies of the college catalog. The writer wishes to emphasize the point that to a considerable extent we were "breaking new ground." The professional education work was on junior and senior levels. For 1918-19 there were semester credits but for the other years there were quarter credits. These were the professional courses "on paper" in the catalog. In the first two or three years with student irregularities and strong demand for agriculture teachers, several did not complete all these. However, each student going into agricultural teaching had at least one course in Agricultural Education and after the first two years, all had student teaching in vocational agriculture. All in all, these agriculture and home economics teachers were probably as well-prepared professionally as were the academic teachers going out.

Professional Education Courses Taken By Teachers of Vocational Agriculture
At State College In The Years States

	1917-18		1918-19
JUNIOR	Prin. of Voc. Teaching 3	Educational Psychology 4	
	Vocational Agr. Ed. 3	Vocational Agr. Ed. 3	
		Principles of Teaching 4	
SENIOR	Special Methods Teaching Agriculture 3	Special Methods Teaching Agriculture 5	
	Practice Teaching Ed. 4	Practice Teaching Agr. 5	
		Elective in Education 3	
	1919-20		1920-21
JUNIOR	Psychology 4	Vocational Agr. Education 3	
	Vocational Agr. Education 3	Educational Psychology 4	
	Principles of Teaching 4	Principles of Teaching 4	
SENIOR	Special Methods Teaching Agriculture 4	Special Methods Teaching Agriculture 4	
	Practice Teaching Agriculture 4	Practice Teaching Agriculture 4	
	History of Education 4	History of Education 4	
	1921-22		1922-23
JUNIOR	Vocational Education 3	Introduction to Agricultural Education 3	
	Elementary Ed. Psychology 4	Educational Psychology 4	
	Princ. & Methods of Teaching 4	Prin. & Methods of Teaching 4	
SENIOR	Special Methods Teaching Agriculture 4	Special Methods Teaching Agriculture 4	
	Practice Teaching Agriculture 4	Practice Teaching Agriculture 4	
	Elective in Education 4	Course of Study in Agr. 3	
		Elective in Education	

A summary study made in the department about this time showed that by 1927-1928 the number of college students undertaking work in agricultural education had been 141. Of these, 100 were checked as really prepared professionally to teach agriculture and of these 75 actually taught vocational agriculture. Forty-one had taken a course or two but not more and had not taught vocational agriculture. Of 80 students really qualifying after the irregularities of the first two years, the study revealed:

- 3 took one course in agricultural education
- 18 took two courses in agricultural education
- 28 took three courses in agricultural education
- 31 took four or more courses in agricultural education

N- 80

Of course these people took other courses in general education in order to qualify for agricultural teaching. The titles of the agricultural education courses are shown in the previous chart.

Three courses in agricultural education were given and required continuously from 1918-1935: "Vocational Agricultural Education" or "Introduction to Agricultural Education", "Special Methods of Teaching Vocational Agriculture" and "Supervised Student Teaching (Practice Teaching) in Vocational Agriculture". The first, shown with two titles, was merely a change of title rather than content. However, the continuity of the titles in no wise indicates a static condition. Vocational Agriculture was a new field and the conceptions and practices in Vocational Agriculture changed considerably and the content of these courses kept changing.

For the years 1927-28 through 1930-31 we had and required in the senior year the agricultural education course entitled, "Course of Study in Vocational Agriculture". I recall this was a "solid" course and the men found it quite hard.

In 1931-32 we replaced it with a course entitled, "Organization and Management of Vocational Agriculture". The general idea for the latter was borrowed from the agriculture teaching program at the University of Minnesota. This was a problems course and proved more popular with the men than the "Course of Study in Vocational Agriculture" course which it replaced as a requirement. In 1931-32 the latter course was given the title "Curriculum in Vocational Agriculture" and was used as an elective and later as a graduate course in agricultural education.

A general course "Principles of Vocational Education" has been offered in the Education Department since 1920-21. It was "general" in the sense that while it dealt with vocational education, it ranged over various vocational areas as agriculture, home economics, trades and industries, commerce, some on professional education and in the earlier years some on guidance. For many years it was an elective, taken by both vocational teachers and academic teachers.

A few years following 1935 this vocational education course was made a required course for agricultural education students in the junior year to replace "Introduction to Agriculture Education". This did not work out well, so in place of it the next move was to require the agricultural education juniors to take the "Principles of Secondary Education" course with the Home Economics and academic teachers and for one extra credit to take in the junior year, a special separate course on "Observations and Introduction to Agricultural Education". This ran along for several years and then the one-credit idea gave way to a three-credit course, "Principles of Vocational Agriculture" and releasing the requirement of these agriculture students to take the more general, "Principles of Secondary Education" course. Thus, the whole cycle was made and we were back again to the general idea of 1919 that junior agricultural education students in the fall term should take the course, "Vocational Agricultural Education". Of course, the newer course contained much not included in the earlier course.

One other agricultural education course should be referred to here: "Seminar in Agricultural Education". This started out as a special elective course in 1919 labeled, "Project Work". Essentially that was a special problem for the more advanced agricultural education students. In 1920, this course was called "Special Problems in Agricultural Education". In 1921 the title of this course was changed to "Seminar in Agricultural Education", which title and course has persisted to the present time. In the early years this was a special problem for advanced undergraduate students in agricultural education, there being no graduate students. Some time ago it was given a graduate course number and it was to be taken only by graduate students. At least for the first half of the nearly forty year period this was mainly an individual problems course rather than a real seminar set-up. Over the years there has been some shifting of course numbers, mainly to fit in with the college plan of course numbering.

Special Attention to Course "Student Teaching in Vocational Agriculture"

As noted, this course was offered and taken during the first year of agricultural education at State College, 1918-19, and has been a requirement and taken every year since. Although the whole idea and the course itself has developed and matured greatly since then. In the first State Plans, it was specifically stated that the student teaching in vocational agriculture was to be done in the Secondary School of Agriculture on the campus although some mention was made of student teaching in the Brookings High School. As a matter of record, some, but not very much student teaching in agriculture was done in the School of Agriculture. W. P. Beard was the first agriculture teacher in the Brookings High School starting in 1919. He was deeply interested in the development of vocational agriculture throughout the state and interested in the student teachers. Mr. Beard was a splendid teacher and cooperator making it easy for us at the college to arrange for an unusually good center, in the high school agricultural department,

for agriculture student teaching. The early records show that some of the very early agricultural student teaching in the first two or three years was done in part in the School of Agriculture, in short dairy course at the college, in college agricultural laboratories, and in the junior high school agriculture classes at Brookings. I can remember of no case where credit for agricultural student teaching was given in a non-agriculture class. However, early we came to rely almost exclusively on the Brookings High School Agriculture Department for such work. The college paid the high school and Mr. Beard for such work. The expenses were reimbursed by the federal aid. Mr. Beard had the position as assistant in Agricultural Education at the college. Later, with larger numbers of agricultural education students it became necessary to add on outlying high school agriculture departments for agricultural student teaching. We were indeed fortunate to have such a fine agriculture department and have Mr. Beard to work with and for him to so vitally enter into the supervised student teaching work. The men in training testified that they received a good work-out and also profited much from observing Mr. Beard teach and manage his department.

In 1928 Mr. Beard was appointed State Supervisor of Agriculture Education and in January, 1929 moved to Pierre and undertook the work there, where he served for eight years. In 1935 in the fall he served doubly as State Supervisor and as Agricultural Teacher Trainer at State College, having moved to Brookings. In a few months he went to Washington, D.C., first in Conservation Education work and later worked and until now with the Federal Board for Vocational Education. Successors to Mr. Beard as agriculture teacher in the local agriculture department and as assistant in teacher training work have been Sivert Nelson, E. J. Daniels, Wilmer Davis, Robert Thompson, and presently Jerome Kleinsasser. All had their undergraduate agricultural teacher training at State College and all were good teachers and good cooperators.

An early plan for Agricultural student teaching at South Dakota State College under the general frame-work of the State Plans and the curriculum in Agricultural Education at the college and drawn up by Mr. Beard and myself is as follows: (This is partly abstracted.)

Course in Practice Teaching in Vocational Agriculture

Carried out in the Department of Vocational Agriculture in the Brookings High School. C. R. Wiseman and W. P. Beard supervising.

General Aims:

1. To give the prospective teacher of vocational agriculture a chance to get some practice in as many as possible of several type experiences in teaching regular vocational agriculture students.
2. To have prospective teacher gain first hand information on the manifold activities as carried on by an experienced and competent teacher.
3. To further impress him with the importance of his work and with the great need of the vocational point of view and adequate preparation.

More Specific Objectives:

1. Facility in handling himself before a class.
2. Facility in handling class as a whole and its members and directing class activities.
3. Ability in selecting, organizing, presenting and testing for subject matter.
4. Ability in properly organizing facilities for teaching.
5. First hand information and experience with project activities.
6. First hand information and experience in conducting community activities.

Teaching Schedule:

Adjusted to the student's college schedule for the twelve-week college term for at least three term credits in practice teaching.

The Activities:

Consisted of both observations and actual practice teaching. The types of activities listed for actual teaching referred to selection of teaching units, lesson planning, making assignments, actual presentations and testing results. A related list of some nine related practicums when working in the Agriculture Department are given. Two of these were to prepare and arrange teaching supplies and preparing demonstration teams. Also other observations to be made are noted. One feature of this course syllabus was the student-teacher's note book. This was a sort of diary of his experiences in the course - mostly factual. The items recorded were dated as the course progressed. In this were kept all the papers and directions in the course, the lesson plans made and used and the observations recorded and the written criticisms of the supervisor with a summary of all the lesson notes taught. The thought was that this note-book kept by the student teacher while mainly for his advantage was a definite aid to the supervisors in keeping track of the student's work and program.

There comes to mind an interesting problem or project for each agriculture student teacher in getting started. After a few days of observation, the student teacher was to choose and prepare a ten or fifteen-minute talk on some interesting agricultural topic or experience and the regular teacher arranged for him to give this before the class followed by a question period by the class students and teacher, largely based on the topic presented. Time limits were set. Customarily the class boys liked the novelty. It was designed as an "ice-breaker" between the student teacher and the group. It also gave the student teacher self-confidence over his earliest experience in meeting the class. A strong precaution was given that from this experience the student teacher should not get the idea that "speaking" was teaching. A main value came in answering the range of questions asked by the boys.

One reason here in reporting the syllabus of this course in agricultural student teaching is that this gradually evolved into a very useful handbook of activities and reports for the agricultural student teachers used for many years and I know was copied somewhat in other states. Also, this was a pattern for a later handbook for academic student teachers at State College, going through several revisions, and used for many years.

In reporting these early activities in student teaching, no claim is made that they were so superior in quality. The agricultural teaching staff was new and the student teaching was new. Early Vocational Agriculture had to break with traditional academic subject procedures and methods in the schools and the student teaching in agriculture had to break with it. In the long run, it is easy to see that academic-teachingⁱⁿ high school has borrowed considerably from the vocational teaching. The author believes that academic-subject teaching would today be somewhat less vital if vocational subjects teaching had not come along forty years ago.

As a matter of fact, supervised student teaching in agriculture and in home economics was a requirement at State College and in South Dakota from 1918 on, while required supervised student teaching in academic subjects as part of teacher training was not made a requirement in South Dakota until 1932. Of course, when the State Department made the requirement for academic teachers State College fell into line. But, up to that time there was some academic student teaching but likely not taken by as many as one-third of the academic students.

General Basic Training for Agriculture Teachers

Note is here made of other than professional education courses for agriculture teachers. The early State Plans had prescribed a good basic training in sciences, English and social sciences for agriculture teachers to the extent of about forty per cent of the four-year curriculum. At State College this proved rather easy to

work out. At the college, agriculture students took an "in-common" training in the freshman and sophomore years including much of the above and then the student had to have an agriculture major and minor in the junior and senior years. Some of the basic training was completed in the last two years in special training in technical agriculture.

Special Training in Technical Agriculture

Some of this was gotten in the freshman and sophomore years. The remainder was gotten in the major and minors in the junior and seniors years. Along with organized majors in Animal Husbandry, Dairy Husbandry, Field Crops, etc., there was a major in Agricultural Education of professional education courses in the junior and senior years. Naturally, at the college there was considerable competition between the technical agriculture departments for students for majors to build up the prestige of the department. In this competition technical agriculture departments had one distinct advantage over the agricultural education major work in that they had herds, flocks and fields with which to offer part-time work opportunities to their major students. The Agricultural Education Department had none of this. However, we did have one "trump card" and that was the agricultural education curriculum opened up good opportunities for a good-paying job of teaching when the degree was attained. Because of this we got a fair share of the agriculture students in agricultural education. The layout for technical agriculture was more advantageous than high specialization in a certain area and correspondingly low or missing contacts in other areas. Still many wished to take a technical agriculture major. In the earlier years there was a way out. It amounted to taking a double major: a major in agricultural education and a second major in a technical agricultural area. For several it amounted to two majors instead of a customary major and minor. However, to do this there had to be considerable care in scheduling and guidance and accumulation of several credits

beyond the normal 204. At times the technical departments had to make concessions or else probably lose their students to agricultural education. As time went on this variation became less common. Later students who had decided on agricultural teaching followed the Agricultural Education major. This gave them a broad well-balanced preparation in technical agriculture of sixty or more credits. The agriculture and home economics teachers were better prepared in their special fields than was the average academic teacher in his subject field, at least from State College.

Training in Farm Mechanics

One of the strategic agricultural areas for an agricultural teacher was preparation in farm mechanics. The earliest state curriculum for preparation of agriculture teachers set up in our state contained some provisions for farm mechanics work. It was early felt that for South Dakota farming mechanics must be included in Vocational Agriculture. Farm Shop work was made an integral part of the high school agricultural course. The agriculture teacher then must be prepared to handle that. The college had long had mechanics shops on the campus for students of engineering and agriculture. So provisions were made in the agricultural education curriculum for courses in carpentry and forging, at first, and later for a general course in Farm Mechanics and Shop Methods, etc. Such mechanics work was largely the responsibility of Professor J. A. Bonell. Mr. Bonell was always interested in the development of Vocational Agriculture in our high schools and in the Smith-Hughes agriculture teachers. Professor Ralph Patty was also interested in such mechanics training for the agriculture teachers.

A strong impetus towards farm shop work in South Dakota and of adequate agriculture teacher preparation for such work came from State Supervisor M. A. Sharp. Mr. Sharp was State Supervisor of Vocational Agriculture of South Dakota (1921-25).

Mr. Sharp's background was strongly that of Agricultural Engineering and Farm Mechanics and upon leaving the state made his career in Agricultural Engineering. Some of us thought that his stress on Farm Mechanics would weaken the agricultural preparation in other fields. The early requirements in Farm Mechanics for agriculture teachers was nine or ten term credits. Some teachers elected more. The mechanical training of these teachers gave the related mechanics work in the agricultural departments a good boost.

In 1930-31, a special course called "General Mechanics" was set up in the Agricultural Engineering Department and required of agricultural students preparing to teach. Many or most of the courses in that department had been unit courses in various aspects of farm mechanics. This one was supplemented to the others taken and presented a broader scope.

In 1931-32 a special curriculum in Industrial Arts and especially for teachers of Industrial Arts was set up in the Department of Agricultural Engineering. This at first included a course in shop methods (2 credits) taught by Professor Bonell. However, this was never counted as education credit and seemingly was taken by very few teachers of agriculture. This course in 1936-37 developed into a course called "Special Methods of Teaching Industrial Arts" which course continued for several years. Still this did not meet the needs of agricultural education students. In 1940-41 a special (3 credit) course in "Teaching Farm Mechanics" was set up for agricultural education students. This counted as education credit and was taught for some time by Professor Bloem in the Agricultural Engineering Department and later taught in the Agricultural Education Department.

Apparently the training in farm mechanics for a teacher of vocational agriculture has been a perennial one and not solved yet. Part, but part only, has consisted of a rapid change over to mechanical power and rather complicated machinery and its care on the farm. All agriculture is so complicated now that

it is difficult for the trainee to get, in four years, an adequate technical training for his high school teaching job, farming mechanics among them. No wonder in the early years the men had difficulty in getting adequate training for such work.

In the previous section on early agricultural education students I have reported the rather valuable research of R. B. Fall appraising the early training in terms of courses taken in their training.

VIII SUPPLEMENTARY SERVICES OF AGRICULTURAL EDUCATION AND THE AGRICULTURAL DIVISION AT THE COLLEGE TO VOCATIONAL AGRICULTURAL WORK IN THE STATE

Of course the major contribution of the Agricultural Education Department at the college to vocational agricultural work in the state has been that of training and supplying agriculture teachers. In addition to and a closely related part in the later years has been the extra provision in the department ~~our~~ up-grading the agriculture teachers thru the considerable graduate work in agricultural and general education offered and taken by the men. An important part of this up-grading of the men has consisted of specific provision for graduate technical agricultural courses worked out with and provided by the technical agricultural departments on the campus. However, there are several other supplementary services offered and provided by the Agricultural Education Department and the College as a whole which should be mentioned in this historical report.

Placement of Agriculture teachers

A sound principle in teacher education in agriculture is that the department needs to concern itself with the whole program--selection of trainees, their training, both in content and the professional work, their upgrading and their placement. Over the years here the Agricultural Education Department has had a free hand in placement of the agriculture teachers.

Early in the development of the work the school superintendents and school boards needing an agriculture teacher to start a new department or to ~~cont~~inue an existing one came to rely for nominations on the Department of Agricultural Education.

The organized Bureau of Recommendations for teachers was set up in the Education Department in the early "twenties" during William's administration as Head of the Education Department. Before that, teacher placement was quite loosely arranged and much of it was done merely by interviews with no well organized booklets of credentials. Inasmuch as the work in agricultural education was an integral part of the Education Department then the credentials of the agriculture teachers flowed thru the Bureau but

administrations of Williams and Hrudka as Head of the Department and Director of the Bureau full authority was given to me as in charge of agricultural education to determine the eligibility of the teachers of agriculture, the preparation of those booklets of credentials, writing the letters of recommendations for them, meeting the Supts. and board members seeking teachers and making the nominations. A part of this job was that of working with the State Supervisor of Agriculture on location of vacancies and nominations and arrangements so that the supervisor could get personally and professionally acquainted with the trainees, especially the seniors. Part of this consisted of filing with the State Supervisor a set of completed booklets of the seniors going out. Such inter-working of the training department and the State Supervisor is essential. Often the training department knew the trainee well enough but did not know the school and department well while the Supervisor knew the school well enough but did not know the trainee well enough. The cooperations worked to the advantage of the school being served and to the advantage of the trainee being placed.

Down thru the years from the beginning we at the college sought to give "honest" recommendations on the men and did build up a good degree of confidence of the school superintendents in them.

College Staff Members Used

First, might well be mentioned the fact that the President of State College was always a member of the State Board of Vocational Education from its beginning in 1917 until the State Board of Education was organized in 1955 and always showed deep interest in that work. In this report mention has been made of a few occasions of State College in the early years loaning some of its staff members to serve as State Supervisor of Vocational Agriculture. Professor E. D. Stivers, Principal of Secondary School of Agriculture of the college was the first State Supervisor from 1917-1918. Professor C. H. Brady, Head of the Education Department of the college, served as second State Supervisor from 1918-1919 and was successful in getting the first

nine agriculture departments started in the state during that year. Professor C. R. Wiseman of State College was State Supervisor of Vocational Agriculture during the year 1920-21 and for part of the year (September - December) in 1928. There never was an itinerant agriculture teacher trainer in South Dakota but the agricultural education man, over the years, did considerable visitation of departments with new men going out and served at least partially in the capacity of an itinerant teacher trainer.

State Agriculture Teacher Conferences

The college has been host to agriculture teacher conferences over the years. The first was about 1920 or 1921. The Agricultural Education Department has helped

materially and in the earlier years took the lead. In the earlier years the college bore the expense of out-of-state speakers to these conferences - names coming to mind now are Professors James and Tiffany of Wisconsin, Professor Field and State Supervisor Calrow of Minnesota, Professor Colvin from Illinois, Professor Hamlin from Iowa and State Supervisor Jones from North Dakota. At these state conferences we customarily had in representatives from the Federal Board at Washington, but they paid their own expenses. While the State Supervisor administers the annual conferences, the Agricultural Education Department and the representatives of the technical agriculture departments make valuable contributions.

Speakers for Evening Classes and Future Farmers Association Dinners and Meetings

The agricultural college, both the resident instructors and the extension workers have over the years been a valuable source of help in assisting the local agriculture departments carry on their activities. Over the years the agricultural education man each year has spoken at several of Future Farmer banquets. The men in agricultural education at the college have spoken to scores and scores of agriculture clubs and Future Farmer and Parents dinners.

State Agriculture Judging Contests

The Agricultural Education Department started the State High School Agriculture Contests in 1921. In teaching agriculture in Wisconsin before coming to South Dakota I had agricultural judging teams and one had participated in the state-wide high school agricultural judging contests at Madison, Wisconsin. It was natural then that with agriculture classes in progress in the state that interest would be developed for such a state contest in South Dakota and the college was the logical place at which to hold it. The college administration and the technical departments were approached on the matter and necessary committees and groups were formed. The technical agriculture departments organized the animal classes and

crop specimens and handled that end of the contests. In the early days President Johnson approved of expense for printed ribbons for the winners and trophy cups. Later President Pugsley personally set up a trophy for the highest scoring individual. The Alpha Zeta Society came forth with their banner trophy to the winning school. It wasn't long until all this was tied in with the winners in these state contests participating in the national contests in livestock and meats, in dairy cattle and public speaking.

1. Draft Horses	2. Horses	3. Mare Horses
4. Pony Horses	5. Stallions	6. Yearling Horses
7. Saddle Horses	8. Colts	9. Fillies
10. Mares	11. Colts	12. Fillies
13. Stallions	14. Colts	15. Fillies

1. Hens	2. Ducks	3. Geese
4. Turkeys	5. Chicks	6. Ducklings
7. Goslings	8. Pigeons	9. Rabbits
10. Cats	11. Dogs	12. Fish
13. Birds	14. Insects	15. Reptiles

These are the classes of animals that are shown in the state contests.

The school system in Iowa and all other states will accept these animals and show them officially in the state contests and the National Agricultural Exposition.

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First contest in 1921

Rules and Procedure
High School Pupils' Judging Contest
South Dakota

1. There will be two contests (a) Judging Livestock, (b) Judging Field Crops.
2. Accredited Smith-Hughes Agricultural Departments in High Schools in South Dakota may send a team to one or both contests or may have one team participate in each contest. Three members shall constitute a team.
3. Team members shall be bona-fide members of such agricultural department and shall have passing marks in both agricultural and non-agricultural work pursued in the school. In order to insure good work at the contest only those who have had school training in either judging either Livestock or Field Crops should be put forth by the Agricultural Department in these contests. Agricultural pupils graduating this year will be eligible.
4. Livestock classes: The following 5 types of livestock with classes will be entered. Competing judging teams will judge all classes of any four of the five types.

1. Draft Horses	3 classes	4 in a class
2. Beef Cattle	3 classes	4 in a class
3. Dairy Cattle	3 classes	4 in a class
4. Hogs	3 classes	4 in a class
5. Sheep	3 classes	4 in a class
5. Field Crop Classes: The following 5 types of Field Crops with classes will be entered. Competing teams will judge all classes of any four of the five types.

1. Corn	3 classes	4 samples in a class
2. Oats	3 classes	4 samples in a class
3. Wheat	3 classes	4 samples in a class
4. Barley	3 classes	4 samples in a class
5. Potatoes	3 classes	4 samples in a class

(Ten ears of corn make a sample of corn.) (One-half peck of oats, wheat or barley or potatoes constitute a sample.)
6. The Animal Husbandry Department of State College will select, manage and direct and officially judge the livestock contest and the Agronomy Department of State College will select, manage and direct and officially judge the Field Crops Contest.
7. Pupils will judge individually giving placings on all classes they judge and give written reasons on one class of each type as directed by official judge. Thus, a perfect score for one type of animals or crops would be 400-100 for each of the three classes placed correctly and 100 for correct reasons on one class. From ten to fifteen minutes will be allowed for each class.
8. Blanks for placings and reasons will be provided at the contest.
9. An entry fee of \$1.00 will be charged each contestant in each of the two contests. The money thus received will be used to help defray expenses of contest and traveling expenses of the teams.

In 1921 there were two contests - Livestock and Field Crops. In 1921 seven agriculture departments sent competing teams to the Livestock Contest and seven sent competing teams to the Field Crops Contest.

At first dairy judging was part of the Livestock judging, but soon became a separate contest. In 1922 a Poultry contest was added and in 1923 a Farm Shop contest was added. In 1930 a Public Speaking contest was organized.

The agricultural college early realized the considerable values to the college of these contests whereby scores and hundreds of the high school agriculture students through participation and visitation here obtained information and favorable impressions of the college and were prospective future college students. The event was excellent public relations. Realizing that the Agricultural Division not only made arrangements for the contests and the trophies and honors, but tried in many ways to provide housing and some entertainment. Dean C. Larsen put the Agricultural Division behind the judging events. As to the contest, many of the agriculture faculty deserve special mention: Animal Husbandry - Professor J. W. Wilson and Turner Wright; Dairy Husbandry - Professor Thomas Olson and C. C. Totman; Field Crops - Professor Clifford Franzke; Poultry - Professor G. L. Stevenson; Farm Shop - Professor J. A. Bonell and Speech - Professor George McCarty. Professors Lyle Stitt and Arlington Eddy of the School of Agriculture rendered early valuable assistance in checking contest results. Mention has been made of the contributions of the trophy by the honorary Alpha Zeta Society. The student Agricultural Society did much by way of furnishing entertainment as well as assisting a great deal in the conducting the contests. Professor Wiseman served as Contests Chairman from 1921 until 1937 when Professor Bentley became Chairman. Professor A. Eddy was Chairman from 1944 to the present.

The mingling of the college agriculture students and the high school agriculture students was all to the good.

agriculture departments in the state were greatly needed and not easy to attain. The school superintendent and the academic teachers in a school could help each other considerably but in many ways the agricultural work in high schools was different and to some extent the agriculture teacher there was a "lone-wolf". Agriculture work was itself new and was new in the school. The State Supervisor visits were infrequent and the agriculture teacher conferences were held about once or twice per year. Thus there was a need for some sort of news letter. The Agricultural Education Department at the college developed and sent out the South Dakota Agricultural Education News Letter. Several of the states had developed such agricultural education news letters of their own state agriculture instructors but these had very little inter-state circulation.

Thus, it was early realized that some sort of newsletter to the agriculture teachers in the state with opportunity and encouragement to use that medium for exchange of experiences and brief reports on their agriculture teaching work was developed. Some contributions to it were made by the State Supervisor and by the Agriculture Teacher Trainer. Our's in South Dakota was a mimeographed affair - first put out by the Agricultural Education Department at the College. This first series of about four or six issues per year ran from 1919-20 to 1928-29. A binding of these early issues is found in the present Department of Agricultural Education.

For part of the time, the agricultural teacher trainer, C. R. Wiseman, was also State Supervisor of Vocational Agriculture. M. A. Sharp and P. W. Danielson, early State Supervisors of Agriculture, cooperated well and made numerous contributions to the newsletter. When W. P. Beard became State Supervisor in 1929 he wished to tie the Agricultural Education Newsletter with the State Supervisor's work to which we readily assented. This was done in September, 1929 and the agricultural newsletter has been put out by the State Supervisor's office regularly

ever since. The college may claim that it gave it its early ten-year start.

Thus is recounted several specific things which the Agricultural Education Department and the College, particularly the Agricultural Division of the College, did to encourage and strengthen the vocational agriculture work in the high schools of the state. By and large the inter-relationships have been very cordial.

IX GRADUATE WORK IN AGRICULTURAL EDUCATION

During the earlier years of agricultural education at South Dakota State College very little was done in graduate work in any department of the college and particularly little in the Education Department. The record shows that in 1925 a Kenneth Muse finished his Master's Degree with a major in Dairying and a minor in Education. In 1930 R. B. Fall was the first student with a graduate major in Agricultural Education to complete the work for his Master's Degree in Education. He was the first one in the Department of Education. In the interval 1930-1957 twenty-four candidates have had graduate majors in Agricultural Education.

An elective course, Ed. 14 - "Project Work" - really special problem work in Agricultural Education is shown in the college catalog of 1919-20. The next year this course had the title of "Special Problems in Agricultural Education" and in 1921-22 it took the title "h52 - Seminar in Agricultural Education", which title it has held ever since. Early this course was taken by a few seniors, there being no graduate students. This course had numerous changes and in 1932-33 this appears as "Ed 176 - Seminar in Agricultural Education", a graduate number.

By some sort of "fluke" in numbering during the years, two of our undergraduate courses, "Special Methods in Vocational Agriculture" and "Organization and Management in Vocational Agriculture" turned up with numbers 170 and 171 respectively, implying that graduate work might be earned that way. None was given for these courses. Later they were designated senior courses by numbers of 70 and 71.

However, in 1932-33 we did branch out and had real graduate courses in agricultural education as follows:

- 176 - Seminar in Agricultural Education.
- 277 - Curriculum in Vocational Agriculture
- 283 - Measurements in Vocational Agriculture
- 285 - Thesis (same number in whole Education Department)
- 288 - Research in Agricultural Education

In 1937-38 there was further revamping of graduate courses in Agricultural Education resulting in a set-up as follows:

- 176 - Seminar in Agricultural Education
- 272 - Adult Education in Vocational Agriculture
- 273 - Supervised Farm Practice and Future Farmers
- 274 - Measurements in Vocational Agriculture
- 282 - Research in Agricultural Education
- 285 - Thesis in Agricultural Education

At the same time as these graduate education courses in Agricultural Education were being set up in the Education Department several graduate courses in general education in school administration and school supervision were being set up. The development of such graduate education courses in both agricultural education and in general education strengthened the graduate work in the department and at the college.

In the early days there were no optional plans for graduate study. Each student completing graduate study in education completed a thesis as did graduate students in other departments of the college. The early pattern for a masters candidate in Agricultural Education was to take three graduate courses in Agricultural Education (nine credits), to write a thesis in Agricultural Education, (nine credits) and take a remaining twelve credits in graduate general education courses. He took a graduate minor in some technical agricultural department. There was a plan that a student might take a pattern consisting of two graduate minors and a relatively smaller amount in a graduate major, in education and agricultural education, but still with a thesis. In time three other graduate-work evolutions took place - both in Agricultural Education and in general education.

A plan was devised - termed Option "B" whereby a candidate may in lieu of the thesis (nine credits) take a Research Problem of three credits plus two other graduate courses in education or agricultural education.

A second change was made so that a candidate might, instead of a graduate minor in one department take a total of 15 credits in two or more departments. This was the "supporting courses" plan in lieu of the "minor". The "Supporting courses" were designed to support the major. A later change was made to new "Plan B" whereby a candidate would take a total of 48 credits for a Master's Degree with 33 credits in regular course work in the graduate major and no requirement to have a thesis or a research problem. These changes were not designed to make the graduate work in Education any easier. Rather they were made to better prepare the candidate for his regular teaching work. Too, while these alternatives were not in line with graduate work in other departments of the college (all followed the thesis plan) these changes were directly in line with what re-organization of graduate education work was taking place at other graduate training institutions.

Education Researches in Agricultural Education at State College

These researches are conveniently classified in two ways:

- (a) Those carried out by graduate students and those carried out by faculty members.
- (b) Those which were officially at the college designated as thesis and others designated as Research Problems. (The local distinction of a research problem and a thesis is given in the proceeding section of the report.)

The reader should note again that in the whole report we are accounting for the earlier efforts and are not here concerned in bringing the whole report up to date.

A. Researches in Agricultural Education for Graduate Credit

- 1. Fall, R. B. - 1930, Thesis in Agricultural Education
"A Study of the Farm Shop Curriculum With Certain Recommendations for Selection of the Content of Such a Course".
- 2. Urton, H. E. - 1943, Thesis in Agricultural Education
"History of Vocational Agriculture in South Dakota High Schools 1917-40".

3. Eddy, Arlington - 1945, Thesis in Agricultural Education
"Fifteen Years of Future Farmers of America Progress in South Dakota, 1929-44".
4. Rich, Milton - 1948, Research Problem in Agricultural Education
"A Study of Achievement Made by Freshmen Students of Vocational Agriculture Studying Soils in High School Vocational Agriculture Departments in South-Eastern South Dakota".
5. Gronlund, Arden - 1955, Research Problem in Agricultural Education
"History of Vocational Agriculture in South Dakota - 1940-54".
(This is a sequence study to that of Mr. Urton's and is mentioned here because of the sequence.)

Stallbaum, Herman, ¹⁹⁴⁰ "Thesis in Rural Sociology"
"History of School of Agriculture at State College." (While this research was not done in the Agricultural Education Department Mr. Stallbaum did have a graduate minor in Education and the study is somewhat related to others reported here.)

NOTE: Since 1950 some sixteen students other than mentioned above here had graduate majors in Agricultural Education and have completed research problems as part of that work. All of these thesis and research problems have dealt with vocational agriculture in South Dakota.

B. Early Research Studies in Agricultural Education by Graduate Students-
These were not their final thesis or research problem.

1. Fall, R. B., graduate student - Research Problem
"Comparison of Different Technical Agriculture, Science, Social Science, Education and Shop Credits Received by 57 Graduates in Agriculture at South Dakota State College, who were Prospective Teachers of Agriculture".
2. Herting, Lemme, graduate student - Research Problem
"A Study of Students at State College Who Offered General Agriculture and Smith-Hughes Agriculture as Entrance Credit".
3. Kennedy, Lester, graduate student - Research Problem
"A Study and Comparison of Credits Received by 56 Prospective Teachers of Vocational Agriculture Who Were Graduated From State College During the Period 1925-1931".
4. Thoreson, Walt, graduate student - Research Problem
"What Are the Most Important Problems of Organizing and Managing a Vocational Agriculture Department". A list of 24 jobs were set up and were evaluated by checking by the agriculture instructors at the summer conference.
5. Knutson, Clarence, graduate student - Research Problem
"A Survey of Agriculture As Taught in the High Schools of South Dakota for the School Year 1941-42."

C. Early Research Studies in Agricultural Education by Agricultural Education Faculty Members (These are arranged in somewhat chronological order.)

1. Wiseman, C. R. and Beard, W. P., Faculty, Check List Study (about 1920)
"Jobs - The Work of the Agriculture Instructor".
2. Wiseman, C. R. and Beard, W. P., Faculty, Check List Study (about 1920)
"Jobs - Twenty-Five Shop Jobs".
3. Wiseman, C. R., Faculty Study, Report on Teaching a Large Unit.
"Disease Control of Economic Plants". (Used in Brookings High School Agriculture Department. Sub-units taught by student teachers.)
4. Wiseman, C. R., Faculty Study, Prepared for U. S. Office of Education Bulletin.
"Story of Courses in Agriculture of Less Than College Grade at South Dakota State College."
5. Wiseman, C. R., Faculty Study
"Differences Among Students and Gains Made in Animal Husbandry Course as Measured by Test Scores in 17 Agriculture Departments in South Dakota".
6. Wiseman, C. R., Faculty Study (1954)
"Entrance Credits of Students Entering State College". A section of this pertained to agriculture, home economics and industrial arts as applied science credit.

A good opportunity and experience came our way in 1931 upon being appointed as one of the two special editors reporting educational research in the U. S. to the Agricultural Education Magazine. In this capacity I served for nearly six years. In that time, I had plenty of opportunity to read a sizeable number of researches in Agricultural Education submitted for publication in that journal and edited the same and a good number of them were published.

7. Bentley, R. R., Faculty Member - Study, 1943
"Selected Information Regarding Vocational Agriculture Teachers, Pupils and Schools in South Dakota from 1940-41 and 1941-43."
8. Bentley, R. R., Faculty Member - Study, 1944
"An Analysis of Grades in South Dakota High School Contests in Agronomy for the Year 1942".
9. Bentley, R. R., Faculty, Member - Study, 1944
"An Analysis of the Scores Made by Animal Husbandry Students in 17 South Dakota High Schools on Forms 'A' and 'B' of the Deyoe Tests for Understanding and Problem Seeking Ability in Animal Husbandry".

No claim can be made that these studies reported were of significantly high importance and yet it is that likely each one made some small contribution as per-
fecting and affecting the service. They also indicate that the spirit and methods

of research and were at all times somewhat active.

I CONCLUSIONS AND GUIDING PRINCIPLES

The main objective of this report was to set down the various events of the establishment of training of vocational agriculture teachers in South Dakota at South Dakota State College. State Supervisor, H. E. Urton, in his master's thesis furnishes us with a splendid report, "History of Vocational Agriculture in South Dakota High Schools from 1917-1940" and Arden Gronlund in his research problem in his graduate work brought this history up to date in, "History of Vocational Agriculture in South Dakota from 1940-1954". Mr. Gronlund deliberately followed the same general pattern of presentation as did Mr. Urton and the two together make a very thorough and valuable history. Neither of these histories took up the "twin" problem of training teachers of Vocational Agriculture for these high school agriculture departments and that is the theme of this present report and history. No effort was made to bring the current history right up to date. Others may do this later. In fact, no particular effort was made to have any particular "cut-off" date. The present report deals with the early beginnings and operation of the work in Agricultural Education at South Dakota State College.

Vocational Agriculture in the schools and training agriculture teachers at the agricultural colleges were new ventures at the time introducing a new element to the educational pattern. Many times it was a matter of "breaking new ground". At times, in both the vocational agriculture departments and in the teacher education, there was a challenge or repudiation of goals, of means and methods and organization in the academic school pattern. At times this lead to the change of lower standards or lack of standards of the vocational work. What was happening was they were groping about and setting up their own standards much more realistic for the variant vocational work.

Another observation to make is that simultaneously with the advent of vocational work to the schools and the agriculture teacher training work into the colleges there was brought to the educational picture concern about federal aid and federal

aid and federal control of the work. The new work was made possible by the federal vocational education act - the Smith-Hughes Law. Some school men, while not anti to the vocational trend (some were anti) were definitely anti to vocational aid and so-called control, and the vocational education got the blame.

Basic Principles Evolved

Here is a summary of certain basic principles which in perspective seem to have evolved from the earlier work and experience.

1. A fundamental idea in the development of any teaching area as in agricultural teaching is the quality of the teacher and of his teaching.

2. Teaching agriculture ought to be a career profession, but we should not object to persons shifting to other similar professions where personal advancements can be made.

3. Mainly a state may be expected to train most of its own agriculture teachers. However, in order to prevent too much in-breeding a minor fraction of this state's agriculture teacher supply might well come from outside of the state and a certain number may reasonably find employment as agriculture teachers outside of the state.

4. The Agricultural College is a superior place to train teachers of vocational agriculture.

5. Attempt should be made to get the whole agricultural college-dean and technical instruction staff - interested in the training of agriculture teachers. The whole college, rather than just the Agricultural Education Department trains the agriculture teachers.

6. A good sound practical experience in farm life and a good broad well-rounded preparation at college in technical courses rather than high specialization

in agriculture is fundamental to good agriculture teacher training.

7. As agriculture itself evolves and farm production and farm living becomes more complicated, good sound courses in agricultural economics and rural sociology are increasingly important for the agriculture teacher.

8. The Agricultural Education Department needs to concern itself with a whole program of work in selection of trainees, their training, their placement and their up-grading.

9. A reasonably close alliance of the work of the agricultural teacher training program with the whole teacher training program of the college or university is essential to carry out #8.

10. While the agriculture teacher is somewhat of a specialist in that area, yet the agriculture work is part of the whole school program. Because of this, the agriculture teacher should be well grounded in principles of education and teaching and in psychology and guidance as are the other teachers in the system.

11. A good sound program of supervised student teaching properly organized and administered is a keystone in the whole agriculture teacher training program.

12. The graduate program for agriculture teachers should take due cognizance, through courses, of the newer agricultural developments as well as the newer developments in the art of teaching and management.

13. Just as it is expected that the technical agriculture courses taken by the agriculture teacher will stress agricultural research both as to new findings and proven research methods and techniques, so the agricultural education courses should lay stress on educational and psychological research both as to findings and proven research methods and techniques. In short, the agriculture teacher will come more and more to take on the scientific attitude and become more adept at solving his teacher problems through application of scientific method.

14. The agricultural education faculty should seek to up-grade itself and carry on some research work itself.

REPORT OF THE COMMISSIONER OF THE BUREAU OF AGRICULTURAL EDUCATION, 1935-1937.

I. General	
1. Objectives	to provide for the education of the rural population
2. Scope	to provide for the education of the rural population
3. Methods	to provide for the education of the rural population
4. Results	to provide for the education of the rural population
5. Conclusions	to provide for the education of the rural population
6. Recommendations	to provide for the education of the rural population
7. Summary	to provide for the education of the rural population
8. Appendix	to provide for the education of the rural population
9. Bibliography	to provide for the education of the rural population
10. Index	to provide for the education of the rural population
11. Glossary	to provide for the education of the rural population
12. Notes	to provide for the education of the rural population
13. References	to provide for the education of the rural population
14. Acknowledgments	to provide for the education of the rural population
15. Distribution	to provide for the education of the rural population
16. Publication	to provide for the education of the rural population
17. Circulation	to provide for the education of the rural population
18. Price	to provide for the education of the rural population
19. Order	to provide for the education of the rural population
20. Remarks	to provide for the education of the rural population

SECTION IV

History of Department of Education and Psychology at State College, 1930-1957

(Prepared for State College History Committee)

- I Introduction
- II Personnel Changes in the Department, 1930-1957
- III Number of Education Students and Placements in Teaching
- IV Organization and Administration of the Department
- V Meeting and Upgrading the Teacher Preparation Demands
- VI Introduction
 - Subject Matter Preparation
 - Professional Education Preparation
 - From Handbook for Student Teachers
 - Education Courses
 - Table
- VI Graduate Courses in General Education and in Agricultural Education
- VII Aims, Objectives, Motivating Factors, Services and Researches and Service Studies

SUPPLEMENTARY PART FOR SECTION IV

Education Problems, Curriculum and Courses During 1933-1954

(Dr. C. R. Wiseman was Head of the Department during this Period)

- Hard Times of the "Thirties"
- World War II Problems
- Special Attention to Subject Matter Preparation
- Education Curriculum and Education Courses
- Development of Graduate Work in Education and Graduate Education Courses
- Work of the Bureau of Recommendations
- How Many Teachers Trained?
- Chronology of Education Courses at State College
- Chronology of Tenures of Heads of Education Department

HISTORY OF DEPARTMENT OF EDUCATION & PSYCHOLOGY AT STATE COLLEGE 1930--1957

By Dr. Clinton R. Wiseman
Emeritus Professor of Education

The purpose of this report is to show the historical changes and developments within the Department of Education for the period of 1930--1957. However, it is clear that such a specific date as 1930 is neither the beginning nor the ending of certain important developments within the department.

Teacher training work had early beginnings at State College. The early college catalogs reveal that certain education courses were taught here as early as 1901 and 1902. In 1904-06 there was a Department of Latin and Pedagogy. In 1906-1913 the education courses were taught in a Department called Department of Philosophy. In the latter year it was organized as a Department of Education. For a short time -- 1918-20 it was called Department of Vocational Education.

Before 1920 the work in Education was well organized with courses in education and psychology. It was a one-man department offering education courses mainly for teaching academic branches. The new Federal Vocational Education Act, (Smith-Hughes Law), in 1917 had stimulated the establishment of high school departments of agriculture, home economics and trades and industries in South Dakota and in the other states thereby creating a strong demand for such vocational teachers. State College had been designated as the institution in the state to train such teachers. This organization of the expanded teacher training work at the college took place and became well developed during the "twenties".

Mainly then by 1930 the work of the department was laid out for training teachers of academic branches and of the three vocational lines. Dr. L. M. Brucka as Head of the Department taught general education courses. Also he was Director of the Summer Session and Director of the Bureau of Recommendations. Graduate courses in Education were just getting started. Miss Katherine Klein, who came in 1931, supervised the academic supervised student teaching and taught some of

the education and psychology courses. Dr. C. H. Wiseman handled the special courses in agricultural education and taught some of the general education courses. The work in home economics education was handled by Prof. Laura McArthur. She did not teach any of the general education courses. By 1931 the teacher training work in trades and industries was integrated with the state supervision of that work and removed from the college. The Department was housed in the new Library Building in 1927 and has continued there to the present with several expansions of space for the department.

The regime of Dr. L. M. Hrudka as Head of the Education Department was from 1928-1933. This comes closest to the 1930 date for the beginning of this history. The following significant departmental changes are noted as taking place during this period which thus can best serve as a base for the departmental developments after that.

- 1--The psychology courses in the department were cut back to five leaving the basic course and a few others that were most closely allied to Education.
- 2--The two-year curriculum for State Certificate Teachers, for elementary teachers, was discontinued involving about three special courses for that group. Also courses in Philosophy of Education and Comparative Education were discontinued.
- 3--Compulsory Practice Teaching for academic teachers (high school) was added in order to comply with the new regulation of the State Department of Public Instruction (1931) that such was required for their teacher certification.
(Here it should be noted that since their beginnings in 1918-19 there had been compulsory practice teaching for teachers of agriculture and home economics for their teacher certificates.)
- 4--Miss Katherine Klein from Kansas came to the Education Department to undertake the supervision of the new student teaching work and to teach courses in Education and in Psychology. (There was some academic student teaching before this but for the academics this was on the elective basis.) Such work was done in the Brookings High School.
- 5--Prof. C. F. Keuzenkamp who was State Supervisor of Trades and Industries and taught certain vocational education courses at the college was voluntarily released and removed to Yankton high school where he directed some of the vocational courses in their school and continued as State Supervisor. This removed from the college and the Education Department any further effort to train trades teachers at the College. It was then done and is still done by field contacts.

6--The State Department of Public Instruction had ~~just~~ set up rather meager requirements of graduate courses in school administration and school supervision for School Superintendents and the Education Department arranged its courses in such to meet that demand. This really was the beginning of our graduate program in Education.

7--The Bureau of Recommendations for teachers in the Education Department was reorganized and improved.

History of the Department for 1930----1957

The foregoing indicates somewhat the directions in the development of the department for the years between 1930 and 1957. Dr. L. M. Hrudka left the college for work in Illinois in 1933 and Dr. C. R. Wiseman was named Head, in which position he served until in 1954. The school's administration age-rule for administrators applied and Dr. J. H. Kramer became Head of the Department. Thus Dr. Wiseman served in the Department some 15 years (1918-1933) and then served as Head of the Department for some 21 years of the time period under consideration in this History, also in the Department for the few years since 1954.

The personnel changes during that time are given on the separate pages.

- 4 -

II. Personnel Changes in Department of Education and Psychology--1930 to 1957

- 1--Dr. L. M. Hrudka-- Head of Department, Director of Summer Session, Director of Bureau of Recommendations, 1928-1933.
- 2--Dr. C. R. Wiseman-- Came to college 1918, Assistant and Associate Professor of Education in Charge of Agriculture Education, 1918-1932. Head of Department and Director of Bureau of Recommendations, 1933-1954. Director of Summer Session, 1932-1942.
- 3--Katherine Klein-- Assistant Professor, 1931-1945. Supervisor of Academic Student Teaching and Instructor in Psychology and Education.
- 4--Dr. A. U. Edwards-- 1933-37, Supervisor of Academic Student Teaching and Instructor of Education and Psychology.
- 5--Prof. R. R. Bentley-- 1937-1944, In charge of Agricultural Education and assisted with general education courses.
- 6--W. P. Beard-- Sept. 1-Dec. 31, 1936, In charge of Agricultural Education. (During this time he continued as State Supervisor of Agricultural Education).
- 7--R. L. Lokengaard-- 1936-37, One year. Taught Psychology and Mathematics.
- 8--Headley, John--(Not the late President)-- 1946-47, taught Psychology courses.
- 9--Dr. E. R. Draheim-- 1941-42, In charge of Agricultural Education for one year while Prof. Bentley was on Leave of Absence at University of Minnesota. Taught some general education courses too.
- 10--Prof. Jane Dixon-- 1947-54, taught Psychology courses and served part time with Personnel Department of the College.
- 11--Prof. L. V. Manwiller-- 1948-55, Came in to teach special courses of Teaching Science and Teaching Mathematics. Taught General Education courses and was made Director of Academic Student Teaching.
- 12--Prof. Stanley Sundet-- 1946 to Present. Came in to have Charge of Agricultural Education and to teach general Education courses. Now Head of the Department Doctors Degree in 1955. Director of Summer Session and of Bureau of Recommendations.
- 13--Dr. G. H. Ruggless--1951-56/ Came in to teach Special courses in Teaching Social Studies and Teaching English. Also taught general Education and some Psychology courses. In 1952-53 was Exchange Prof. Fulbright to Egypt. Also supervised some of student teaching.
- 14--Dr. E. H. Randall-- 1952-53, came in to serve in place while Dr. Ruggless was in Egypt.

- 15-- Dr. Howard Kramer-- 1945-56. Came in summer 1954. Head of Department and Director of Bureau of Recommendations. Director of Summer Session, 1955-5
- 16-- Roy Herold-- In 1956 the Industrial Arts work was integrated with the Department of Education. Had been in Charge of Industrial Arts at College since 1947.
- 17--Others recently here for Psychology and Education:
Prof. Richard Clugston
Prof. Jack Maatsch
Prof. Felix Francisco
Dr. Don Hair
- 18--This list does not include several who were hired in to teach in the summer sessions. Superintendent J. E. Martin of Brookings Schools was generally on our summer teaching staff. Others were brought in from outside, it being the practice to change about somewhat.
- 19--Dr. Frank G. Schultz, Dean of General Science, helped out a few times by teaching Elementary Psychology section, a few graduate Education classes and directing a few Graduate Education students on their theses or research problems.

SUMMER SESSION EDUCATION INSTRUCTORS

In the later years we had several South Dakota School People serve as Education instructors during the summer sessions.

Supt. S.W. Johnson--- Brookings Schools -- Several Years
Supt. J.E. Martin---Brookings Schools -- Several years
Supt. C.C. Jacobson-- Canton Schools-- A few weeks
Supt. Harvey E Marquette-- Milbank-- Schools
Supt. Loyd Uecker -- Mitchell Schools
Supt. Merton Reynolds-- Pierre Schools
Mr. Herbert Hartshorn -- Sioux Falls Schools
Prin. Lester Horrigan -- Brookings Schools

and others in later years

III.

Number of Education Students and Placements in Teaching

Generally through the years here under consideration, we had a goodly number of students preparing for teaching and usually the number of seniors who met the teacher certification requirements quite easily found teaching employment. However, in some years there was a considerable shortage of supply in certain teaching areas. For the most part there was something of a "lag" between the whole college enrollment and the teaching group. This was due to the fact that those studying for teaching were in the junior and senior years and to the fact that there was relatively a larger number of freshmen and sophomore students dropping out than in the upper college years.

The fairly strong demand for trained teachers from State College stemmed from two or three facts. State College trained all the teachers of Agriculture and nearly all the teachers of Home Economics who were trained in the state. Besides these we had a pretty good supply of academic teachers as science, social studies, mathematics, some English and speech and many calls for high school coaches, some for commerce subjects and a number for band and vocal music. In the last half of this period under consideration quite a sizeable number of our people have taken advanced work in education and have become school superintendents and high school principals. For several years State College graduated a larger number of the high school teachers in South Dakota than did any other teacher training institution.

Mostly our students in education came from the South Dakota high schools and generally took teaching employment in the South Dakota schools. However, quite a number came to us from Minnesota communities and from that we developed quite a demand and many teacher placements of our young people in Western Minnesota communities. A few XXXX went to Iowa to teach but relatively few to other nearby states.

However, not always were conditions as to numbers so favorable as here indicated. The depression years of the "thirties" was hard on the college,

hard on the students and hard on the schools in the communities. During this time, teachers in the schools sought desperately to hold their jobs. Some schools decreased their number of teachers. Teacher salaries were not only low but "precarious", due to financial conditions. The whole economy did not open up many new jobs for college graduates. Often those trained for teaching had more and better chances for employment than seniors in other college divisions. Students from other college divisions took education courses extra to try to qualify for teaching so as to find employment. Particularly, I recall several engineering seniors who did this with the idea of teaching science and mathematics in high school as an employment "stop-gap". With a very noticeable decline in teacher turn-over in the schools and consequent decline in number of calls for teachers, only part of the teachers finishing in one year could find employment and became "hold-overs" to compete for the available jobs the next year.

But as economic conditions bettered some, the situation for teacher placement improved. Then World War II came along. The male enrollments at the college and on the high school teaching staffs were "shot". Very few men were at college as teacher trainees. In Agriculture and Industrial Arts there were very few. Many of the high schools in the state carried on the school work with an "all-women" faculty but usually with a man as Superintendent. Several places the Superintendent too was a woman. Some types of high school work as Agriculture and Industrial Arts had to be discontinued as no male teachers were available. The State Department of Public Instruction made no request for military exemption of the male teachers. No one else could teach agriculture. From more than seventy agriculture departments in high schools in the state, the number decline to fewer than twenty. In 1957-58 the number was back to 78 in South Dakota.

Prof. Bentley in Agricultural Education left to take up graduate work at the University of Minnesota and Prof. Wiseman resumed the work in Agricultural Education in addition to his other duties.

However, the young women continued their teacher training in considerable numbers. After the war the college enrollments built up fast and larger numbers than before undertook the work of the teacher training curriculum. Such increased numbers needed and demanded an increased staff in the department. It was not too hard to arrange for larger classes and for more sections for the regular courses. A major difficulty came in making suitable arrangements for the increased numbers taking the student teaching courses. Brookings High School could no longer provide for adequate student teaching opportunities for the increased number taking such courses so to previous occasional arrangement for such in other high schools had to be greatly enlarged further complicating student schedules and complicating the necessary supervision of this work. Noted particularly of the returnees from the Armed Services was a more than usual interest in Psychology, use of tests and use of guidance. Evidently quite a number had in some way run onto these some place in the services and somehow were impressed by it and Psychology enrollments increased very considerably.

Over the last several years the number of calls for prepared teachers has in the main exceeded considerably the supply that we have had. All adequately prepared to teach and genuinely interested in a teaching job could quite easily find teaching employment.

IV. Organization and Administration

The Education Department was early organized in the General Science Division of the college and so continues in the Division of Science and Applied Arts. The new work in Agricultural Education was made an integral part of the Education Department although the students taking such work (juniors and seniors) were in the Agricultural Division. On the other hand, the work in Home Economics Education was really set up in the Home Economics Division. However, these students took several general education courses in order to procure the regular certificate to teach. They were also served by the Bureau of Recommendations for teacher placements as were the other teachers.

Although Psychology courses were taught within the Education Department it was not until 1925-26 that the department title was given as Department of Education and Psychology. In 1938 Psychology was made a separate department from Education but in 1941 was moved back in making it again a dual department. In 1955 Industrial Arts was made an integral part of the department.

To further orient the reader of this report as to the general situation in which we sought to train teachers at the college, note should be made of the fact that there were some fifteen colleges in the state training teachers. A few of these trained elementary school teachers only. Most of them had curricula for both elementary-school and high-school teachers. State College was and is the only college in the state training high school teachers only. The School of Mines did not train teachers.

The Bureau of Recommendations for teachers was formally organized in the Department of Education in the early "twenties". It was continued there and went through various changes for improvements over the years. In the earlier years

the directorship of the summer session was organized with the Principal of the Secondary School of Agriculture. Indeed, in the early "twenties" all three: Head of Education Department, Principal of School of Agriculture and Director of the Summer Session, were handled by one person. Later the Principalship of School of Agriculture was made entirely separate. From 1942 for several years the college operated on a four-quarter basis and no Director of Summer Session was needed. However, the college shifted back to a Director of Summer Session and in 1955 Dr. J. H. Kramer, then Head of Education Department, was named Director of the Summer Session.

V. Meeting and Up-Grading the Teacher Preparation Standards

The development of teacher training at State College as at any institution preparing teachers must be viewed in terms of the teacher certification standards set up. The reader must realize that these certification standards are set up by the State Department of Public Instruction. It sets the standards and issues the certificates. The institutions set up the training program there in conformity to them. Since 1931 State College has trained high-school teachers only. Certain of the state teacher standards are specific and even statutory and yet under the general regulations by the state there is considerable latitude and freedom on the part of the institutions in setting up their own teacher training program. However, often one gets the impression that the state requirements are not high enough for the good of the schools and for the good of the profession. But it is not too easy to raise and maintain such institutional requirements much above the State requirements. When the state requirement in a certain area is for fifteen semester credits of preparation, it is not easy for the institution to set up and maintain a standard of twenty semester credits in that area. These statements are pertinent in this historical report because considerable effort was made by those in charge here to meet and even to exceed the state requirements. These efforts were made along the lines of total professional education credits, adequate student teaching, adequate subject-matter preparation in the certain teaching areas and on our quality of work rule at the college. This does not mean that we did not meet with a certain degree of success but rather means that exceeding the standards set is not an easy accomplishment.

There is much to be said in favor of the proposition that the teacher training institution should be somewhat selective as to its trainees. Such selection should be based on criteria such as scholastic attainments and abilities and personality factors. The college and the education department did exercise some selection but

likely not as much as those in charge might think desirable. In order to be entirely fair in it and yet keep up an adequate supply of teachers on this is not easy. Anyway, some progress was made.

Subject Matter Preparation of H. S. Teachers

The North Central Association of Secondary Schools rule as applied to subject-matter preparation of teachers quite largely governed the state standards on that. Mainly, they were that a minimum preparation for an area should be at least fifteen semester credits in that field as for Science, Mathematics, Social Studies, and in other areas. But such general rules applying to specific courses as U. S. History or Physics could and often did work out to be quite "thin".

The regulation was not easy to apply. Fortunately for their own schools some of the school superintendents demanded somewhat more than the specific requirement. However, there is reason to believe that our graduates from State College generally made a good showing in subject-matter preparation. In subject-matter, most always the Agriculture and the Home Economics teachers were excellently prepared and some of the academic teachers were too. Such information on subject-matter preparation was summarized on the data sheets in the Bureau of Recommendations and on the Booklets of Credentials sent out. Some of the more cautious of the superintendents required a transcript of college credits from the Registrars office. Considerable advice and guidance was given in the department to trainees as to necessary and desirable subject matter preparation. Occasionally tabulations were made by the Department of such preparation in different areas to note success and trends.

Professional Education Preparation

For many years fifteen semester credits in professional education courses was the standard set for high school teachers by the North Central Association and this has been the statutory requirement in South Dakota. Mainly the job at

the college has been for the last quarter of a century to do a superior job by setting up suitable education courses, doing a good quality of work within the requirement and exceeding the amount in many cases. Again, the agriculture and home economic teachers took the lead and their curricula required more education courses than the general state requirement for all. However, not just any combination of these education courses would suffice. We insisted that there must be some reasonable pattern. Yet not all were prescribed for it was felt that these teachers should have some responsibility and choice of courses.

To most or to all teachers trainers the supervised student teaching part of the professional part of their training is the essential or core. Along with such core of course must be the principles of learning and teaching. Wisely, in 1931 the State Department required that each candidate for the high-school teaching certificate must show completion of at least three semester credits in supervised student teaching. For several years before this, such courses had been required of teachers of agriculture and home economics while for the academic teachers such course was optional. The new ruling made it required for the academic teachers too.

The layman and even the average college instructor seldom has a well-rounded knowledge of the difficulties the education department and the cooperating schools meet up with in organizing and administering the student-teaching requirement. In our case at the college a great deal of credit should be given to the cooperative spirit of the Brookings High School -- the superintendent, principal, the regular teachers and the school board in working this out. A considerable factor in our success, too, was the unusual ability and preparation of the teaching staff there and the good educational

results that they achieved. Of difficulties, not the least of these as time went on, was the pressure of numbers of student teachers to be accommodated. There is a practical limit to which the high school students should be taught by the novices rather than the regularly employed teachers. So several safe-guards had to be set up. At one time we had to extricate ourselves from the difficulty and the anomalous situation and accompanying dissatisfaction of high school teachers, of the college paying the agriculture and home economics teachers there to supervise student teachers in their departments but not paying the academic teachers for supervising student teachers in their respective departments. In due time the number of student teachers was larger than could be taken care of at Brookings and outlying high schools had to be arranged for, complicating the scheduling and also the supervision of such. At all times, one of our best guarantees for quality in such student teaching work was the college provision that supervision of such teaching by one of the Education staff had to be provided.

Another aspect of our effort to achieve quality in professional education work was to provide a rather broad range of education courses other than the student teaching. Because so many of our teachers went out into the relatively small high schools in South Dakota, courses in Educational and Vocational Guidance and High School Administration were worked into a great many of their training programs.

Another effort towards quality was our organization and emphasis that each teacher should be well-grounded in teaching methods. All the academic teachers were required to take our course, General High School Methods, and also required to take one of several available special courses dealing with special subject fields. Following beginnings in this in 1931 when the course in Teaching Social

Studies in High School was organized, we developed a whole series of these adding such teaching courses for high school work for science, mathematics, English, commercial subjects, industrial arts and Speech. At first, these were called Special Methods Courses, unfortunately implying that they dealt exclusively with the methods, devices and even tricks of methods. However, quite soon the "Special Methods" titles were abandoned in favor of calling them "Teaching Social Studies"; "Teaching Science", etc. The new titles were designed to change the emphasis and give the courses broader scope, not of methods and devices, but of aims and objectives, professional content, evaluating and measuring results, etc. At the time we felt we were getting pretty good results and had selected staff members experienced and well qualified to handle such courses well. Later curriculum developments in the Education Department have abandoned this idea in the academic areas. However, in the areas of agriculture and home economics they still use the special methods courses in those areas but have abandoned the idea of the general methods course.

Other goals sought over the years within the framework of the teacher education program set-up were: application of the "quality of work" rule (mentioned before), a well-rounded subject-matter preparation, and where feasible, that the student should take more than the bare minimum requirements both in subject matter and in the Education courses. During the shortage of teachers in war time and after, the State issued "permits" to teach to many not fully qualified for the regular certificate. Several of these were lacking the student teaching so got their experience in teaching that way. However this situation was soon cleared up and all went out fully meeting the requirements. There was considerable pressure that the college and Education

Department grant such student teaching credit for their experience in teaching. However, we could not agree to that and did not grant the credit that way as required.

All in all we found no particular difficulty in having our young people qualified to receive the teacher certificates granted by the State Department. In relatively few cases were any extra explanations as to their preparation after the transcript of their college work had been forwarded from the Registrar's Office and the regular application had been filed. State Department employees told me that from the "issuing" end it was very easy to process the applications from State College graduates. With others they had more difficulty and naturally so with applications and transcripts from teachers and institutions from outside the state.

The Teacher as a Professional Person

1. Skill as proficiency in the various teaching activities.
2. The ability to handle the teaching situation.
3. Ability to study and arrange the class group and the individual pupils.
4. Developing the own personality through contacts with students and through mastery of the situations arising.
5. Ability to work cooperatively with the supervisor and with the regular high school teacher and profit from the experience.
6. Professional mastery of the subject matter in terms of the pupils in the class.
7. Ability to improve on the job; involving insights, judgments, and willingness to try.
8. Appreciation of the democratic principle in education and some ability to apply it in the classroom.

FROM HANDBOOK FOR STUDENT TEACHERS

The mimeographed handbook which we had the student teachers use contained the following statement of general aim and more specific objectives of that course and illustrates the emphasis given to the course.

GENERAL AIM

The new teacher seeks to attain a "safety minimum" of teaching skill so that when she goes out to teach exploitation of the children is prevented, danger of initial failure of the teacher is avoided and the busy superintendent may secure reasonably good teaching performance with a reasonable amount of supervision.

MORE SPECIFIC OBJECTIVES

To Develop to a Reasonable Degree

1. Skill and proficiency in the various teaching activities.
2. The "feel" of the teaching situation
3. Ability to study and manage the class group and the individual pupils.
4. Develop his own personality through contacts with students and teachers and through mastery of the situations arising.
5. Ability to work cooperatively with the supervisor and with the regular high school teacher and profit from the experience.
6. Professional mastery of the subject matter in terms of the students in the class.
7. Ability to improve on the job; involving insights, judgements, and willingness to try.
8. Appreciation of the democratic principle in education and some ability to apply it in the classroom.

The following table is presented here showing education course offerings over the period of time considered here. The data points to progress and development in Education at State College during the period.

TABLE I - COURSES OFFERED IN DEPARTMENT OF EDUCATION AND PSYCHOLOGY

	<u>1931</u>	<u>1936</u>	<u>1944</u>	<u>1953-54</u>
1. Psychology Courses	274	4	5	8
2. Ed. Courses taken by Undergraduates	22	23	29	36
3. Ed. Courses strictly for graduate students	1	6	11	16

In #2 of the Table are several courses in the 100-number series. By college rule, such courses under certain circumstances might be taken for graduate credit, of course, after the under-graduate requirements for a State Certificate were completed.

VI. GRADUATE WORK IN EDUCATION AND IN AGRICULTURAL EDUCATION

Beyond the urge of staff members to carry on some research in education it would seem that the main stimulus for graduate work in education and agricultural education at State College came from the State Department of Public Instruction in their requirement in the early "thirties" that school superintendents in the state must show evidence of some advanced training. This began with a meagre three semester credits in administration and supervision. It turned out that when the rule was put into operation that experienced superintendents were automatically issued such administrative certificate based upon their experience as superintendents. However, such had to be renewed from time to time and new superintendents had to show such advanced work which they could easily get at summer sessions at certain of the colleges and universities. A school superintendent with a Master's degree was at a distinct advantage. Several of our superintendents took summer session work at the University for their Master degrees and many attended universities out of the state during the summers. Some preferred to attend State College so the requisite courses were set up and eventually the college permitted such students to complete the full master degree with a graduate major in education or in agricultural education. In fact, the first person to receive a Master's degree in education (1930) at State College had his graduate major in agricultural education.

So over these years a sizeable number completed Master degrees in Education, Agricultural Education and Home Economics Education.

TABLE II
MASTER DEGREES WITH MAJORS IN EDUCATION,
AGRICULTURAL EDUCATION AND HOME ECONOMICS EDUCATION
 (Does not count such Majors in Physical Education)

	TOTAL	CANDIDATES FROM SDSC	FROM OUTSIDE SDSC
1930-39	3	2	1
1940-49	12	9	3
1950-57	<u>98</u>	<u>54</u>	<u>44</u>
Totals	113	65	48

Table II reveals that such work had a rather slow start. The main reasons for that seem to be that the certification requirements were not high nor so urgent and also for many of the students of the time getting even a Bachelor's degree was somewhat of an economic ordeal. It will be noted that as time went on the proportion of those Bachelors from outside State College increased significantly.

However, the above table as to "completions" gives only a partial picture as to the total enrollments in such graduate work in education. As was noted before, the State Department requirements were low so quite a number put in but one or two summers in order to meet the bare requirement. Customarily a student had to attend for about four summer sessions to complete all the work for the Master's degree. More recently the urge to get a Master's degree in Education has spread to the teacher group; school salary schedules almost always give an extra amount for completion of the Master's degree, thereby improving his lot salary-wise if he continues as a

teacher and can at the same time put himself in the favored class if he wishes to go into superintendency or principalship work. Such then accounts for the increased numbers in the later years as shown in the Table.

A previous Table in this report shows the expansion of the graduate education courses over the years. In 1931, one graduate course; in 1936, six graduate courses, in 1944, eleven such courses and in 1953-54, there were sixteen such courses. The reader should bear in mind that certain of our education courses are numbered 100 to 199 and certain of these under certain conditions are open as graduate courses. Thus the whole graduate offering is and has been somewhat more than the number of courses "primarily for graduate credit" would indicate. Also, in the later years there has been some expansion of such courses in Psychology.

In the beginnings of graduate work in education here the Education student followed the one college pattern: 45 graduate credits, a major and a minor group and requirement of a thesis of about 9 credits (this was in the major). In 1944 the Education Department was authorized to set up an alternative or optional scheme for Master's degree with major in Education. This option consisted of privilege of the candidate to complete a research problem in education of three or four credits instead of the customary nine-credit thesis; the balance of the credits for the 45 credits total was taken in extra education courses. This when available proved to be quite popular with the men. Still later this was still further revised and a three-way choice was open to the Education student. First, he could follow the standard pattern with a nine-credit thesis; second, he could follow the option noted above with the three or four-credit research problem; third, he could by-pass a practical research entirely and complete all his work in regular courses. If he did the latter,

then he must complete 48 credits for his degree and of it 33 credits must be in the Education major. Along the way, for most any Master's degree candidate at the college, the strict requirements for a minor all in one subject matter area was relieved with an option that in lieu of such minor, a candidate could follow a plan for supporting courses, the total equaling the number in a minor. Thus these courses must be graduate courses in two departments or in even more. The supporting courses must support the major. With the advent of the three-way choice for graduate students in Education, then for the standard scheme with a regular thesis the degree Master of Science is given and for the other two choices a new degree here, Master of Education, is given. These options apply only to Education students. These include graduate students in Education, Agricultural Education, Home Economics Education, and Physical Education. Since inaugurated, the options have proven very popular. However, since the beginnings, of 113 who have been granted the Master's degree with major in Education, 79 have received the Master of Science and 34 have received the Master of Education Degree. Of the 113 total, 86 have been in general education, 24 have been in agricultural education and three have been in Home Economics Education. During the time 32 others have taken their graduate minors in Education with us.

Several other things or circumstances have tended to popularize graduate education work at State College.

1. The newly added graduate education courses have been in line with the added and specific State Department requirements for certification of School Superintendents and High School Principals. Generally these apply to other states too.
2. Newer courses such as workshops in Education, in Guidance, counseling and in school evaluation and testing have proven popular with the experienced teachers, especially when they can get graduate credit for such.
3. Evening school and Saturday morning classes in graduate education, some on the campus and others conducted out at other school centers have grown popular.

4. A good flexibility has been worked out for the practical school people through summer sessions with a combination of courses running eight weeks or five weeks and one or two weeks for workshops.
- 5/ The State requirements for advanced degrees for Superintendents and Principals and the incorporation of advanced work financial benefits into the teacher's salary schedules.

VII. AIMS, OBJECTIVES, AND MOTIVATING FACTORS AND SERVICES OF THE DEPARTMENT OF EDUCATION

Aims and Objectives

Briefly then, South Dakota State College, over the quarter of a century, has had an obligation to supply a reasonable number of high school teachers and school administrators to our South Dakota Schools. In the early "thirties" it discontinued the training of elementary school teachers in order to do a better job of training secondary school teachers, much to the expressed commendations from the State Normals, because such action relieved them of just that much competition in their then restricted area. At the same time, State College had a virtual monopoly in the state in training Agriculture and Home Economics teachers and at the same time was training a considerable number of academic high school teachers. But it is not an easy matter to adjust the supply of teachers in the state. State College shared with ten or so other institutions in the state in supplying high school teachers. Of course, some came in from outside the state and naturally South Dakota lost a considerable number from the state who left to teach in other states. Over most of the years, those who were prepared here and were really anxious to teach could find a teaching job. So along with maintaining a fair supply we never did feel that we should lower the standards to increase the supply. Suitable supply and quality have been our objectives.

Motivating Factors

It is interesting to try to identify some of the main motivating factors of the Department over the years here considered. Of course a major motivating force all along has been the eagerness and efforts put forth by these young people striving for their preparation for the teaching service. Other factors that should be taken into account are these:

1. The professional training and teaching background and professional interests of the staff. Since 1923 the Head of the Education Department has had a Doctor 's degree and most of the time there were two or three such degrees of persons on the staff. Practically always the staff members had had good secondary school teaching experience. This latter has been a main criterion in selecting new staff members.
2. The teacher training standards set up by the State Department of Public Instruction. During this period we in the department have taken a great deal of pride in having our young people fully meet without asking for exceptions, the standards set up and many have exceeded the minimums asked.
3. Competition with and some collaboration with other institutions in the state training teachers.
4. Suggestions from Teacher Welfare Commission of S. D. E. A. as to more effective teachers training work.
5. Consciousness of and keeping ourselves somewhat aware of nation-wide teacher training program.
6. Awareness of good scholastic standards and requirements of the subject-matter department at State College. Resolve that the Education Department should do as good work as they do.
7. Awareness of commendations and the criticisms of out-going teachers by employing superintendents and school board members.
8. The rather constant evaluations of our young teachers in supervised student teaching by the cooperating high school teachers.

Services By and Within the Department

Partly an Education Department is judged by its services as well as by the regular instructional activities and this is well. Here is a brief report of some of our main ones.

1. Service by Interdepartmental Cooperations on the Campus.
As one of a family of departments of the college, cooperations have been both ways, and generally the attitudes have been good.
2. Service by Cooperations with State Department of Public Instruction and with South Dakota Education Association.
3. Service through the Bureau of Recommendations for Teachers.
The Bureau has had definite form and organization since the early "twenties" and is a fine service rendered to both the new teachers and to our own experienced teachers. To the same extent it has been a valued service to school superintendents and school board members seeking teachers and superintendents. In the latter years rather large numbers of the experienced teachers have kept their credentials up-to-date and active. Mostly the service has been state-wide but more recently there has been a large number of out of state calls for teachers, especially from Minnesota. Honesty in writing testimonials has contributed a great deal to the reputation of the service.
4. Service through Annual Conference for School Administrators and School Board members.
This has now operated for twenty years with very good public relations results. It is a college affair with a college planning committee but the Education Department has always played a leading role in it. It has proven to be a very good plan to invite the superintendents and the school board members to the same meetings. In earlier years practically all the administrators were town school men. In later years more of the County superintendents are also in attendance. Also in the earlier years nearly all the school board members were from the town schools. Later quite a few of the members of the County Boards of Education are attending. Present enrollment runs at about 175 for the one-day conference. Representatives of S. D. E. A., State Department of Public Instruction, and from many higher institutions attend.
5. Service by Formation and Sponsoring Education Clubs of Students.
 - a. Agricultural Education Club
Those planning to teach agriculture.
 - b. Chapter of Kappa Delta Pi (Honorary)
This is of recent organization here. It has high scholastic standards and both men and women are invited to join. Nationally it is one of the larger honorary educational groups in the country. Serving both men and women and undergraduates and graduates it seems to work well on our campus.

c. Graduate Education Association

This is active during our summer session when more than 100 graduate education students are on the campus. As this organization it has operated since 1952. However, it did operate as a meeting occasion for Education students for many summers. There is a weekly meeting with luncheon and program.

6. Service through the Summer Session.

Because of the relatively large role the Education courses and the education student enrollment have played in the whole summer session, it might well be regarded as a service. With current trend towards a higher training for teachers and teachers salary schedules recognizing such training, many teachers find the six or eight weeks summer session fits in well into the teachers year and makes it profitable to him. The more recent organization of several work shops as well as the standard courses serve his purpose well.

7. Service through Faculty Contributions.

The Education staff over the years has served generously as speakers at Education and P.T.A. meetings and graduation exercises. Too they have served liberally on committees and commissions of S. D. E. A. and several contributions of written articles have been made to Education Magazines.

RESEARCHES AND SERVICE STUDIES

Master Degree Research in Education

Reference has been made to graduate work in Education and that between 1930 and 1957 that 113 students had completed such work with graduate majors in Education. Of these 113, twenty completed theses and fifty-nine completed research problems. The others of the 113 completed their work by following "New Plan B" where no student research work was required. The completions on research were on various aspects of Education. Most of them dealt with South Dakota Education problems and in that sense were service studies.

Service Studies by Education Students and Education Faculty Members.

In a History of Agricultural Education at State College completed by this author (see Library) a listing is given of various service studies and minor researches in Agricultural Education done by graduate students and faculty members as well as theses and research problems by agricultural education students as part requirement for the Master's degree. No claim was made that any one or that all of them were very pretentious but it can be said that each contributed something and as a whole they reflect the spirit of research work in that area.

Here, is reported a listing of several service studies or researches carried out by faculty members and some students but not representing graduate requirements. These here pertain only to general education and studies dealing with agricultural and home economics education are not repeated here. Mostly they pertain to education problems pertaining to the institution or out in the state schools. Over many years as Head of the Education Department here, I urged staff members to take on and complete such service reports on educational problems that tied in closely with their teaching assignments and work. Rather heavy teaching assignments

prevented considerably. Here no claim is made of any outstanding research results yet each made some contribution to problem solutions and some of them were written for the educational magazines and disseminated the information in that way. The items on the list illustrate their nature and this is not a complete list.

1. "Survey of Social Studies Textbooks for High Schools"
by Dr. C. E. Wiggins
2. "College Courses in Social Studies"
by Dr. C. E. Wiggins
3. "National Council on the Study of Social Studies"
by Dr. C. E. Wiggins
4. "High School Studies in Social Studies"
by Dr. C. E. Wiggins
5. "Survey of Social Studies Textbooks for High Schools"
by Dr. C. E. Wiggins and Dr. C. E. Wiggins
6. "Social Studies in the Schools for High School Teachers of Social Studies"
by Dr. C. E. Wiggins
7. "Social Studies in the Schools and Social Studies in the Schools"
by Dr. C. E. Wiggins
8. "Social Studies in the Schools of High School Teachers in General C. E. Wiggins"
by Dr. C. E. Wiggins
9. "Social Studies in the Schools of High School Teachers"
by Dr. C. E. Wiggins (in Social Studies)
10. "Social Studies in the Schools of High School Teachers"
by Dr. C. E. Wiggins (in Social Studies)
11. "Social Studies in the Schools of High School Teachers"
by Dr. C. E. Wiggins (in Social Studies)
12. "Social Studies in the Schools of High School Teachers"
by Dr. C. E. Wiggins (in Social Studies)
13. "Social Studies in the Schools of High School Teachers"
by Dr. C. E. Wiggins (in Social Studies)
14. "Social Studies in the Schools of High School Teachers"
by Dr. C. E. Wiggins and Dr. C. E. Wiggins
15. "Social Studies in the Schools of High School Teachers and Teachers in the Schools"
by Dr. C. E. Wiggins (in Social Studies)

THE LIST

1. "Survey of Social Studies Curriculum and Instruction in S. D. High Schools"
by Katherine Klein
2. "Survey of Science Teaching in South Dakota High Schools"
by Dr. A. U. Edwards
3. "Science Combinations in South Dakota High Schools"
by Ed. Students
4. "Science Courses Offered by South Dakota High Schools"
by L. V. Manwiller
5. "Entrance Credits Offered by 100 Students at State College"
by Ed. Students
6. "Testing Programs in South Dakota High Schools"
by Ed. Students
7. "Survey of Guidance Practices in South Dakota High Schools"
by Dr. C. R. Wiseman and Ed. Students
8. "What Subject-Matter Preparation for High School Teachers of Social Studies"
by Dr. C. R. Wiseman
(Considered the required and desired preparation and made compilations
of such studies of out-going social studies teachers.)
9. "Study and County Maps of High School Districts in Several S. D. Counties"
by Arlington Eddy
10. "Report Cards Used in South Dakota High Schools"
by C. R. Wiseman (In SDEA Journal)
11. "Teacher Salaries and Living Costs in South Dakota"
by Dr. C. R. Wiseman (Several in SDEA)
12. "Methods of College Teaching"
by Dr. C. R. Wiseman (In School & Society)
13. "Special Reports as a Method of College Teaching"
by Dr. C. R. Wiseman (In School & Society)
14. "Home Economics Teachers Schedules and Teacher Loads in S. D. High Schools"
by Dr. C. R. Wiseman and Class
15. "Study of College Entrance Credits in Science and Mathematics at SDSU"
by Dr. C. R. Wiseman (In School Review & in
Science Education)

16. "A Continued Study of College Entrance Credits in Science and Mathematics at State College for 1952-53" (Also A., H.E., and Industrial Arts)
by Dr. C. R. Wiseman (In School Review and in Science Education)
17. "Study of Units of Social Studies Credits Offered by Entrants at SDC 1951-52"
A Research Problem by E. R. Brown
18. "Compilations of Units of Entrance Credits at State College in English, Speech, Foreign Languages, Commercial Studies, P. E. and E. C. Act."
by Dr. C. R. Wiseman
19. "Entrance Credits at State College offered by Entering Students"
A collation and comparison of three studies in the several areas.
by Dr. C. R. Wiseman
20. "Survey of Bureau of Recommendations Practices of Handling Written Ratings and Testimonials"
by Dr. C. R. Wiseman
21. "Survey of Practices of Using Written Term Papers as a Method in Graduate Education Courses"
by Dr. C. R. Wiseman
22. "Who Will Be Our Teachers"
An Analysis of South Dakota State-Wide ACE Test Scores for two groups, those choosing teaching and those choosing nursing as Professions
by Dr. C. R. Wiseman (In SDEA Journal)

Supplementary Part of Section IV

Education Curriculum, Courses and Other Problems During 1933--1954

The general framework and purposes of the education department were pretty well settled by 1933. In the early "twenties" the training of vocational teachers at the college had been developed and integrated with the training of academic subject teachers and was moving along smoothly. The venture of the department into the training of people for the two-year certificate and elementary school teaching had been dropped by 1931 and the full emphasis had been put onto training high school teachers. Beginnings were being made into training graduate courses for school administrators; some of whom planned to attain a masters degree. There was generally a good demand then for high school teachers and State College graduates as teachers were doing well and giving good satisfaction to the employing schools. At times State College prepared more high school teachers than did any other institution in the state.

Dr. C. R. Wiseman, following Hrudka, was the eighth head of the Department of Education (1933--1954). He had been a staff member of the department In Charge of Agricultural Education for fifteen years before 1933--and then served as department head for 21 years and continues with the department. This period as head was nearly half the time span of the department itself. This brief section of the report points out the curriculum and course problems along with the general administration during this time.

The "times" were reflected in the fortunes of the work of the department. Part of the "thirties" (Black Thirties) with poor times, drought and severe dust storms and plague of grasshoppers were hard times on the state, on the college, on the faculty and on the students. To stay in college as a student was somewhat of an ordeal calling for much stamina, and resolve. Job

procurement was difficult for about all the graduates of the college including those planning to teach. Several of the engineering graduates, without jobs, sought to improve their opportunities for employment by taking enough education courses to procure teaching certificates. They planned to teach science and mathematics in high school and several did so. In almost all high school teaching subjects there were relatively few calls for teachers during some of these years. Home Economics teachers seemed to fare best of all and agriculture teachers next. New teacher placements were very slow. Teachers who had teaching jobs held onto them. There was, on the whole, a great deal of unemployment and the usual movement of persons from teaching to industrial and commercial jobs was very slow. Few new teaching jobs were opening up. At the college, particularly for the academic subject teachers with several failing of placement for one year, the next year's crop of teachers was along and ready before the previous years teachers had been placed, complicating matters somewhat. As conditions and business did pick up, teacher salaries did increase but such failed to keep pace with business pick-up. At about the lowest period high-school teachers went out at \$70 to \$75 a month and some at less. There were cases of agriculture teachers on their twelve-month jobs teaching for \$1000 per year.

Another reflection of the acute times in teacher training was in the "forties"--of World War II. Due for military service the men teachers in the high schools and the men students in college were greatly depleted. Some schools in the state had an all-woman faculty from superintendent down through the lowest grade. Many had one man, the superintendent, and all the other teachers were women. An unusual number of the women were married. Generally they had taught years before and now found it necessary to renew the teacher's certificate. Training of agriculture and industrial arts teachers at the college was at almost a standstill. Professor Bentley who then had charge of

Agricultural Education left to do graduate work at the University of Minnesota and Professor Wiseman, as Head, took over the remaining work there for a time. The young women students in home economics and in academic subjects continued in college and their numbers held up pretty well. The college adopted an accelerated program of work so by using the summer work several of these students finished for the degree and for teaching in three years plus. War industry boomed and many schools had difficulty retaining their teachers due to enticing occupational opportunities. Teacher "permits" issued by the State Department of Public Instruction became common and many calls came in from school superintendents to the Bureau for replacements-- anxious to get even seniors who were but partially prepared to teach to get a "permit" and come out to "fill in" on a teaching job. Generally we advised such students to stay in college and complete their work before going out. Of course, by no means, was this full period taken up with such emergencies.

Special Attention to Subject Matter Preparation

There should now be reported a growing State Department emphasis then on a better balanced preparation in subject matter. The agriculture and home economics teachers were excellently prepared in subject matter for their teaching work--somewhat better than was the average academic subject teacher. Usually the vocational teachers when assigned to teach some academic courses too had a pretty good background for it, particularly for science. The picture of the subject-matter adequacy as applied to academic subject teachers was not so good. Many of the high schools were quite small so that often two or three such academic subject teachers on a staff (exclusive of the vocational teachers there) were responsible for the whole array of academic subjects as English, Foreign Languages, Social Studies, Mathematics, Physical and Biological Studies and some commerce subjects. There were also extra-curricular areas assigned. In order to get all these taught by a small staff,

some were poorly prepared for the assignment. It was this difficulty of inadequate amount and inadequately balanced subject preparation to which the State Department addressed itself, both by setting up subject-matter standards for the schools to follow and standards for the colleges to follow in their teaching preparation. At the college we were heartily in sympathy with this viewpoint as to better balanced preparation in subject matter. We approached this problem in three ways:-

- 1/-By recognizing the subject-matter standards set up by the State Department as to group or field subject majors and minors. We sought to classify our junior and senior trainees explaining and guiding the students that way. Sometimes it was a matter of trying to achieve better balance for the teaching to be done. Left to himself, a student might accumulate a total of say 60 or 70 term credits in science, a goodly amount, but practically all chemistry with little or no biological science. To do the job well of course he should have better science balance. Another student, left to himself, might have strongly majored in history whereas his teaching assignment was almost sure to include other social studies. A better scheme was to have a good major in social studies. So we worked towards that end.
- 2/-By choice of professional education courses taken, a social studies teacher not only was well prepared in the whole social studies field but was expected to take our course Teaching Social Studies in High School and with considerable care was assigned to Student Teaching in high school in some social studies class. Similar guidance was given for students in mathematics, English, etc.
- 3/-This subject-matter identification of the students was followed up as best we could in teacher placements. More and more of the students became imbued with the idea that better teaching and more satisfaction

from it would come from better-balanced preparation. As time went on more and more of the teacher calls at the Bureau were in more or less standard subject combinations and fewer and fewer calls came for "a high school teacher".

The Education Curriculum

During these years the professional education curriculum evolved into this pattern:-

- 1/-Sophomore Year--Elementary Psychology--Prerequisite to education courses
- 2/-Junior Sequence of education courses--
Fall--Principles of Secondary Education
Winter--Education Psychology
Spring--Methods of Teaching in High School
- 3/-Senior Education Requireds--
 a/-Teaching course or courses in subject matter field (Special Methods)
 b/-Student Teaching in chosen subject matter field
- 4/-Senior education electives to make up full total
 Customarily one such course for vocational teachers and two for teachers of academic subjects.

The Junior Education Sequence -- The courses making up this sequence had been on our education course list for a long time but not so much emphasis had been given to them as a basic sequence. By recognizing the sequence, it was thought that the student got a considerably clearer idea of the general nature of education as a whole. Too, as so recognized, there could be considerably less duplication and considerably more integration of parts of the courses. However, it was always something of a problem to have the education students follow through on this. By far most of them did but there had to be exceptions. We had a considerable number of transfer students from other institutions who had had probably one of them or maybe had had a reasonable substitute for one of them. Also, always we had some of our own students who were irregular in college and irregular in education courses.

We did not waive the content but had to allow some deviations in the order. It is surprising to note now that these separate courses appeared here on our education courses list so early (see separate chronological chart for this) and have continued over the decades even to the present time. Of course, over these years the content of the courses has changed a great deal and several different texts have been used in each course and still they continue with essentially the same titles as when first put on the list. Evidently they were basic to good teacher training and were wise choices.

Senior Education Requireds -- The teaching courses in the subject matter areas or so-called "Special Methods courses" in the academic subject areas followed the idea of the same type of courses in the vocational subjects. However, the connotation of such as "Special Methods" was unfortunate in that it implied content dealing with instructional methods only. For the academic subject courses we early adopted the course titles as "Teaching Social Studies in High School" and similarly for the others. There was a basic advantage in this allowing the instructor of such course to make a truly professional approach to it, dealing with content selection and organization, aims and objectives and testing and appraising results as well as with the "special methods" for that area. In fact, it is somewhat doubtful, in the stricter sense, that there really are many special methods for an area entirely distinct and unique for it. However, for the vocation subjects the "Special Methods" for their course titles persisted at the insistence of the federal people who were charged with the management of the funds involved. And anyway, teaching vocational agriculture does use many methods and devices strongly patterned after the vocational activities involved.

In due time we had developed a whole series of such teaching courses in the several academic fields.--(See chronological chart for the dates):--For Social Studies, Sciences, Mathematics, English, Speech, Commercial branches

and special methods courses for Industrial Arts and for Farm Shop. In setting these up we had considerable cooperation and teaching help from the several academic subject departments. The education senior took one of these courses in his senior year. To fill in with more than one of them meant that he had to sacrifice on some education elective and was discouraged.

In later years, largely to make way for the expanded eight-credit student teaching requirement, this series of courses was abandoned by the department. Perhaps a considerable amount of the content of such courses has been appropriated and absorbed into the student teaching course.

Senior Student Teaching -- As noted before, in 1931 the State Department of Public Instruction set up the requirement that all applicants for the high school teaching certificate must present credit for a course in student teaching. At State College, the vocational teachers has been required to do this for the past twelve years. We had the course listed for the academic subject teachers but it was an elective.

At first all the student teaching under the rule was done in the Brookings High School. Later the student load became too great and it was necessary to make some arrangements for such in some of the nearby schools. That was what had happened in case of the vocational teachers. Scheduling, so that all applying could be taken care of in any year, was quite a problem. Miss Katherine Klein had been brought into the department in 1931 with a main responsibility to supervise the academic subject student teaching. Attention had to be given to the applicant's preparation in both subject matter and education courses. Eventually a rule was evolved known as the "Quality of Work" rule. Essentially this prescribed that an applicant for student teaching must, as a prerequisite to entering upon it and in addition to other requirements, must have in his work completed with an average of C in the subjects in which he expected to teach and in the education courses which were completed. It

took several years to work up and work out the administration of this concept. Most of the students involved could meet the rule quite easily. But there were always a small minority who did not and the student teaching privilege had to be denied until the deficiency had been made up. A very few did not or would not meet the rule and so never did get that course. Essentially, this had to do with selection of students, or one might say selection of teachers, and this in a general college environment where such was not done much.

In order to carry on the supervision of the student teaching in the high schools suitable contacts and relationships had to be built up. Problems arising involved assignment to the proper classes and teachers, amounts of teaching to be done by the student, the supervision and visitations, the appraisal of the student teaching work done and the assignment of the mark in that course. The matter of remuneration to the high schools and the cooperating teachers presented several difficulties. At one time we were in the anomolous situation where we were paying the vocational teachers in Brookings for their cooperations in student teaching but were not paying anything to the academic subject teachers doing analogous work, but at the same time, were paying academic subject teachers doing such work for us in some of the nearby high schools. Eventually the matter of such pay was all straightened out. The development over the years of a mimeographed student teacher handbook covering the main problems involved proved very helpful both to the student teachers and to the cooperating high school teachers.

Senior Education Electives -- Beyond the education course requirements just described, each student had to take enough education credits to meet the education total credits requirement. This was done in the senior year some time. Customarily the vocational teachers in training had to take one such senior elective and the academic subject teachers had to take two. Some found

that their schedule would permit more and frequently were encouraged to do so. We were fortunate in having a reasonably good list of such senior education courses from which to choose. It was about this time that the college was embarking on a fuller program of graduate work and education was involved in this too. Departmental courses had been reclassified and renumbered. In education we had the junior group of courses (under 100). We also had a number of courses primarily for graduates (over 200). We also had several other education courses (in the 100 series) sometimes taken for graduate credit and at other times taken as a senior education elective for teacher certification. Those in the 100 series most frequently taken for senior credit were High School Administration, Educational and Vocational Guidance and Educational Measurements. Some taken by seniors less frequently were Public School Administration, Intelligence Tests and The School Curriculum. The departmental aim was to have the seniors have a relatively wide range of education courses.

Later course additions to the education list were Driver Education and Visual Aids. The first of these was taught by the Physical Education Department and the second was taught by the Visual Education Department.

Bureau of Recommendations Work

One of the very time-consuming and at the same time very rewarding activities of the education department was the operation of the Bureau of Recommendations. The head of the department was the Director of the Bureau. The files were in the department office and were largely kept and handled by the office secretary. Generally the person who was in charge of agricultural education took practically full charge of calls and placements of agriculture teachers but working through the central office. The persons in home economics education helped considerably with home economics teacher placements but through the central office. The Bureau virtually had its

beginnings at the time of Griffin and is mentioned by him in the college bulletin (1920). The bureau and its services were considerably developed by Williams (1921-1928). Many improvements in the forms and the procedures ~~in came~~ the following years.

The services of the Bureau were to the seniors planning to teach, to alumni as experienced teachers looking for new locations and to school superintendents and school boards seeking teachers for their schools. Necessarily in thus operating the Bureau we were running in competition to commercial teacher agencies which operated in the state. In later years the State Teacher Employment Agency (sponsored by the federal government) was also quite active. The rewarding feature from operating the Bureau at the college was the satisfaction of seeing promising young teachers well-placed and on salary after the time and expense of a college degree. We charged a low enrollment or re-enrollment fee and no other than their personal expense to them. The commercial teacher agencies not only charged an enrollment fee but also for the service charged a good commission on the salary, which often the new teacher found very burdensome. Really because we knew these young people so much better than the commercial agencies with their brief contacts with them, could serve the young people so much better and give and much better estimate of probable teaching success than could such an agency, to school superintendents and school board members. And they appreciated it. Thus we built up, by honesty and fair dealing, a fine clientele of school superintendents and school boards and made many good friends for the college. We appreciated very much the many compliments we received from those hiring and from the teachers themselves for the very satisfactory placements. As it worked out we almost always provided the placement service for our own new teachers and the commercial bureaus generally left them alone. We did have several unpleasantnesses with some of the commercial agencies due to the competition

and some flagrant violations of ethical practices on their part. Because we were in such a good position to aid our young people, we frankly advised them to use the college bureau and save themselves money, especially in the first year out. Mainly, I would say that generally the directors of the commercial agencies were fine men of good personal and professional ethics but we did have trouble with a few of the agencies as here described.

In the course of the work of the Bureau we worked out a very useful and attractive booklet of credentials for these young people. We also worked out a brief handbook for use of our young people pertaining to procuring jobs and cooperation with the Bureau. This proved to be very useful.

Growing out of their satisfaction as new teachers in using the college placement bureau it turned out that more and more of our young people, after teaching experience wished to continue to use the Bureau. This they did through re-enrollment and bringing their older credentials up-to-date. This led to several complications where the same teacher was making use of a commercial agency at the same time. Often the commercial agency would request the teacher to have his college booklet sent out--sometimes in lieu of making up and sending out their own. The teacher got the job, the commercial agency was sure to collect the commission and the college bureau had done the work free for them. This was something of a "racket". The problem was largely resolved by requesting the experienced teacher to keep the business activities of both bureaus (if they were enrolled in both) strictly separate. Often we advised our young people to use the better commercial bureaus when such had a wide regional business and our coverage was mainly only state-wide. In the placement work we had many, many satisfied young people and only a few dissatisfied ones.

Graduate Work in Education

This section pertains largely to the evolution and development of our list of graduate courses in the department and does not duplicate other references to graduate work in education elsewhere in the full report. The early strivings towards graduate work in education and the early organization for it were presented in the preceding section. The college granted only the master of science degree and did not present the master of arts degree. Thus it was logical in graduate work efforts that the college would grant only the master of science degree and would not grant the master of arts degree. Considerable college reorganization for graduate work was made in 1932. Naturally graduates of the college had a good background of science. However in the education work several prospects for graduate work came in from other institutions and several had bachelor of arts degrees. Those who had a considerable science background presented no difficulty but several had but a scanty background of science and mathematics. For several years the general prerequisite rule at the college covered such cases and those involved were required to make up the deficiency at least to a minimum amount. Later this matter of background science was left up to the graduate major departments to decide their cases. The science and agricultural departments had no difficult cases. In education we were, by transfer cases, presented with several which had to be decided. We had several cases of very little or even no undergraduate mathematics and science yet aspiring to a master of science degree. Often they protested to the make-up rule. In order to establish a standard to go by, the education faculty decided upon a minimum of 24 term credits of Science (and/or) Mathematics of undergraduate work to justify the awarding finally of a master of science degree. This was really a college minor and at the time seemed little enough. Later the Master of Education degree was created for the education students (could be elected) and the

prerequisite undergraduate science was reduced from twenty-four term credits to twelve term credits. With the other prerequisites set up for graduate students in education such as possession of a teaching certificate and having had successful teaching experience, we had very little difficulty.

A general college rule pertained to Quality of Work in graduate courses. Seeking to put graduate work on a higher level, the rule prescribed that the graduate candidate must achieve an average B in his graduate course work, and courses and credits in which the mark of D was attained would not count in at all. On the whole among the education students such cases of low quality occurred infrequently. Some got out of their difficulty by repeating courses and just a few dropped out and never made it.

A further situation in the graduate work in education (also in other areas) gave rise to what was referred to as the "Six-year rule"--Stated, this was:-

If the requirements for the masters degree are not completed within the period of six years, a reconsideration of the student's plan of study will be necessary.

As applied to education students, practically all their graduate work was being done in summer sessions between years of teaching. By steady application such student could finish the graduate work for his masters degree in four summers of six weeks each and a little shorter than this if some of the summer work was by eight-week sessions. Some of the students ran into difficulty on this. Doubtless the rule was necessary but was sometimes awkward to administer.

Graduate Education Courses

Note is here made as to how the graduate education courses appeared and the dates at which they came into being. The reader may wish to refer to the later sheet in this section giving the "appearing date" of all the education courses in the department.

Seminars in Education and in Agricultural Education appeared in 1921 and 1922. They were first used somewhat infrequently with senior students there then being no graduate student in education present. In 1932 the college reorganized its graduate work and reclassified and renumbered all the courses at the college. Naturally this too was done in the education department. From this we find that in the 200 series of courses named primarily for graduate students, four new courses were set up:-

Research in Education	Measurement in Vocational Agriculture
Research in Agricultural Education	Thesis in Education

Quite a number of education courses were (in the 100 series) available for graduate study. We were getting started with some graduate work and the first masters degree in the department (major in agricultural education) was awarded in 1930.

The action of the State Department of Public Instruction in stiffening its requirements for the School Administrators Certificate had considerable effect on creating a demand for graduate education courses here. Some of the young candidates wished to get such work at State College. At first the requirement for the certificate was but a few credits in graduate work but later several wished to go for the masters degree. The State Department increased the requirement and to some extent indicated which courses. However, they did not specify the whole program. In the department we did exercise considerable initiative and at times had a new course on our lists before the State Department Requirement was made.

Previous report has been made to options available to the education students for attaining the masters degree. When Plan B was set up calling for a research problem rather than for the thesis, two new graduate education courses were created to accomodate the plan:- Research Problem in Education (1943) and Research Problem in Agricultural Education (1949). The later shift

in Plans with the setting up of an option as to Master of Education degree and use of the research problem in lieu of a thesis applied only to graduate students in education on the campus. The course Advanced Educational Psychology was created in 1949. Our original course Ed. and Voc. Guidance (1929) was for many years open to both undergraduates and graduates. The State Department wished all school superintendents to have an advanced course in Guidance Administration and so out of the original course two courses were made--one for undergraduates and the other strictly for the graduate students. The original Principles of Supervision (1928) was changed to two supervision courses--Elementary School Supervision and Secondary School Supervision, again meeting a State Department requirement. This move was made in (1950).

Other courses set up were:-

Organization and Administration of Elementary Education (1936)

Business Administration of Schools (1937)

Problems in School Administration and Supervision (1937)

Adult Education in Vocational Agriculture (1937)

Supervised Farm Practice and Future Farmer Work (1937)

Research Methods in Education (1943)

Educational Statistics (Already set up in 1925)

For the times being reported here this practically rounded out our graduate education course list. A course Workshop in Education was created in 1950. The workshops could be in several different education areas. Advanced Driver Education course was set up in the Physical Education Department in 1950 and the course Institutional Public Relations was organized in 1952 in the Printing and Rural Journalism Department and carried education credit for the education students. Large appraisal given to the graduate education work at the college by the Department of Public Instruction, by the schools which hired our young people and by the students who took the work was favorable.

Though the work was beneficial to them it was unfortunate for the state that a number of the master degree in education folks migrated to better teaching positions outside the state--their advanced training enabling them to do so to their advantage.

By (1957) 113 with graduate majors in education, agricultural education and home economics education had been granted the master degree at the college and several others had graduate minors in education with their majors in other subject areas.

How Many Teachers Trained?

No record is available as to the number of teachers trained in the earlier years of this History. At times some went out to teach on "permits" which meant that they had somewhat less than the full requirement for certification. Perhaps many of these returned to college in the summer sessions to complete the work for certification after they attained their degrees, and had done some teaching. Doubtless many others fully prepared, married or took employment other than teaching. By far, most of those ~~who~~ ^{who} prepared ~~to~~ ^{to} teach, did so for at least some time. A goodly number went to other states to teach. By 1936, the teacher training institutions of the state were annually sending into the Springfield college their numbers of those trained for teaching and the numbers placed in teaching that year and at what teaching level. Good data are available from 1936 to the present. From these one can easily compute state totals and compare, if he wishes, the output of each institution with the state total and with any other state institution. The compiled table attached was assembled in that manner and can be assumed for the years to be accurate figures. The table here refers only to the state totals and the output of State College over these years. Inasmuch as State College was preparing only high-school teachers then the table was so constructed. The reader will realize that some of the state institutions trained elementary teachers only and some trained teachers of both levels. The appended "Points" to be noted along with the Table were deduced, not only from the data in the Table, but also from other related materials.

**FOUR-YEAR TEACHER TRAINING AND TEACHER PLACEMENT
AT STATE COLLEGE -- 1936--1958**

Data from State-Wide Annual Reports on Teacher Training and Placement
Compiled by State Teacher College--Springfield, So. Dak.

Re- port Year	Total From S.D. Colleges	From State College No. Trained	No. Placed H.S. Tchg.	Re- port Year	Total From S.D. Colleges	From State College No. Trained	No. Placed H.S. Tchg.
1936	257	41	38	1948	367	81	64
1937	264	37	35	1949	544	87	70
1938	284	43	41	1950	687	112	80
1939	319	62	47	1951	608	114	67
1940	359	83	58	1952	479	88	55
1941	319	76	49	1953	384	70	42
1942	256	74	45	1954	431	66	51
1943	178	33	33	1955	486	85	64
1944	122	59	59	1956	508	117	64
1945	130	39	25	1957	700	123	87
1946	185	26	31	1958	819	136	96
1947	284	46	37				
Totals				8,970	1,698	1,220	
Percentages				100%	19% of State	64% of No Trained	

To Be Noted

1. In 1936 three state supported colleges and five independent colleges in the state provided four-year training for teachers. In 1958 six state supported institutions and six independent colleges furnished four-year training for teachers. In the early years the normal schools generally did not provide four-year preparation for teachers.
2. Over the years reported in this table State College prepared a considerably larger number of four-year trained teachers than did any other college or university in the state.

- 3- The percentage placements of four-year prepared teachers from State College compared very favorably with the percentage of teacher placements at the other institutions.
- 4- In time the normal schools became teacher colleges and set up four-year training curricula for elementary teachers as well as for high school teachers. The State University set up a four-year curriculum for elementary teachers. Particularly in the latter years then some of these trained there had degrees but went into teaching in the elementary schools rather than into high schools. However, at State College, all prepared were for High School teaching.
- 5- The war years and following showed a percentage decline in teacher placements in all the colleges due to war conditions. Also latterly more women prepared for teaching marry rather than take up teaching, several students take up graduate study in some subject matter field and the general opening up of other employment opportunities takes many prepared teachers. Conspicuously, those prepared for teaching commercial branches go into office work.
- 6- In the Data Reports it was not until 1956--1957 and 1958 that information was included separately concerning master degree graduates. So before these dates in the reports it is possible and likely that some master-degree people were included in the numbers purporting to show four-year graduates.

A CHRONOLOGY OF EDUCATION COURSES AT STATE COLLEGE

Note--A few of the earlier courses taught but for a short time are not shown here. The dates given refer to the first appearance on the course list of the college catalog. Courses marked (*) were discontinued. Others continued under a different title.

Elementary Psych.	1902 and before	Vocational Psychology	1921
*Pedagogy	1902	Seminar in Agr. Ed.	1922
History of Education	1904	Mental Tests	1922
Methods of Teaching	1904	*Philosophy of Education	1922
*Principles of Education	1910	*Courses for 2-yr. Cert.	1923-24
Educational Psychology (First as Child Study)	1913	*Special Methods of Tchg. several academic subjects	1923
School Adm. and Organ.	1913	Public School Administration	1924
Observation & Prac. Tchg.	1913	*School Surveys	1924
Educational Measurements	1915	The School Curriculum	1924
*Educational Sociology	1915	Educational Statistics	1925
Methods of Teaching in H. S.	1915	*Comparative Education	1926
Voc. Agriculture Education	1919	Course of Study in Voc. Agr.	1927
Special Methods Tchg. Voc. Agr.	1919	School Supervision	1928
Practice Tchg. Voc. Agr.	1919	Principles of Guidance	1929
Special Methods Tchg. H. E.	1919	*Tchg. Soc. Studies in H. S.	1931
Practice Tchg. H. E.	1919	*Tchg. Science in H. S.	1933
*Rural Education	1919	*Tchg. Math in H. S.	1938
Principles Voc. Ed.	1920	*Spec. Meth. Tchg. Ind. Arts	1938
*Industrial Education	1920	*Tchg. Eng. in H. S.	1939
*Genetic Psychology	1920	*Tchg. Com. Brchs. in H. S.	1947
Social Psychology	1920	*Tchg. Speech in H. S.	1949
Prin. Sec. Ed.	1920	Guidance in H. S.	1949
H. S. Organ. & Adm.	1921	Driver Education	1949
Ed. Seminar	1921	Audio-Visual Aids	1950

Graduate Education Courses

Research in Education	1932
Research in Agricultural Education	1932
*Measurements in Voc. Agriculture	1932
Thesis in Education	1932
Organization & Admin. El. Education	1936
Business Adm. of Schools	1937
*Problems in School Adm. & Supervision	1937
Adult Ed. in Voc. Agriculture	1937
Super. Farm Pract. & Future Farmer Work	1937
Research Methods in Education	1943
Research Prob. in Education	1943
Adm. School Guidance Program	1949
Curriculum in Voc. Agriculture	1949
Advanced Driver Education	1950
El. School Supervision	1950
Secondary School Supervision	1950
Institutional Public Relations	1952

Chronology of Tenures of Heads of Department of Education at State College

Professor Rufus McClenon	First	1904--1910
Dr. J. N. Rodeheaver	Second	1910--1913
Professor B. E. McCloud	Third	1913--1915
Professor Charles H. Brady	Fourth	1915--1920
Professor Arleigh C. Griffen	Fifth	1920--1921
Dr. J. A. Williams	Sixth	1921--1928
Dr. L. M. Hrudka	Seventh	1928--1933
Dr. Clinton R. Wiseman	Eighth	1933--1954
Dr. J. H. Kramer	Ninth	1954--1956
Dr. Stanley A. Sundet	Tenth	1956--

End of Report

This brings to an end this report on the History of the Department of Education at State College. The "torch", if such there was, has been passed onto efficient people who will find it necessary to re-design, reorganize and administer the department in the light of newer educational knowledge and in the light of new present-day conditions. There is considerable satisfaction in believing that the department during these times as a college department among many departments took on a reasonable stature and more or less efficiently carried on its job. We have personal knowledge that during the second half of the whole period the department was fortunate in having an efficient and devoted staff and fortunate indeed in having as deans of the General Science Division, Dr. G. L. Brown and Dr. Frank G. Schultz, who were ever interested and sympathetic to the work and efforts of training teachers at State College. Contacts cannot confirm but the record shows that the earlier people on the education faculty worked hard to do a good job at training teachers. During the time of our tenure we found that we were able to build up good professional relations with the other departments and their workers on the campus, most of whom were aware of the responsibility and the task of teacher preparation at State College. This all confirms the general principle which we tried to follow that it was the whole college rather than just the education department which trained the teachers.

During the time mentioned, we were fortunate in knowing intimately and working harmoniously with the successive staffs of the State Department of Public Instruction where school and teacher standards were set up and where teachers were certified. Also we were successful in working with the successive S.D.E.A. officers and committees and the editor of the S.D.E.A. Journal.

We take a great deal of pride that, over the years, we were able to build

up good relationships and a good reputation by superintendents of schools and school boards both in South Dakota and in nearby states for the general good quality of high school teachers State College sent to them.

We have high hopes that the Department of Education will continue to grow and render good services.