1977

Highlights of the History of Public Education in South Dakota

J. Howard Kramer

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HIGHLIGHTS OF THE HISTORY
OF
PUBLIC HIGHER EDUCATION
IN
SOUTH DAKOTA

BY
J. HOWARD KRAMER

A Project Sponsored
by the
Board of Regents
PART I

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ACKNOWLEDGMENTS

There is always a risk involved in naming those who have cooperated and furnished assistance in carrying out such a project as the writing of the **Highlights of the History of Public Higher Education in South Dakota**. Almost inevitably someone who has helped a great deal is forgotten and his name left out. The writer had the finest cooperation and assistance from everyone called upon for help and none who contributed assistance are intentionally overlooked. However, the writer felt he wanted to name those whose cooperation and help was considerable and without whose assistance this project would have been impossible. The following aided considerably by furnishing funding, counsel, information, and making available documents, records, and materials:

South Dakota Board of Regents

Dr. Richard D. Gibb, Commissioner of Higher Education

South Dakota State University

Dr. H. M. Briggs, President

Harvey E. Johnson, Director of Student Administration Services and Registrar

Mrs. Florence Walder, Manager, Professional Personnel

Alfred G. Trump, Director of Library and Professor of Library Science

Mrs. Darlien G. Klug, Head of Reference and Documents Department and Assistant Professor of Library Science

Kenneth S. Hayter, Director of Physical Plant
University of South Dakota

Dr. Richard L. Bowen, President
Irene Burton, Registrar
Virgil Massman, Director of Libraries
Dr. Cedric C. Cummings, Professor of History and Chairman of Department

South Dakota School of Mines and Technology

Dr. Harvey R. Fraser, President
Robert H. Moore, Registrar and Director of Admissions
Philip E. McCauley, Director of Library
Mrs. Bonnie E. McHugh, Secretary and Administrative Aide to the President

Northern State College

Dr. Norbert K. Baumgart, President
Dr. Lloyd F. Johnson, Dean of Administrative Services and Professor of Education
Dr. Richard W. Van Beek, Dean of Admissions and Records and Professor of Education
Ralph Johnson, Director of Physical Plant

Black Hills State College

Dr. Meredith N. Freeman, President
Douglas Bell, Assistant Professor and Director of Admissions and Records
Freeda Summers, Registrar
Doris Phillips, Librarian
Dakota State College

Dr. Harry P. Bowes, President

Preston E. Tyrrell, Director of Admissions and Records

David C. Genaway, Library Director and Assistant Professor

Dr. V. A. Lowry, President Emeritus and Curator of Museum

Helen Simmons, Assistant Registrar

Southern State College

Dr. Allen R. Millar, President

Ross Howe, Registrar and Assistant Professor of Education and Psychology

Joel Hanson, Director of the Library and Assistant Professor of Library Science

Note: The officers named above and the title given them were effective at the time the data was collected.
This volume entitled Highlights of the History of Public Higher Education in South Dakota is the result of an assignment given to the writer by the South Dakota Board of Regents. The actual conveyance of the responsibility to prepare the document was made by Dr. H. M. Briggs, President of South Dakota State University, shortly after the beginning of the new year of 1969. The writer at that time was, and still is, assigned to the staff of South Dakota State University as Professor of Education. This assignment came about in accordance with a policy of the Board of Regents that retiring presidents of public supported colleges* could not continue in a lesser capacity on the staff of the college where they had held the top administrative post. They could, however, be reassigned on some other state-supported college campus and the writer was fortunate in being placed on the staff of South Dakota State University.

The writer began his duties the first semester at South Dakota State University in September 1968 with a full-time load of teaching and gathering data for an accreditation report. The second semester of the 1968-1969 academic year was devoted to the teaching of a lesser...
load but with more time required to completing the accreditation report which was scheduled to be ready for printing by June 1, 1969. Consequently, when the writer accepted the task given him by the Regents of Education through Dr. Briggs at the beginning of 1969, it was not possible to spend a great deal of time on the project. However, work was started on a limited scale and considerable amount of materials collected and some notes taken. Before this present volume was completed a considerable number of materials had been examined and more than 2,000 pages of long hand and duplicated notes collected.

It was important at the outset for the writer and the sponsor of the project to have a clear idea as to what was to be done and what could be done. From time to time during the writing, outlines of plans and assignments for the writing have been presented to Dr. Briggs who, in turn, transmitted copies of these plans to the Board of Regents through the Commissioner of Higher Education, Dr. Richard D. Gibb. Naturally, plans for the project were altered as the writing progressed and approaches planned in the first outline were later changed to suit the direction in which the story was going. It was not entirely certain as to the final direction the manuscript would take until the last word was written.

One thing was clear at the outset and that was that the purpose of the project was to tell the story of the development of public-supported higher education in South Dakota from its very beginning in 1862 down to the present time. In short, we started with nothing about 110 years ago and what have we to show for the money, sacrifice
and effort expended over this long period of time? Where are we today regarding the quality and adequacy of public colleges and universities in South Dakota? This volume attempts to answer the two above questions and traces most of the changes, problems and developments that occurred over the years. Dr. Briggs and the writer were fully agreed that this was to be a history of higher education and not a college history of each of the seven state-supported institutions of higher education. Each of the institutions needs such a historical document for itself and each institution should turn the job of writing one over to someone on its staff and give him the time and financial support to enable him to do a creditable, if not a comprehensive, detailed job. Some of the public colleges and universities have had their histories written from time to time, but where these exist at all most of them are very brief and at least a decade behind the times.

As the research for the writing proceeded it early appeared that unless the publication was to consist of several volumes which would require considerable time and money that the writing had to be limited to the most important and most noteworthy events that had transpired during the century-long period. The reader may be disappointed at times not to find a fact or an event presented in the volume which he believes ought to have been included. The writer is the first to agree with such criticism. But, as mentioned above, the nature of the task, the time and the budget precluded the completion of a comprehensive work of several volumes. If there is some fact or event the reader wants to pursue the documentation of this volume should lead him readily to the original source where he can find the
information for himself. As stated above, the writer wanted to trace
the main events that produced a creditable system of public higher
education in South Dakota out of nothing. In addition to this, the
last section (addendum) gives a brief biography of the chief
administrators hired by the Regents who were generally the implementers
of the policies the Board adopted. Objectivity has been striven for
but inevitably, because of the writer's familiarity with public higher
education in South Dakota over a period of fifty years, some bias and
personal opinion must have crept in.

The writer used primarily the following sources of information
to compose the volume which follows: Regents' Biennial Reports,
Regents' Minutes, college catalogs and bulletins, Territorial and State
Laws, State Constitution, various individual studies, histories and
historical collections, copies of lectures, college student newspapers,
public newspapers, memoirs, theses, State Histories, doctoral disserta-
tions, reports and biographical collections.
CHAPTER I

THE BEGINNING

State-supported higher education in South Dakota had its beginning shortly after Abraham Lincoln in 1861 signed the Organic Law creating Dakota Territory. The territory had been officially opened for settlement in 1859 and the residents living mostly along the Sioux River from Sioux City to Brookings and along the Missouri River from Elk Point to Bon Homme were delighted to have the territory organized thereby providing official status for the citizens and giving them representation in Congress. How much these pioneers were interested in higher education is hard to gauge. However, the record does clearly show that they were interested in politics and the exploitation of the newly created territory economically. They also were fully aware that an organized territory must have institutions and that among these institutions providing higher education for the people could be used for political leverage in deciding certain political issues and favors.

One question that is frequently asked is, "Why are the state-supported institutions of higher education in South Dakota located around the periphery of the State?" None of our state-supported colleges are more than 40 miles from the border of another state and in the case of two of them, only the Missouri River stands between the state-supported college and the border of the next state. It is frequently speculated that if we were to locate our State colleges today that the arrangement would be considerably different. At this late date, the matter becomes largely academic although few legislatures pass without someone coming up with an idea to close, combine, or consolidate one or more of the state-supported colleges.
From 1862 when the first state-supported institution was created by territorial law until 1901 when the last was brought into existence, many factors were at work to determine what institutions would be created and where they would be located. Of course, the South Dakota pioneers looked to other states to see what the pattern of development had been. In the part of Dakota Territory that is now South Dakota, there were two important factors which influenced the location of the higher education institutions. These factors were: population concentration and hence political power and the genuine interest in higher education of one or more citizens in the community. This becomes rather clear as the story of the location and development of each institution unfolds.

The first state-supported institution of higher education to be created in Dakota Territory was a University of the Territory of Dakota. This was done by the enactment of Chapter 88, Territorial Session Laws of 1862, First Session. The act was approved by William Jayne, Governor of Dakota Territory, on April 21, 1862.

Cummins explains the location of the University by stating that among the local problems was that of education, lauded by Governor Jayne in his opening speech for its "moral and intellectual" values and for its appeal to prospective immigrants. Both branches responded by appointing committees, that in the House bearing the significant title of "Common Schools, Universities and Colleges." Some kind of special interest by the Vermillion representatives in education is indicated by the fact that they held two of the three seats on each of the committees.

But education had to wait upon the issue of greatest immediate interest, location of the territorial capital. Yankton was determined to
retain this plum. However, others hoped to secure the capital for Bon Homme or Vermillion. During the ensuing controversy, according to one member, there was "much whiskey drank, a few eyes blacked, revolvers drawn, and some running done." The Governor sent troops to maintain order in the lower house, and that body immediately adjourned in protest. Harmony was eventually restored, however, with a division of the spoils. The capital remained in Yankton. The penitentiary was designated for Bon Homme. The territorial university was officially established at Vermillion in a bill introduced by Lyman Burgess and signed by Governor Jayne on April 21, 1862. No money was appropriated for either a penitentiary or university.¹

Although little was done to bring Dakota University into actual operation for a period of twenty years, following its legal creation, apparently the concept was kept alive in the Territorial Assembly and in the thinking of some of the civic leaders of Vermillion, Dr. Cedric Cummins² in a lecture which was given at the University of South Dakota on February 16, 1966, had this to say:

"The University project was not forgotten, however. The second Territorial Legislature, 1862-63, named a board of eighteen regents and prescribed courses in five fields: (1) science, literature and art; (2) law; (3) medicine; (4) training of teachers; and (5) agriculture."

¹Cedric Cummins, "As It Was In The Beginning: The University of Dakota," The Fourteenth Annual College of Arts and Sciences Lecture on Liberal Education, February 16, 1966. Published by the College of Arts and Sciences, University of South Dakota, July 1966, pp. 4-5.

²Ibid., p. 5.
Nothing of importance really happened to get a university in operation until early in 1881. Cummins says, "challenged by these developments (the granting of 72 sections of public land to support a University of Dakota upon the obtaining of statehood), Judge Jefferson P. Kidder, banker Darwin Inman, Doctor and Mayor F. N. Burdick, and Civil War veteran John L. Jolley met a few days later (following the Vermillion flood March 27 to April 15, 1881) in Kidder's office. Their goal was to do something for their town and for education by reviving the nineteen-year-old university project. They formed an association titled the 'University of Dakota' and on May 21, 1881, received articles of incorporation from the Territorial government. The legal entity which they had created, it is significant to note, was private, not public."

Cummins stated in his lecture, "An article in the local (Vermillion) Dakota Republican, edited by Burdick, carried this statement: The state University is located by statute in this county (Clay), in the city of Vermillion. Congress has already appropriated land for this institution worth at least $100,000, this to be available when Dakota becomes a state. This institution (University) will be the most important one in the new state of Dakota. Not less than a half million dollars will be expended upon it within the next eight years. The next legislature may change the law and locate this institution somewhere else. There is a way for us to keep its location in this county, and make that location permanent. Shall we do it or shall we not?"

What they proposed was to bond Clay County to build a university structure. By the first of the new year, 1882, the necessary petitions had been secured, and the county commissioners set March 13 for a plebiscite on
a tax of one mill for bonds totaling $10,000 "to secure the permanent location of the State University of Dakota at Vermillion."¹

Although the Assembly which located the University at Vermillion imposed no land donation requirement upon the people of Vermillion as was done in the case of the other institutions of higher education established, nevertheless a site of twenty acres was donated by Kidder and other citizens (for the site of Dakota University) and a two-story building of Sioux Falls quartzite begun. (The vote on the bond issue had carried two to one in favor of the bonds--811 to 491.) However, completion by autumn was impossible, so one room on the second floor of the new frame courthouse at the later site of the post office was substituted.²

The corporation which was responsible for placing Dakota University on a permanent basis took action to further implement their objectives by appointing a board of trustees and a president, or as he was designated, Principal of the Academic Department. (This institution was not considered more than an academy until it was taken over by the Territorial Assembly in 1883.)

The following title page and the first page of the First Annual Announcement of the University of Dakota³ is given below:

FREE

UNIVERSITY OF DAKOTA

¹Ibid., p. 8.
²Ibid., p. 9.
FIRST
ANNUAL ANNOUNCEMENT
ACADEMIC DEPARTMENT
Which Will Be Opened for the Reception
of Pupils October 15, 1882
By Authority of the Trustees
Sept. 1, 1882
Vermillion, Clay County, Dakota
Yankton, Dakota
Daily Press and Dakotalian Printing House

Board of Trustees
Hon. J. P. Kidder, President Vermillion
Hon. R. F. Pettigrew Sioux Falls
Hon. D. M. Inman, Treasurer Vermillion
Hon. J. R. Wilson Deadwood
Hon. Jno. L. Jolley, Secretary Vermillion
Hon. Bartlett Tripp Yankton
F. N. Burdick, M.D., Librarian Vermillion

Principal of Academic Department
Eph M. Epstein, M.D.

The First Annual Announcement of Dakota University states that, "There will be courses of study in this academy designed to meet the educational wants of our growing population." The authors of this bulletin laid out five

1Ibid., pp. 6-7.
programs which would be available:

(1) An English course of two years of forty weeks each for those who wanted to complete a high school course of study. (Four-year high schools were few in the Territory in 1882 and were not commonly available until many years later.)

(2) A normal course of three years of forty weeks each. This course was designed for those who decided to prepare themselves as teachers of public and high schools in the territory or elsewhere.

(3) A classical or polyglot course for those who wished to prepare to enter the university. This course was for three years of forty weeks each.

(4) A scientific course of three years of forty weeks each designed for those who wished to take special scientific courses in the university.

(5) A fine arts course for three years of forty weeks each. This was not an organized program, but was made up of courses confined to art and music.

Thirty-five were examined and admitted during the opening days; this number increased to sixty-nine during the year. These early students were mostly sub-collegiate level in their academic achievement. Four years after

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the opening of the University, of the 139 enrolled only twelve were classified
as college students.\(^1\)

The First Annual Announcement of Dakota University\(^2\) indicates that the
Board of Trustees were more anxious to create an institution that would serve
the pioneer populace than they were in establishing an institution of
strictly collegiate status. The admission requirements set forth for the
academic year of 1882-1883 make clear that the first University was strictly
an academy: (1) Applicants must have passed the fourteenth birthday unless
otherwise provided; (2) Must pass an examination in (a) reading, (b) grammar
to syntax, (c) arithmetic through decimal fractions; (3) Pupils will be
admitted to the second and third years course of study, if they will pass a
satisfactory examination in the studies of the preceding courses of this
academy, irrespective where they pursued and acquired them; (4) A yearly
admission fee of $5.00 must be paid before the examination, which will be
returned, if the examination proves unsatisfactory, and the candidate be
rejected. No other fees for tuition will be required; (5) Pupils from other
states and territories will be charged a tuition fee, which will be specially
determined by the Trustees.

Thus, the University of South Dakota was created in 1862, organized as
a private school in 1882, transferred to public control in 1883 and has
continued to function in its original site for eighty-eight years with only

\(^1\)Annual Catalogue of the Officers and Students of The University of
Dakota, for the year ending June 17, 1886, Perkins Brothers Co., Printers &
Binders, Sioux City, la.:1886, p. 7.

one serious threat to its original location which was made by an initiated measure to remove the institution from Vermillion to Sioux Falls. This measure was defeated in the general election of 1922.

From the very beginning Yankton had to exploit every political opportunity to keep the Territorial Capital. As the population of the Territory grew, extending up the valleys of Big Sioux and Red River of the north, west from Fargo to Bismarck along the railroad, and along other railroads in the Territory and out into the Black Hills, it became more difficult for a group from southeastern part of the Territory to control the acts of the Assembly. The Territorial Assembly of 1881 was apparently anxious to maintain a hold on the vote of a widespread area of the Territory. In any case, whatever the motive, 1881 was a year for "handing out" educational institutions to many localities. During this session an agricultural college was located at Brookings and normal schools, in what is now South Dakota, at Alexandria, in Hanson County; Madison in Lake County; Spearfish in Lawrence County; Springfield in Bon Homme County; and Watertown in Codington County. For the next two years, however, nothing was done at the territorial level to activate the institutions created by the Assembly of 1881. The citizens interested in higher education had to wait for the Assembly of 1883 to take action which would launch all but three of the newly created institutions on their way.

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1 South Dakota, Session Laws 1921, Chapter 407.
2 Dakota Territory, Session Laws 1881, Chapters 3, 98, 99, 100, 101, 102.
The Territorial Assembly of 1883 again met at Yankton. However, it seemed apparent at this time that the forces favoring Yankton as the Territorial Capital were being overpowered by the political influences of the more remote areas of the Territory. No doubt, those who favored Yankton used all of their political power to "hang on" to the capital, but the Assembly did not create more institutions of higher education. Actually, two of the normal schools, Alexandria and Watertown, were not mentioned in the legislation enacted in 1883. No legislation reviving the laws which were passed in 1881 creating normals at Alexandria and Watertown have since been passed. A law was passed in 1883 reaffirming the Territorial Assembly Act of 1881, Chapter 101, establishing a normal school at Springfield.\(^1\) However, no appropriation was made to support the college and it was not until October 1897 that what is now Southern State College actually began an instructional program.

The action of the Assembly of 1883 indicates area interest in higher education for the Territory.

The University which had been created in 1862 and started instruction in 1882 as a private school was taken over by the Territorial Assembly in 1883.\(^2\) Appropriations were also made for completing the main building and for operating the school for the next biennium.\(^3\) An agricultural college

\(^1\)Dakota Territory, Session Laws 1883, Chapter 22.

\(^2\)Dakota Territory, Session Laws 1883, Chapter 38.

\(^3\)Dakota Territory, Session Laws 1883, Chapter 39.
which was authorized in 1881 was activated in 1883,\(^1\) and provision made for construction of a building.\(^2\) It does not appear that the 1883 Assembly made an appropriation for the operation of the new agricultural college. What money would be available had to come from public lands rentals, federal aid under the John Morrill Act of 1862 and very small amounts of tuition and fees.

Appropriations were made by the Territorial Assembly for buildings and for operation of the normal schools at Madison\(^3\) and at Spearfish.\(^4\) Thus, the close of 1883 saw four state-supported institutions of higher education organized and functioning even though for several years their curriculums resembled those of a junior and senior high school more than they did those of a college.

After the discovery of gold at Custer and later at Deadwood, the population of the Black Hills area increased dramatically. Rapid City became the gateway to this wealthy and interesting region. At about the time that educational institutions were being founded at Brookings, Madison, and Spearfish there was considerable desire on the part of several Black Hills people for the establishment of a school of mines. The chief motive behind this objective seems to have been the desire of most men to learn quicker and better ways to find gold. The miners were also interested in

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\(^1\)Dakota Territory, *Session Laws 1883*, Chapter 2.
\(^2\)Dakota Territory, *Session Laws 1883*, Chapter 3.
\(^3\)Dakota Territory, *Session Laws 1883*, Chapter 14.
having a place where ores could be reliably assayed at a modest cost. Both Deadwood and Keystone wanted the school and put up strong arguments why it should be located in their communities. It was finally agreed that Rapid City would make a more suitable location (away from the confusion and influence of the mining camp). A bill establishing a school of mines at Rapid City was introduced into the 1883-1884 Assembly. The Bill passed both the lower House and the Council almost unanimously, but Governor Ordway vetoed this legislation.¹ In 1885, however, a bill was passed to "locate, establish, and endow a School of Mines for the Territory of Dakota" to be located at Rapid City in Pennington County, Dakota Territory.² This was the last of the state-supported institutions to be established by the Territorial Assemblies; even though the normal school at Springfield didn't begin operations until 1897, it was, nevertheless, authorized by the same Territorial Assembly that created the normal schools at Madison and at Spearfish.

The north-central part of South Dakota had not been provided with a state-supported educational institution and this neglect was strongly felt by the people of Edmunds, Brown, Marshall and Roberts Counties and the immediate surrounding area. In response to this demand the State legislature

¹The Engineer (Diamond Jubilee 1960) Yearbook--History of the South Dakota School of Mines and Technology, p. 5.
²Dakota Territory, Session Laws 1885, Chapter 133.
of 1899 passed a bill establishing an Industrial School and Institute of Technology at Aberdeen. Andrew Lee who was governor at the time allowed the measure to become a law without his signature.\footnote{South Dakota, Session Laws 1899, Chapter 76.} Nothing was done to get the school started because it appeared that this was not entirely the kind of school the people wanted for this section of the State. In 1901 Chapter 76 of the State Session Laws of 1899 was amended to change the purposes of the school at Aberdeen to include "preparation in the science and art of teaching."\footnote{South Dakota, Session Laws 1901, Chapter 114.} In the same act it was stipulated that the name of the new school should be Northern Normal and Industrial School.

Local Concern

While it appears that in the early days of Dakota Territory, politics had considerable to do with the location of the institutions of higher education, when it came to actually getting these institutions operating it was local devotion, dedication and sacrifice which were responsible. There were, no doubt, many who played important roles in promoting these institutions in the early days, whose names do not appear in the records; there were those whose names do appear and to whom great credit must be given for their contributions. Names which are associated with the early developments and formulation of the University of Dakota were: Judge Jefferson Kidder, banker Darwin Inman, Doctor and Mayor F. N. Burdick, and...
Civil War veteran John L. Jolley. These were the men who actually got the University started and dedicated a sincere interest in that institution their entire lives.

There were also many who had a devoted interest in the development of an agricultural college for Dakota Territory. J. O. B. Scobey is generally credited with bringing the Dakota Agricultural College to Brookings. Mr. Scobey was a member of the Territorial Council from Brookings. He was interested in getting a political appointment for his law partner, George A. Mathews, but when this failed he took the next available political "hand-out" which was an agricultural college for his home town. At the time there apparently was no great elation in Brookings over the accomplishments of Councilman Scobey.

V. A. Lowry who was officially associated with Dakota State College for forty-eight years, from 1922 to 1970, points out that credit for locating the college at Madison goes to many persons, but that it was Hon. Chas. B. Kennedy who was a member of the House of the Territorial Assembly representing Lake and seven other counties who actually was responsible for getting the normal school for Madison. Mr. Kennedy also donated the main campus site of twenty acres.

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It is not clear as to whom promoted the legislation in the Territorial Assembly of 1881 that created a normal school at Spearfish. Since this was a year in which several towns were awarded educational institutions probably to maintain control of votes over a wide area of the Territory when the matter of moving the Territorial Capital came up, it may not have required much effort on the part of the Spearfish people to secure the normal school. However, when the Act of 1881 was revived in 1883 by Chapter 19 of the Territorial Session Laws of 1883 and a Board of Trustees appointed there was at least one name that stood out and that was Joseph Ramsdell. Mr. Ramsdell was a resident of Spearfish and a member of the original Board of Trustees. It was he who solicited subscriptions to buy a school site as required by law and it was he and his helpers who collected the money to make full payment on the original site of Spearfish Normal.1

The brief history of the South Dakota School of Mines2 which appears in the 1960 Engineer, the yearbook of that institution, does not attribute sole credit for the location of the school in Rapid City to any one man or group of men. It is mentioned, however, that the Honorable John W. Nowlin of Rapid City, representative of Pennington County in the lower House of the Territorial Assembly, did introduce a bill to create a school of mines at Rapid City. This bill was passed but, as previously noted, it was vetoed by Governor Ordway. In 1885 the Honorable S. P. H. Wells, Pennington County representative in the Council, introduced the bill which was passed and

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1Black Hills College, Eohica (college yearbook), 1958, p. 214.

signed by Governor Pierce on March 17, 1885, creating the School of Mines. In the case of this institution as well as the other state-supported colleges in South Dakota, there were, no doubt, several who worked to secure the location of a "college for their town" and worked loyally and sacrificially to see that the new and weak institution did not fail.

Although the normal school at Springfield was created in 1881, it did not officially start as a public-supported and supervised school until October 11, 1897. The Springfield Times relates that about two weeks before this publication date, Mr. Chas. Hill and Mr. R. Groot of Springfield went to Elk Point to persuade the Board of Regents to take over the supervision of the school. Their efforts resulted in a visit by a committee of the Regents who authorized the immediate opening of the school. Actually the "Normal" was in operation in 1882 without benefit of State support or supervision. The tract of land which constituted the original campus was donated by the Honorable John A. Burbank, who was Territorial Governor from 1869 to 1873.

Without detracting from the efforts made by other communities in support of the colleges located within their border, it must be said that no people did more to establish and support "their college" over the years than the people of Springfield. The first building was constructed out of locally-raised funds and, although the college opened its doors in October 1897, it

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1 Springfield Times, Thursday, October 7, 1897, p. 1.

2 Ibid., June 29, 1882, p. 1.

had no State appropriations at its disposal until July 1, 1901. For four years the operational costs were paid by the friends of Springfield Normal, mostly Springfield people. A small appropriation to operate the college was made by the Legislature of 1899, but it was vetoed by Governor Andrew E. Lee.¹

Northern State College was the last of the seven state-supported colleges and universities to be authorized. From 1885 when the Dakota School of Mines was created there had been a considerable increase in the population of the north central area of the territory and State and interest in establishing a college for this part of the State ran high. Professor John Murphy who was long time Professor of History at Northern wrote, "The first proposal for establishing such an institution (an institution of higher learning) was probably made by the Reverend Father Haire, pioneer missionary. Father Haire was an intimate friend of the Governor of the State, at that time the Honorable Andrew E. Lee, and urged upon him the claims of the northern half of South Dakota for an institution of higher education. Because the other State institutions were weak and struggling and the finances of the State were not in good condition, Governor Lee did not favor at that time the establishment of such a school."²

A bill establishing an institution of higher education of a technical nature was passed by the Legislature of 1899 and allowed to become a law

¹South Dakota, Session Laws 1899, Chapter 3.

without the Governor's signature.¹ The people of Aberdeen wanted a college where teachers could be prepared, so in 1901 Chapter 76 of the Session Laws of 1899 was amended to create Northern Normal and Industrial School which was authorized, among other things, to provide "preparation in the science and art of teaching."²

It should be noted that at the time Robert W. Haire was promoting an institution of higher education at Aberdeen that he was a member of the State Board of Regents appointed by Governor Andrew E. Lee in 1897. So far as the record shows Father Haire was the first and only cleric to be appointed to the Board of Regents. He apparently did not serve a complete six-year term because his name is not listed in the names of the Regents given for 1900-1901. In recognition of Father Haire's great service to the college at Aberdeen an impressive monument has been erected on the campus there as a tribute to his contribution. While college buildings have been named as tributes to those who contributed to the promotion of state-supported higher education in South Dakota the monument to Father Haire is the only single edifice erected to do honor only on the campus of any of the state-supported colleges. It may be the only monument erected to a Catholic priest for his contribution to public higher education on the campus of any state-supported college or university in the United States.

¹South Dakota, Session Laws 1899, Chapter 76.
²South Dakota, Session Laws 1901, Chapter 114.
The Territorial Legislative Act\(^1\) which created and located a University of the Territory of Dakota was rather simple. Section I established and located the institution on a specified piece of ground in the town of Vermillion in Clay County; Section 2 was an emergency clause and specified that the Act would take effect and be in full force after its passage and approval by the Governor. The laws creating and controlling institutions of higher education after 1862— that is, 1881, 1883, 1885, 1899, and 1901— were far more specific and detailed. The Act which really started the University as a state-supported and controlled institution\(^2\) specified (1) the kind of institution it should be; (2) stipulated that there should be no sectarian control; (3) specified the form of government it should have; (4) detailed how the board of control should secure office and how it should operate; (5) provided for control of finances; (6) specified how buildings were to be constructed; (7) provided for a secretary and a treasurer; (8) spelled out the large duties of the Board of Regents; (9) explained how apparatus was to be purchased; (10) explained how all specimens of natural history and geological and mineralogical specimens were to be handled; (11) provided for institution and board reports; (12) provided for expenses of the board member both mileage and maintenance; and (13) took over the University, all its property and holdings from the private corporation which came into being

\(^1\)Dakota Territory, Session Laws 1862, Chapter 88.

\(^2\)Dakota Territory, Session Laws 1883, Chapter 38.
on the nineteenth of May, 1881. It was this corporation that provided the first building and put the University in actual operation the fall of 1882.

As the other state-supported institutions of higher education were activated by the Territorial Session Laws of 1883 their function, form of government, method of finance and responsibilities of reporting were specifically noted.

No mention of a land donation being required of the people of Vermillion or Clay County is made in the Act of 1862 which placed the Territorial university at Vermillion. By the time the Territory actually took over the responsibilities for the school a land donation of twenty acres for a school site had been made and a building was well on its way to completion. Subsequently, however, each of the communities which secured one of the six other state-supported colleges were required to make a land donation to qualify for the legislative favor.

The Act which located the Territorial agricultural college at Brookings required that the citizens provide and donate eighty acres adjacent to the city of Brookings to the Territory. 1 Later, in 1883, the Act which revived the 1881 legislation 2 simply stated that the college was to be constructed on land owned by the Territory within the city limits of Brookings. The people of Lake County and Madison were required to donate 160 acres of land to the Territory to secure the normal. 3 This land was to

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1 Dakota Territory, *Session Laws 1881*, Chapter 3.
be within one mile of the city limits of Madison. This was changed, however, by legislation in 1883\(^1\) which permitted the Madison people to substitute twenty acres near the center of the town of Madison as a site. The previous 160 acres was authorized sold and the receipts placed in a building fund for the Normal. The Territorial act which created a normal school at Spearfish\(^2\) required the townpeople to donate forty acres to the Territory as a site for the school. This had not been done by the time the Territorial Assembly met in 1883. However, an act\(^3\) passed by the Assembly in that year gave the Spearfish people a time extension of six months in which to provide the land and this was accomplished. At Springfield the people were required to donate eighty acres of land to get the normal located there.\(^4\) However, in 1883 when the 1881 Act was amended the requirement was reduced to twenty acres adjacent to Springfield.\(^5\) Although the land was provided, it was still fourteen years before the Normal got under way as a state-supervised institution. In the case of the School of Mines the Act which created and located the institution required that the people of Rapid City donate five acres within or immediately adjacent to the city limits.\(^6\) Not only were five acres provided but an

\(^1\)Dakota Territory, *Session Laws 1883*, Chapter 15.

\(^2\)Dakota Territory, *Session Laws 1881*, Chapter 100.

\(^3\)Dakota Territory, *Session Laws 1883*, Chapter 19.


\(^5\)Dakota Territory, *Session Laws 1883*, Chapter 22.

\(^6\)Dakota Territory, *Session Laws 1885*, Chapter 133.
additional five acres was purchased by friends of the school to make an 
original school site of ten acres which was presented to the Territory. ¹ In 
order for the people of Aberdeen to secure an institution of higher education, 
it was necessary for them to donate twenty acres to the State. ² This became 
the site of Northern Normal and Industrial School authorized in 1901 and 
constitutes the main part of the campus today. ³

Institutional Government

The Dakota pioneers who served in the Territorial Assembly from 1881 
until 1889 did a considerable amount of "feeling around" in attempting to 
arrive at a method of governing the institutions of higher education. From 
1881 until 1890 Dakota Agricultural College had six different kinds of 
institutional control at the Territorial level. The act ⁴ which created the 
institution in 1881 provided for a board of trustees of five members, one of 
whom was the Territorial Superintendent of Public Instruction, ex-officio. 
The president, treasurer and secretary were elected from their number. In 
1883 the board of trustees was scrapped for a board of regents ⁵ of six members 
appointed by the Governor with the advice and consent of the Council as was 
true with all boards appointed by the chief executive. They were appointed

²South Dakota, Session Laws 1899, Chapter 76.
³South Dakota, Session Laws 1901, Chapter 114.
⁴Dakota Territory, Session Laws 1881, Chapter 3.
⁵Dakota Territory, Session Laws 1883, Chapter 2.
for four-year terms and elected a president, secretary and treasurer from their own number. The board of regents was replaced by a board of directors in 1885.\(^1\) This board consisted of five members appointed for two-year terms. Their officers were selected from their own number. Two years later the Territorial Assembly of 1887 created another board of regents to manage the institution; this time, however, the board was to be known as The Agricultural College Board of Regents.\(^2\) It was to consist of five appointed members, the Governor and one member of the Territorial Board of Agriculture making a total of seven members. The Board was to be appointed at each biennium of the Assembly. It was this Act that first gave a specific name to the agricultural school. It was named Dakota Agricultural College. The control of this board was short-lived since in 1889\(^3\) the Assembly placed all charitable, penal and educational institutions under the immediate supervision of the Territory under boards of five trustees, two of whom were appointed for a two-year period and three for four-year terms. Each institution had its own board of trustees which had complete control of the institution and supplanted any previous boards of trustees, directors or regents. Not more than two of the trustees could come from the county in which the institution they governed was located.

With the adoption of a constitution for the State of South Dakota all institutions of higher education came under control of a board of regents of

\(^1\)Dakota Territory, Session Laws 1885, Chapter 22.
\(^2\)Dakota Territory, Session Laws 1887, Chapter 6.
\(^3\)Dakota Territory, Session Laws 1889, Chapter 93.
nine members, no more and no less. The State legislature of 1890 implemented
the constitutional provision by passing law\(^1\) which provided for the nine-man
board and specified that the length of term of a regent should be six years
and at least six must be appointed from counties in which no institution was
located over which this board had control. This board of regents was
directed to appoint a board of trustees of five members to actually "run"
the institution. The trustees were responsible to the board of regents and
might be removed from office by the regents for cause.

The government of the South Dakota institutions of higher education
were controlled as explained above for a period of seven years, 1890 to 1897.
In the general election of 1896 the State constitution was changed by a vote
of the people to provide the system for control of state-supported colleges
and universities which is in effect today.\(^2\) The legislature of 1897 pro-
vided for a board of regents of five the size of which might be increased to
nine by the Legislature. (The Board size was increased to seven in 1955 by
Chapter 38 Session Laws.) None of the regents appointed could live in a
county where an institution which the regents controlled was located. The
previous boards of trustees were abolished and a "Regents Committee" for each
institution established. The law gave the regents broad powers to manage the
institutions, develop policies, fix tuition and fees and employ and dismiss
personnel. For more than seventy years there has been almost no changes in
this statute of 1897, except the one in 1955 previously mentioned.

\(^{1}\)South Dakota, \textit{Session Laws 1890}, Chapter 6.

Although there were some changes made periodically in the government of Dakota University, its form of control was changed only once before it came under the control of a board of trustees in 1889 which was the case for all state-supported institutions. The statute of 1862 which created Dakota University said nothing about form of government. ¹ In 1883² the legislative act which took over Dakota University from the private corporation provided for a board of regents to run the institution consisting of the Governor, who was the president of the Board, the President of the University and six other members appointed by the Territorial Governor for six-year terms. In 1885³ a Board of Directors of five to hold office for two-year terms was provided for. The secretary was appointed by the Board from outside their number. As has been mentioned, the University and all other state-supported colleges came under the supervision of Boards of Trustees in 1889 and, of course, later a Board of Regents.

The three normal schools which were created in 1881 all had the same form of government. (Nothing is noted about Springfield Normal from 1883 until 1897 when the Board of Regents activated the school.) At first,⁴ each normal was provided a Board of Education of five members appointed by the Governor. (It appears that the legislators thought the normals were more like public schools than colleges.) The Territorial Treasurer and the

²Dakota Territory, Session Laws 1883, Chapter 38.
³Dakota Territory, Session Laws 1885, Chapter 27.
⁴Dakota Territory, Session Laws 1881, Chapter 99.
Superintendent of Public Instruction were members of the Board and included
in the total of five. The Territorial Treasurer was also treasurer of the
Board. No change was made in this form of control when the normals were
activated in 1883, but in 1885, although the governing board was still called
a board of education, it now had five members none of whom were ex-officio.
The term of office was to be four years, but of the first appointees, two
were named for two-year terms and three for four-year terms. The Territorial
Treasurer was the treasurer of the board. The normal schools at Madison and
Spearfish were governed from 1889 until a board of regents took control, by
boards of trustees the same as were the University, the Agricultural and the
Mining school. The normal schools had one feature not found in connection
with the other State colleges and that was the visiting committee appointed
by the Board of Education. This committee visited the school under its
direction being very careful to check on pupil conduct, scholarship, care of
property and administration of the school. It reported to the Board of
Education. The first committee listed is given in the third catalog of the
normal at Madison and the last one listed in the catalog for 1888-89, the
sixth annual catalogue.
The School of Mines, having been created only four years before
South Dakota statehood, had only one form of institutional government.

1 Dakota Territory, Session Laws 1885, Chapter 116.
2 State Normal School Madison, Third Catalogue, Year ending June 30,
1886, p. 2.
3 State Normal School Madison, South Dakota, Sixth Annual Catalogue,
Year 1888-1889, p. 3.
4 Dakota Territory, Session Laws 1885, Chapter 133.
The Board of Trustees for this school consisted of five members appointed by the Governor for two-year terms. It elected its own president, secretary and treasurer from its number. As previously noted, from 1889 on all state-supported institutions of higher education have been governed by a board common to all. Northern Normal and Industrial School, the last of the state-supported colleges created came in during 1901 under the Board of Regents as it now exists except for the addition of two members in 1935 as previously noted.

Board of Regents

The Constitution adopted for the State of South Dakota in 1889 provided that the institutions of higher education should be governed by a Board of Regents of exactly nine members at least six of whom could not live in counties where institutions were located over which they had control. The terms of office were for six years with one-third of the number being appointed each two-year period. This Board was to operate in somewhat of a supervisory capacity although the ultimate control was with it. Each institution was actually operated by a board of trustees of five members. The term of office of a trustee was five years with one being appointed each year. A trustee could be removed from office for cause by the Board of Regents.¹ These early Boards were not usually allowed more than a minimum for expenses.

There probably was more conflict between the Board of Regents and the boards of trustees than appears in the record or perhaps too many boards led

¹South Dakota, Session Laws 1890, Chapter 6.
to inefficiency in administration. In any case, when the Constitution was
amended by popular vote in November 1896, the boards of trustees were
dropped from the governing scheme.

The form of government for the South Dakota institutions of higher
education provided by constitutional amendment created a Board of Regents of
five members which might be increased to nine by the State Legislature. The
State Legislature of 1897 provided the details under which the Board of
Regents could operate: (1) Five Regents to be appointed with the advice and
consent of the legislative Senate; (2) Terms of office to be over-lapping for
six years; (3) Regents might appoint a committee for each institution under
its control; (4) Must meet at least twice per year, one meeting to be
designated as the annual meeting; (5) None may live in a county where an
institution is located over which the Board has control; (6) Regents were
given power to fix tuition and fees, but the rates were to be uniform for all
institutions; (7) Needless duplication was forbidden; and (8) Regents were
allowed a minimum for expenses. This Legislative Act also provided for
perpetual appropriation of the Local & Endowment Funds (rents, tuitions,
fees, income from school lands, miscellaneous) must be deposited in the State
General Fund and counted as general income into the State treasury.

1Constitution of South Dakota, Article XIV, Paragraph 3.
2South Dakota, Session Laws 1897, Chapter 58.
3South Dakota, Session Laws 1965, Chapter 36.
The institutions were governed by the size and kind of board prescribed by the Legislature of 1897 until 1955 when the size of the Board was increased to seven.\(^1\) The Board of Regents is intended to be bi-partisan and for many years the five-member Board was composed of three representing the party in power and two representing the minority party. This practice was changed in 1935\(^2\) when of the five-member Board only one member represented the party out-of-power. Since that date the practice has been followed of appointing no more than one representative of the party out-of-power on the Board of Regents. This has meant that on a seven-member Board as many as six of the members might be of the same political party.

The advisability of prohibiting appointments to the Board of Regents from institutional counties is one which causes perpetual discussion. There are good arguments for and against such a practice. A bill to permit persons from institutional counties to be appointed to the Board of Regents has been introduced into several recent Legislatures, but so far no action has been taken to change the present practice.

**Institutional Objectives**

The assemblymen who gathered at Yankton in 1883 to reaffirm their stand on higher education and those who met at Bismarck in 1885 and were responsible for creating the Dakota School of Mines would probably have had some second thoughts if they had realized that the agricultural college was

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\(^1\) South Dakota, *Session Laws 1955*, Chapter 38.

to become an impressive university and the mining school an outstanding school of engineering. They probably would have shuddered at the thought that normal schools would soon be giving four-year degrees and one would confer masters' degrees only a little more than fifty years after it opened.

The founding fathers, whatever other attitudes were taken, looked upon the Dakota University as the outstanding institution of higher education not to be compared with the others. The biennial report of the Board of Regents for the biennium ending December 1, 1892, contains these statements probably written by E. F. Hewitt of Ipswich who was president of the Board during the period.¹ "First, we look upon the State University as the crowning institution in the educational system. Its work is to be that general education which is the basis upon which skill and excellence in all the learned professions shall rest. In time, no doubt, it will be deemed wise, as in other states, to establish professional schools of law and medicine as parts of the State University."

The normal schools were created to prepare teachers for the town and city grade schools and for the rural or country schools. In fact, with the exception of Northern Normal and Industrial School, it was specified that their scope was limited to the preparation of teachers for the "common schools" which a later Supreme Court decision decided did not mean high school. If there was a need to train high school teachers they were to be prepared at the University. The above quoted 1892 Biennial Report of the Regents² says:

¹Regents of Education, Biennial Report, for biennium ending December 1, 1892, pp. 6-7.
²Ibid., p. 6-7.
"It is their high function (normal schools) to prepare teachers for the public schools (common schools). The School of Mines had only one original function and that was to make mining more profitable; its function (School of Mines) is plainly and simply to give such knowledge and skill in mining engineering, prospecting, assaying and reduction of ores, as shall help in the full development of our rich mineral resources."\(^1\)

Most of the people who supported an agricultural college and the early Boards of Regents felt that this type of institution of higher education was largely for farm people and the inclusion in the curriculum of any but practical agricultural courses was seriously questioned. In fact, courses were added and deleted from the curriculum at State College from time to time on the basis as to how they fitted the youth for life on a South Dakota farm. Were courses in Latin and commercial subjects proper offerings for an agricultural college? The 1892 Biennial Report of the Regents of Education delimited the program at State College as follows: "Lastly, the work of the State Agricultural College, now largely assisted by national endowment, is to do for all the ordinary manual and productive industries what the professional schools do for the learned professions. Its studies should all band . . . towards a helpful preparation for the pursuits of agriculture, the mechanic arts and domestic industries."\(^2\)

The above as detailed by the 1892 Regents of Education may well have been the first "Master Plan" for higher education in South Dakota.

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\(^1\)Ibid., p. 7.

\(^2\)Ibid., p. 7.
It should be clear that during territorial and early statehood days life was relatively simple and those responsible for creating, continuing and planning higher education for the territory and the State of those times acted in terms of the societal conditions present and the future as far as they could see it. Few people in 1950 foresaw the demands that the people would place on higher education in 1970. In all probability, seventy years ago no one could foresee what higher education would need to be like before three-quarters of the twentieth century had expired.

**Early Finance and Buildings**

While it was not difficult for the Territorial Assemblies to create on paper new institutions of higher education, to provide the finances to fund them was another matter. There was little money in the early Territorial treasury so that direct appropriations even for small amounts were not always made. After 1881 the Territorial Assembly used one or more of the following methods to get a new institution started: (1) The citizens of the community where the institution was to be located were required to furnish the site; (2) A building had already been constructed by local residents, was partly completed or bonds were issued by the community or Territory to secure funds for a building; (3) Direct appropriations for operation; (4) Federal funds were the sole source of funds for operation; (5) The local community did the best it could without any Territorial or governmental financial support for institutional operation (Springfield Normal operated from October 1897 until July 1, 1901, without any State appropriation of any kind. An appropriation made by the Legislature of 1899 was vetoed.)
Since no tuitions were to be charged resident students and only
nominal tuitions were to be paid by non-resident students attending the
Dakota state-supported colleges and universities during the early days, little
money was available from this income source to pay for the operation of the
institution. Although Dakota University was started as a private institution
there still was no tuition charge except for "pupils from other states and
territories" which was specifically determined by the trustees. The first
mandatory fee for students at Dakota University was an enrollment fee of
$1.00 for resident and $5.00 for non-resident students introduced at Dakota
University in the academic year of 1888-1889. Early in the history of all
the institutions of higher education it was not uncommon for special fees
to be charged for lessons in music, penmanship, art and a few others. The
fees for music lessons at the University were rather high, considering the
value of the dollar, ranging from $2.00 per term for class singing to $25.00
per term for lessons in pipe organ. Instrumental practice (organ-piano) cost
$3.00 per hour, per term. Music fees in most cases were all or a part paid
to the instructor as part or all of his compensation. This procedure
relieved the Board of Regents from criticism for spending money for "frills"
and in some cases helped the college administration secure better teaching
talent than could have been secured out of limited budget funds. This
method of paying "special" teachers continued for many years, but was finally
discarded because it led to bad practices on the part of some teachers. A

1Free University of Dakota, "First Annual Announcement," September 1,
1882, pp. 4-6.

2University of Dakota, Catalogue 1888-89, p. 12.

3University of South Dakota, Catalogue 1891-1892, p. 39.
professor who was paid a salary for teaching college classes and received part of the fees for teaching private lessons was seriously tempted to spend little time on his regularly scheduled classes and more time in recruiting students to whom he gave private lessons. In 1892-1893 the University of South Dakota listed a tuition charge of $5.00 per term for resident and $10.00 for non-resident students in the College of Business. In this College a graduation fee of $2.00 was also charged and a penmanship fee of $2.00 per term for all non-resident students.\textsuperscript{1} It was during these early years that a "fee system" got its start largely because the colleges needed more money. If funds were not available a new fee could be added or an old one increased. These fees didn't bring in much but every little bit helped. This practice finally became a little ridiculous. At one time some of the colleges listed more than 100 different fees that a student might be called upon to pay. Today most, if not all, of the state-supported institutions have replaced practically all special fees with a general college or general academic fee paid in one lump sum. However, it is still common practice to charge special fees for private lessons and for the use of certain instruments for practice. The charging of regular resident or non-resident tuition of all students soon became the requirement of the Regents, although as late as the academic year of 1923-1924, the tuition charge was as little as six dollars ($6.00) per semester or four dollars ($4.00) per quarter in all state-supported institutions of higher education.

\textsuperscript{1}\textit{University of South Dakota, Catalog 1892-1893, p. 27.}
It was the intention of the pioneers who created the institutions of higher learning during Territorial days that they should be free to all resident students who qualified. They remained that way for almost three-fourths of their history, with only nominal tuition and fees being charged until after World War II. The practice of the federal government of paying the actual cost of education for the G.I.s of World War II led to some conjecture that perhaps non-veteran students should be paying a greater percent of the cost of their education. Then, too, cost of operating colleges began to skyrocket and, since legislatures were unwilling to appropriate all the funds requested, tuition had to be raised if funds were to be available to meet the financial demands of the institutions.

The governing board of the institutions of higher education of Dakota Territory considered the problem of securing operating funds for Dakota Agricultural College very simple, the institution would be operated on funds provided by the John Morrill Act of 1862 and other later acts of Congress which provided funds for agricultural colleges. The Regents of Education stated the following in their annual report for the period ending December 15, 1890: "It is our pleasing privilege to report that owing to the late magnificent grants by Congress for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts, we are not obliged and will not be in the future years, to ask of the State anything for this institution (Dakota Agricultural College) in the way of teachers salaries, except a trifling sum for some branch not covered by the national grant, and nothing for libraries, museums, and apparatus for instruction."
It is left to the State to furnish buildings and keep them in repair, to provide fuel and lights and incidental current expenses. The national government does the remainder.\(^1\)

In order to have an institution of higher education, it is advisable to have the necessary building or buildings. The people of Vermillion and Springfield realized this especially because the first building on each campus was built or partly built with funds furnished by the people of the community. There seems to have been from the outset a thought in the minds of the people of Vermillion and Springfield that we must sink "our roots deep" or we may lose our college; only once has such a threat seriously faced the Vermillion people, but the Springfield citizens have constantly had to be on the alert to protect that which they had worked so hard to secure and develop.

The early practice to provide funds for college buildings was to issue 10 to 20-year sinking fund bonds at an interest rate of five or six per cent. The Territorial Assembly of 1883 authorized an issue of $30,000 to complete the building at Dakota University.\(^2\) An issue of $25,000 was authorized to construct an agricultural college;\(^3\) later $20,000 worth of bonds were issued to build and furnish a boarding house at the agricultural college and put in steam heating.\(^4\) In 1885 the Territorial Legislature authorized the issuance of $13,600 of bonds for a building and improvements at the Madison Normal

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2. Dakota Territory, Session Laws 1883, Chapter 39.
3. Dakota Territory, Session Laws 1883, Chapter 3.
4. Dakota Territory, Session Laws 1885, Chapter 22.
School and $10,000 of bonds for a building at the School of Mines.  
In 1887 the Territorial Assembly authorized the issuance of $54,500 in Territorial bonds to provide funds to purchase an experimental farm, farm buildings, livestock, and to erect and furnish a building for an assembly hall, work shops, laboratory and dormitory for young men, for the Dakota Agricultural College and Experimental Station at Brookings, Dakota. In 1887 the Territorial Treasurer was authorized by the Assembly to issue $25,000 worth of bonds to run for a period of ten years. These funds were to be used for erecting and furnishing an addition to the Normal School building at Spearfish. In 1887 the Territorial Treasurer was authorized to issue bonds in the amount of $38,800 for a building and equipment at Madison Normal. These bonds were to mature in fifteen years. In the same session of the Territorial Assembly the sale of $23,000 worth of bonds was authorized to purchase machinery and instruments for the School of Mines and to complete a chemical laboratory. Bonds were also issued for the construction of dormitory and completion of the east wing of Dakota University.

The general policy of the Assembly of Dakota Territory was to issue bonds when funds were needed for building and other capital investments.

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1 *Dakota Territory, Session Laws 1885*, Chapters 25 and 133.
2 *Dakota Territory, Session Laws 1887*, Chapter 4.
3 *Dakota Territory, Session Laws 1887*, Chapter 112.
4 *Dakota Territory, Session Laws 1887*, Chapter 114.
5 *Dakota Territory, Session Laws 1887*, Chapter 148.
6 *Dakota Territory, Session Laws 1887*, Chapter 163.
Direct appropriations from the Treasury were made for operational costs of the institutions. There were, however, exceptions to this general policy. In 1883 an appropriation of $5,000 was made from general funds to construct and furnish a Territorial school building at Madison, Lake County, D. T. The same action was taken regarding a building for the Normal School at Spearfish.¹

The first funds appropriated for the operation of the institutions of higher education were made in 1883. Chapter 14 of the Territorial Session Laws of 1883 allowed $2,000 for the operation of the Normal School at Madison. These funds were to last for the biennium. Spearfish Normal received identical treatment. Until 1889 there was not any general or systematic method of providing funds for the operation of the Territorially supported colleges and university. Appropriations were made from session to session of the Territorial Assembly on an individual basis. The first general appropriations bill² was passed by the 1889 Legislative Assembly. This act provided operation funds for both the state-supported educational and eleemosynary institutions. By today's standards these appropriations were indeed small. The University of Dakota was allotted $70,000 to be spread over the next biennium; Madison Normal was given $31,700; Spearfish Normal, $31,100; Dakota Agricultural College, $53,375; and the School of Mines, $33,500.00. It was almost a half-century before the biennial appropriation for any institution reached the one million dollar figure.³

¹Dakota Territory, Session Laws 1883, Chapters 14 and 24.
²Dakota Territory, Session Laws 1889, Chapter 9.
³South Dakota, Session Laws 1945, Chapter 218.
Twenty-five years later, eliminating all except college proper educational activities, one institution allocation had increased fifteen fold. This was not all appropriated out of strictly State funds, however, since the institutions were required to remit all tuitions, fees, rentals and other strictly educational fees (local and endowment) to the State Treasurer where it was appropriated by the Legislature as a part of the general appropriation to the colleges.

**Buildings**

Dr. Cedric Cummins has given a picture of the early physical plant at Dakota University located at Vermillion.¹ He says, "Out on its campus a half-mile from town 'Old Main' grew from west to east as three distinct sections, constituting essentially the present inefficient but personable building. The west wing seeming very spacious after the one room in the Court House, was dedicated with a torch light parade at the reopening of school, September 18, 1883. (This building had been financed by a $10,000 bond issue floated by Clay County and decided by overwhelming vote March 13, 1882.) The middle section was built two years later, and the east wing added in 1887. . . . Meanwhile, dormitories had appeared flanking this principal building, West Hall for men in 1885 and East Hall for women in 1887. A boardwalk led to the edge of Vermillion." (Both "Old Main" and "East Hall" still remain on the campus of the University of South Dakota and are still in use although not for their original purposes.)

The beginning of the educational plant at Dakota Agricultural College has been described by Professor R. F. Kerr in a History of South Dakota State College edited by William H. Powers.¹ Plans for the main building were submitted and bids opened in May. C. H. Lee of Winona, Minnesota, was chosen as architect. His completed plans contemplated a large building facing the west with an imposing central structure and modest north and south wings. This building now known as "Old Central" was to be the south wing of the college. (This building was raised in 1962.) Funds for the erection of this building were provided by a Territorial bond issue. This building was used for both living and instructional purposes during the early days of the College. The Territorial Assembly of 1885 authorised the issuance of $20,000 worth of bonds to build and furnish a boarding house and furnish the same and put in steam heat.² Funds for purchase and construction were authorized by the Territorial Assembly of 1887³ through a bond issue and out of these the building known as "Old North" was constructed. It was completed in 1888 and raised in 1962 to make room for more modern and fire-resistant structures. These buildings listed above and a piece of prairie adjacent to the town of Brookings were the beginnings of what today is an imposing State University.

Dr. V. A. Lowry⁴ states that the people of Madison were enthusiastic about the location of a Territorial Normal School at Madison and that with

²Dakota Territory, Session Laws 1885, Chapter 22.
³Dakota Territory, Session Laws 1887, Chapter 4.
an appropriation of $5,000 and receipts of about $2,500 from the sale of 160 acres of land, previously purchased by the people of Madison for which a campus site of twenty acres was substituted, the controlling Board of Education proceeded to construct the first building known as East Wing. Because the funds for construction were insufficient, another appropriation of $13,600 was made in 1885 to complete the building and it was put in use in November 1885. This building burned on February 4, 1886, and was practically a total loss. The loss was estimated at $25,000 to $30,000. The people of Madison rallied in the emergency. The city of Madison almost unanimously voted to issue $25,000 worth of city bonds. The plans were to build a building of three parts: east wing, west wing, and central portion. The west wing was built at this time; the east wing was built later and the central section was never constructed. The cornerstone for the new building was laid July 20, 1886, and school opened in September of that year. The citizens of Madison at the solicitation of the Board of Education signed notes in the amount of $10,000 to supply funds to construct a dormitory to accommodate seventy students. It was called "West Hall" because it was located on the west edge of the campus. It was razed in 1909. This then constituted the normal school plant in 1888 as the school continued on its history from 1883 to 1970.

LeRoye Carlson compiled a history of Spearfish Normal in the Echoia, yearbook of Black Hills College for 1958. Mrs. Carlson says: "The Board of

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Trustees had only $5,000 with which to erect a building. They decided upon a small wing of brick and work began September 10, 1883. . . . and the building was accepted February 26, 1884. In 1887 funds in the amount of $25,000 were made available for the construction of a main school building. This building was occupied December 12, 1889. An appropriation of $25,000 was made by the State Legislature to construct a women's dormitory at Spearfish Normal. With main building and a women's dormitory, this institution for the preparation of teachers was ready to begin the twentieth century. (The main building was completely destroyed by fire in January 1925 and replaced with the imposing building now called Woodburn Hall.)

The Territorial Assembly of 1885 authorized the issuance of $10,000 worth of twenty-year, sinking fund bonds to construct the first building at the School of Mines. This building, Main Hall, which was still standing on the campus in 1970, cost just a little less than the total appropriation.

In 1887 bonds were issued by the Territory to construct and equip a metallurgical laboratory. The total amount made available for this purpose was $13,000.00. These two buildings on a ten-acre site at the eastern edge of Rapid City was the School of Mines as South Dakota was ushered into the Union.

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1 Ibid., p. 219.
2 Dakota Territory, Session Laws 1885, Chapter 133.
3 The Engineer 1960, "History of South Dakota School of Mines and Technology," p. 5.
4 Dakota Territory, Session Laws 1887, Chapter 148.
The last of the state-supported institutions of higher education to be authorized was Northern Normal and Industrial School. The Legislature which created the School also appropriated $28,000 to erect a classroom building and $2,000 to equip the building with a heating plant. This building was completed in the summer of 1902, but just before completion it was damaged by fire. (Almost completely destroyed, but contractor's liability insurance enabled the Regents to complete the building which, known as "Old Central," served the College for sixty years before it was consumed completely by fire on February 1, 1961.) In 1903 an appropriation of $35,000 was made to construct a women's dormitory on campus and Northern was on its way to a rapid growth in enrollments and service to any area of the State that had been left without a college.

Endowments

Although the South Dakota institutions of higher education did not have any sizeable cash endowments, they did have considerable assigned wealth in terms of the lands that were given to the institutions when a part of Dakota Territory became South Dakota. The enabling act which created the State of South Dakota was passed by Congress and became a law on February 22, 1889. This act granted seventy-two sections for the support of a University

1 South Dakota, Session Laws 1901, Chapter 19.
2 John Murphy, "The History and Development of Northern State Teachers' College," unpublished manuscript, p. 4.
3 South Dakota, Session Laws 1903, Chapter 33.
and 120,000 acres for the support of an agricultural college. In lieu of any grant of saline lands to said states, the following grants of land were made, to wit: the School of Mines, 40,000 acres; the Agricultural College, 40,000 acres; and the State Normal Schools, 80,000 acres. An additional 170,000 acres were given to the State for the support of other educational and charitable purposes. When South Dakota became a State in 1889 there were only two normal schools in operation—the one at Madison and the one at Spearfish—so the 80,000 acres of land mentioned above were divided between the two schools. Springfield Normal had been created by Territorial statute in 1881 but was not to be activated by the Board of Regents until 1897, although steps to make this school a reality were taken by the State Legislature in 1895. In that year an act\footnote{South Dakota, \textit{Session Laws 1895}, Chapter 163.} was passed to designate 40,000 acres of public land, still remaining under the control of the State, for the support of Springfield Normal. When Northern Normal and Industrial School was created in 1901 another 40,000 acres was taken from the public domain and dedicated for the support of this school.\footnote{South Dakota, \textit{Session Laws 1901}, Chapter 114.}

When these public lands were given to the State, a constitutional provision made the school lands a "sacred trust" of the State and none were to be sold for less than appraised value which was given a legal minimum of ten ($10.00) dollars per acre. General W. H. H. Beadle is credited with
having been responsible for securing the ten dollar minimum for which school lands could be sold.

Over the years the institutions have received considerable financial benefit from their endowment lands. All interest income and income from rentals of lands has gone to their support. This has amounted to many millions of dollars. Only in the late 1930’s were these funds in jeopardy, when as a result of an economic depression and low land values, the borrowers from the public land school funds were unable to pay their debts. However, the people of South Dakota in a state-wide vote on an amendment which would have absolved the counties of their responsibility kept faith with the founding fathers and all debts to the fund were paid and it has continued to thrive and help support education in South Dakota.

Organization - Administration - Standards

The early catalogs¹ of Dakota University show that it was conducted on a semester plan of fourteen weeks in each term. The head of this institution was designated as "President" as was the head of the Territorial College of Agriculture. The early heads of the normal schools were called "Principals," which is another indication that the founders thought of these schools more as public schools rather than colleges. Although Madison Normal was started in 1883, it was not until 1889 when General W. H. H. Beadle became head of the institution that the single title of "President" was used. At Spearfish Normal the head was first employed as a Principal and the title

¹University of Dakota, Second Annual Catalog 1883-1884, p. 7.
was gradually changed from Principal to President and Principal and finally to President. Fayette L. Cook who was the chief administrator of the school from 1885 to 1919 bore all of these titles successively. The first six men to head the School of Mines were called "Deans" although they acted in the capacity of chief administrator. The School of Mines started operating in 1887, but it was ten years before the school head was designated as "President." The practice of using the term "Dean" probably came from the fact that most mining and engineering schools were not independent institutions but rather "schools or colleges" of larger universities which had presidents with "Deans" heading up the several schools and/or colleges of the university.

The early faculties of the higher education institutions in Dakota lacked formal training as compared to today's standards. The heads of the institutions were uncommonly well prepared at the University, the School of Mines and at the Agricultural College. This was not so true of heads of the normal schools. In 1902 the year that the last of the state colleges began to function, the presidents of the School of Mines, the Agricultural College and the University all had earned doctors degrees. None of the heads of the normal schools had more than an earned masters degree although they had other important credentials to their credit. The Boards of Control of the institutions of higher education in the state were not very much concerned about the academic training of the institutional heads. As late as 1966 at least two of the college heads had not advanced in recognized formal training beyond the masters degree. This is not to infer, however, that having an earned doctors degree was the final and only determinant in the success of the chief college administrator.
The faculties of these early day colleges had, in most cases, not gone far in the academic field. The teachers at the Agricultural College, the School of Mines and the University generally had more training than those at the normals. In 1889 the faculty of the University numbered twenty-four, half of whom had degrees and half that did not.1 There were two with Ph.D. degrees, two with master's, three with bachelor's and the balance, twelve, with no degrees at all. It was not until about the time of the 1930's and depression years that pressure was placed on the college faculties to obtain advanced degrees.

Admission requirements to the collegiate institutions were set low enough to meet the need of a pioneer and uneducated populace living in a rural and sparsely settled area where all schools were mighty scarce. Although the institutions, particularly the University and the School of Mines, tried to look like colleges, they were actually academies offering work of high school caliber. Students could enter if they were fourteen years of age and could pass certain examinations. In 1882 these examinations at Dakota University were limited to reading, grammar to syntax, and arithmetic through general fractions.2 In 1886-1887 the students at the University were classed as: college students, 13; preparatory, 138; normal program, 42.3 The same year at the Territorial Agricultural College, there were 89 collegiate

1Dakota University, Catalogue 1888-89, p. 5.
2Dakota University, Annual Announcement (Bulletin), Sept. 1, 1882, pp. 5-6.
3Dakota University, Catalogue 1886-1887, pp. 4-5.
1 At Madison Normal there were 111 students working for an elementary certificate based on one-year college preparation and two (2) at a second college year level working to qualify for a State Certificate. Sixty-one of the students were pursuing preparatory or high school work. Academy or high school work did not disappear from the college programs completely until the Regents of Education decreed on June 30, 1924, all such programs should no longer be offered after the 1926-1927 academic year.  

**Early Curriculums**

The programs of study available in the founding years of the institutions of higher education were very simple. As pointed out before they looked more like the offerings you would expect in a high school rather than a college. It must be remembered, however, that they were typical of the times and operated to serve the actual demand rather than to function in some imagined ideal situation.

The first annual announcement of Dakota University, September 1, 1882, listed four courses of study in this academy designed to meet the educational wants of our growing population: (1) There was an English course of two years of forty weeks each. This was a high school curriculum. (2) A Normal course of three years of forty weeks each. This course was designed to prepare teachers of public and high schools in the territory and elsewhere.

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(3) A **Classical or Polyglot course** designed for those who wish to prepare to enter the University. This course ran for three years of forty weeks each.

(4) A **Scientific course** which ran for three years of forty weeks each and was designed for those who take special scientific courses in the University; and

(5) a **Fine Arts course** which was not an organized course, but consisted of studies in art and music. None of the above, it should be noted, were of college caliber, nor were they described as such.\(^1\) However, by the school year of 1883-1884 the Second Annual Catalog shows that there was a definite college program consisting of three courses: the classical, scientific, and literary. The College department extended over four full years.\(^2\) Although there were college courses most of the students were enrolled in sub-collegiate programs. In the year 1885-1886\(^3\) there were 139 unclassified students, thirteen in the normal course, thirty-one in the preparatory program, and twelve were listed as University freshmen.

Instruction at Dakota Agricultural College began on Wednesday, September 24, 1884.\(^4\) Like Dakota University, the school's entrance requirements were very meager. Pupils had to be fourteen years of age and pass satisfactorily examinations in a list of seven common school subjects as well as give evidence of competence in English grammar and English analysis.\(^5\)

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\(^2\)University of Dakota, *Annual Catalogue 1883-1884*, p. 11.

\(^3\)University of Dakota, *Annual Catalogue 1885-1886*, pp. 5 & 6.

\(^4\)Dakota Agricultural College, "First Circular," September 1884, p. 5.

\(^5\)Dakota Agricultural College, *Catalogue, 1884-1885*, p. 11.
The first catalogue of Dakota Agricultural College listed four curriculums at the collegiate level and one at the high school level. These were: Agriculture and Domestic Economy (for ladies); Literary Course; Course in Civil Engineering; Course in Mechanical Engineering; and a Preparatory Program of two years. The first two college programs led to a Bachelor of Science degree; the courses in Engineering led to a Bachelor of Civil and Mechanical Engineering, respectively, and the preparatory program qualified students for college entrance. In 1885 a fifth course leading to a degree of Bachelor of Science in Agriculture was listed in the catalogue. The students at the Agricultural College, like those at the other colleges and the University at the outset were mostly of less than college grade and enrolled in the preparatory department. The first catalogue of this college lists a freshmen class of seventeen, presumed to be college students, and a preparatory department enrollment of sixty-one. It is interesting to note that these early institutions were largely local in nature. Of the 278 students attending the Agricultural College during 1884-1885, fifty-seven were from Brookings and Brookings County.

The college operated on a quarter plan of Fall, Winter, and Spring terms during its first year. There never seems to have been any uniformity in the school operation plans of the seven institutions until the Regents of Education required that beginning the academic year of 1963-1964 all of the state-supported colleges operate on the semester plan.¹

The two normal schools started in Dakota Territory were dedicated to the preparation of teachers for the public (common) schools both rural and urban. Entrance requirements for these schools were similar to those for the University and the Agricultural College. In addition, however, because the graduates were to become teachers, there was an emphasis on moral responsibilities and conformity to the regulations of the school.\(^1\) There were four programs of study listed in this first catalogue. They were: Elementary, which required three years to complete; advanced, requiring four years; commercial, requiring one year; professional for those having taken courses in other institutions who wished to fit themselves for teaching with the exception of courses in pedagogy. The programs were of secondary school nature and difficulty. When the catalogues mentioned the number of years required to complete a program, it was indicating the number of years beyond grade eight of the elementary school. The Model School was, of course, a school for elementary pupils where those who aspired to become teachers did their "practice" teaching. At the end of the third year Madison Normal enrolled six in the advanced course, sixty-one in the elementary course, eighteen in the preparatory program, and fourteen in the Model School.\(^2\)

Although the catalogs for the first ten years of the existence of the Normal School at Spearfish were lost in a fire in 1925, the catalog for 1895-1896 shows that this school and the one at Madison were following almost


identical programs and procedures. Institutional rules of this day, so the catalogues proclaimed, were few but they were definite. Students in most cases had little to say about the administration of the school and transgressors were dealt with summarily. These early normal schools operated on a quarter plan with no classes being held during the summer. Later, when normals were begun at Springfield and Aberdeen, the program and schedule were very similar to those of the first two normal schools.

The School of Mines began by using a calendar based on the semester plan with provision made for summer field classes in geology and engineering continuing for one month. The first catalogue pointed out that the School of Mines had two classes of students to educate: (1) Young men who can spend four years in becoming an engineer; (2) Large classes of young men who have had to begin engineer work without the proper technical training. There were three full courses of study: (1) Mining Engineering; (2) Civil Engineering; (3) General Scientific Course. Candidates for admission had to be at least fifteen years of age and were required to pass examinations in common school subjects and in mathematics through the tenth grade in high school. They also had to be familiar with the French system of weights and measures. There was a special one-year course given to those who wanted to qualify as (1) Mine Foreman; (2) Assayers; (3) Managers. First year courses were all

2 Ibid., p. 9.
3 Ibid., p. 29.
alike and not beyond the high school level. The engineering courses continued for three years.\(^1\) Even as late as 1920-1921, the catalog listed preparatory courses in botany and French while listing five complete programs in engineering.\(^2\)

**Summary**

Thus far, this narrative has pointed out how and why a system of state-supported higher education got started in South Dakota. It explains how the institutions happen to be located where they are and how the deep concern of some of the people in the communities where the institutions were located caused them to spend their own money, to mortgage their futures, and to comply with the legislative requirements to donate land to secure a state-supported college for their town.

It points out how the inexperience and uncertainty of the pioneers led to much experimentation and many forms of institutional government were tried before a single board of regents to govern all state-supported educational institutions was settled upon. This may well be the first board of this kind created in the United States. The record shows that this form of institutional government because of the generally high quality of men and women who have made up the boards from time to time has served the State exceedingly well.

The Regents of Education in the beginning knew what they wanted and institutional objectives were fairly simple and well defined, except for

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\(^1\)Ibid., p. 19.

Dakota University which was given great freedom to develop its programs, the rest of the institutions were to "stick to their business" which was to make agriculture more profitable and farm living more desirable, to prepare teachers for elementary school teaching in the rural school or to make the mining industry more scientific and more profitable. No one in this early day envisioned that three-quarters of a century would see two high quality universities in the state each authorized to give advanced degrees including the Ph.D. degree, four multi-purpose State colleges, two of which are authorized to confer graduate degrees and one nationally recognized engineering school which confers the Ph.D. degree in certain areas.

Finance of these early day institutions was not easy even though the amounts requested were by today's standards very small. How funds were secured to operate the colleges and how funds were acquired for buildings and major equipment is pointed out in the foregoing. While these state-supported institutions were given valuable land endowments when South Dakota was taken into the Union, they had none before that date.

Each school adopted its own plan of school calendar. Some were on the semester plan, others on the quarter plan. There were no summer schools except that the School of Mines used one month of the period for field experiences. Summer time was vacation time except that the Agricultural College at one time held classes during the summer and had vacation during the winter term so that students in agriculture could study this subject during the growing season and all students who could find jobs could teach the short-term rural schools during the winter period to earn money to finance their college education. This type of plan was short-lived, however.
The early curriculums were simple although the Agricultural College, the University and the School of Mines had definite college programs leading to a degree almost from the outset. These institutions had preparatory programs which were continued until after 1920. At the beginning the normal schools had programs that went only a year or two beyond high school. From the start until 1927 when all preparatory work was banned from all state-supported colleges, the normals had large enrollments in their preparatory programs. For many years this was the only type of secondary schooling available in Spearfish and Springfield.

As the twentieth century began, the state-supported institutions of higher education in South Dakota were fairly well established. During the next quarter of a century they would strive to redefine their objectives, delineate their programs, and establish themselves in their communities and the social structure of a rural state whose economy was primarily based on agriculture. It is to a consideration of that period that we now turn.
CHAPTER II

BECOMING ESTABLISHED

From 1900 until 1925, which period included World War I, the state-supported institutions of higher education in South Dakota were very much like an adolescent who is trying to find out who he is. These young colleges were flexing their academic muscles in an attempt to strengthen them for tackling the problems of the new century. They were trying to build a personality that would give them identification. Strong rivalries were built up because the institution as a single entity was vying for public favor and for the legislative dollar. This institutional struggle for support started in the early days, under the wise administration of the Regents of Education, has today almost disappeared. It does flare up, however, when the situation seems to place one of the state-supported colleges in conflict with another.

Enrollments began to build up in the state-supported schools almost immediately after they opened their doors and while a number of students continued to come in who could not qualify as college freshmen; never-the-less, the number of those who could be classified as college students increased. An example of what was happening is found in the records of South Dakota State University, and this is fairly typical of what happened at the University of South Dakota, the School of Mines and at the normal schools. The normal schools, however, took longer to establish themselves as colleges than did the other three institutions. In 1884-1885, according to the first annual
catalogue, Dakota Agricultural College enrolled 78 students only 17 of whom could be classified as college students.\textsuperscript{1} During the academic year of 1923-1924, outside of the short course called the School of Agriculture, there were 770 students enrolled at South Dakota State College of whom only seven or less than one per cent were classified as preparatory students.\textsuperscript{2}

About the same time, the enrollment of students at the secondary level, except at the University high school, had been discontinued at the University of South Dakota. Preparatory programs were being phased out at the School of Mines and at Regents direction such programs were eliminated from the programs of the normal schools by the beginning of the 1927-1928 academic year. At the start of the second quarter of the twentieth century, the institutions of higher education supported by the State of South Dakota were actually of collegiate grade although a few students were still admitted on probation who showed all qualifications to do college work except the possession of the total of fifteen Carnegie units or a high school diploma.

High schools were few in Dakota Territory and the new state of South Dakota. Before 1900 many of these schools were of questionable quality and unaccredited. Students who wished to enter the state-supported colleges from these schools were usually required to take entrance examinations before being admitted to collegiate standing. Most of the institutions had methods

\textsuperscript{1}Dakota Agricultural College, \textit{First Catalogue of the Officers and Students 1884-1885}, p.

\textsuperscript{2}South Dakota State College, \textit{Annual Catalog 1923-1924}, pp. 6-9.
whereby students could secure admission besides the presentation of satisfactory secondary school credentials. At the University of South Dakota the Catalog for 1893-1894 listed four such methods: (1) Complete a sub-freshman course; (2) Present a certificate from a "fitting school;" (3) Pass satisfactorily examinations in certain subjects; (4) Secure entrance by a combination of certificate and examination. The "fitting schools" were high schools whose programs were of such excellence that graduates could enter the University without further examination. In 1893-94 eleven such schools were listed. They were the high schools at Aberdeen, Elk Point, Huron, Milbank, Mitchell, Pierre, Rapid City, Parker, Sioux City, Watertown, and Yankton. As more communities conducted high schools of excellence, their names were added to the select "fitting school" list.

From the beginning the founders of the territorial and state system of higher education intended that the University should be the leading school. It was the University which established the pattern for academic procedure which the other schools followed, and which later became the accrediting agency for the other state-supported colleges, especially the normal schools which for many years had not obtained regional accreditation by the North Central Association of Colleges and Secondary Schools.

Before the close of the nineteenth century the Boards of Regents, both the one created in 1890 by legislative act and the smaller board created by constitutional amendment in 1896 and legislative act in 1897 were making some long-range decisions that were to affect higher education in South Dakota down

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1 University of South Dakota, Catalog 1893-1894, p. 38.
to the present time. The boards were also aware of the fact that times would change and college programs would change with them. In the 1892 biennial report of the Regents of Education there were some significant statements made which had far-reaching implications. For example, in addition to making clear that the University was to be the institutional apex of a state educational system, the Regents said, "In time, no doubt, it will be deemed wise, as in other states, to establish professional schools of law and medicine as parts of the state university." ¹

The report points out how the state agricultural college is taking shape. By the end of 1892 there were four organized collegiate programs: (1) Course in agriculture; (2) Course in domestic economy; (3) Course in mechanic arts; (4) Two-year course in pharmacy.² The Regents, in this report, realizing that times change and that confining the normal schools strictly to pedagogical studies probably would not work, said this: "While the appropriate object of these schools, is consistently aimed at, (prepare teachers), it is not possible to confine them yet purely to pedagogical studies."³ Regarding the School of Mines, the Board of Regents stuck to their original concept, declaring this school to be a technical school which met an absolute need in the mining section of the state.⁴

¹ Regents of Education, Biennial Report for biennium ending December 1, 1892, p. 6.
² Ibid., p. 8.
³ Ibid., p. 9.
⁴ Ibid., p. 9.
Unexpected Hurdles

One should not get the impression that getting a system of higher education started in the Territory of Dakota and later the state of South Dakota was a matter filled with anything but discouragement and frustration. In the first place, the Territorial Legislature was almost without funds so that direct appropriations for buildings was generally out of the question and bonds were reluctantly authorized by the Territorial Assembly for plant construction and major furniture and equipment. Some appropriations were made from funds in the Territorial treasury to operate the colleges and, in the case of the normals at Madison and Spearfish, the appropriation for the first campus buildings came out of general funds. Because of the meagerness of the funds authorized for institutional operation the heads of the institutions, in their biennial reports, complained then as now that there were never enough funds appropriated for salaries and for operation. In fact, the biennial reports of the institutions and Regents read in 1910\(^1\) very much as they did in 1960.\(^2\)

Early in the history of the state the Boards of Regents realized two things that all of the people of the state have not yet understood. First, the system of higher education established is here to stay and sole dependence on annual or biennial appropriations for institutional support will always result in a feeling of insecurity and uncertainty on the part of the board of

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\(^1\) Regents of Education, Eleventh Biennial Report, Biennial period ending June 30, 1910, p. 5.

control and the institutional administration. Honorable Harrison H. Blair, President of the Board of Regents, wrote the following in the Biennial Report of the Regents for the 1896-1898 biennium:

The increasing interest manifest throughout the state in the welfare of these institutions (institutions of higher education) would seem to justify the belief that they had passed the critical period of their existence, the period of public indifference, and that henceforth the people of South Dakota would insist that their institutions of higher learning should assume and maintain the rank that the resources of the state justify, and the intelligence of the people demand.

Mr. Blair continued by saying:

As long as the schools continue for their support upon appropriations made biennially by the Legislature, there can be no definite plans adopted for their management, and provision made for their improvement and growth.

A one-mill statewide annual levy for the support of higher education was recommended.

One of the first problems that faced the citizens of the communities where state-supported educational institutions were located was securing a building. College classes (academy level) had been held in other than state-owned buildings at Vermillion and Springfield before any state appropriation or other public funds had become available to construct a campus building. Even after funds did become available all of the first main buildings except...

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at the Agricultural College, Springfield Normal and the School of Mines were burned or nearly burned at least once. The main building at the University burned in 1893.\(^1\) The main building at Madison Normal burned on February 4, 1886.\(^2\) The main building at Northern Normal and Industrial School was completed in the summer of 1902 but was seriously damaged by fire just before completion.\(^3\) There were several fires in this building over a sixty-year period and on February 1, 1961, the writer saw it almost totally consumed by fire, so much so that restoration was impractical and a new building was constructed on approximately the old site. The main building at the Spearfish Normal performed real service from the time the first wing was completed on February 26, 1884,\(^4\) until January 13, 1925, when the completed building was entirely destroyed by fire.\(^5\)

In addition to fire and financial problems the early state educational institutions had individual problems that had a tendency to impede progress, stimulate criticism and shake public confidence.

Spearfish Normal, which began classes on the fourteenth of April, 1884, closed in January 1885 because of the behavior of the school's first principal, 

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\(^1\) Regents of Education, Biennial Report, Biennial period ending June 30, 1898, p. 51.

\(^2\) V. A. Lowry, "A Retrospect of Forty Years," unpublished manuscript (longhand).

\(^3\) John Murphy, "The History and Development of Northern State Teachers' College," unpublished manuscript, p. 4.


Van B. Baker.\(^1\) Professor Cook (successor to Baker) arrived in Spearfish in August, 1885, to find controversy among the citizens and the school in a state of collapse.\(^2\) Under the principalship of Fayette L. Cook school was finally opened on the fourteenth of September to operate continuously down to the present.

The School of Mines, which advertised that it would be ready to receive students on February 10, 1887,\(^3\) was closed at the end of May 1890. The Regents had the following to say:

Owing to the peculiar circumstances existing at this institution and finding the appropriation too small to carry on the work upon the same scale as in former years, the Board, at its May meeting, decided to close the school at the end of the month of May, and cancel the engagement with teachers, their engagements have been subject to such cancellation at any time.\(^4\)

The school was reopened for continuous service on October 1, 1890.

The University also took its turn in going out-of-business. Rev. Howard B. Grose, who stepped into the shoes of Edward Olson as President at the beginning of 1890-91 fiscal year, was not able to match the stature of

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\(^2\)Ibid., p. 35.

\(^3\)C. C. O'Hara, "A Brief History of the South Dakota State School of Mines," The Black Hills Engineer, Rapid City, South Dakota, January 1923, p. 20.

his predecessor and this circumstance coupled with a depression in South Dakota at that time led to the closing of the University and the dismissal of the president and all the faculty, except Lewis E. Akeley who was in Germany studying.\(^1\) Professor Akeley points out that the wreckage he surveyed on his return September, 1891, was indeed appalling. He also makes clear that President Edward Olson had built well and that he was confident the University would recover.\(^2\) It, like the other schools, however, was destined to face many problems and solve financial dilemmas before the first quarter of the new century was completed. During 1897-1898 the college operated without a president because no funds had been appropriated to hire one.\(^3\) At the end of this same academic year all of the faculty at the School of Mines, except one, resigned because of the low salaries.\(^4\) The College of Agriculture had its incident, too, which almost closed the school for the spring of 1893. The trouble was somewhat complicated and many charges and counter-charges were made. It got so bad that the Governor finally visited the campus first to support the college authorities and later to admit the justice of some of the accusations of the students. In the end about 102 of the approximately 200

\(^1\) Lewis E. Akeley, *This Is What We Had In Mind*, University of South Dakota, Vermillion, 1959, p. 48.

\(^2\) Ibid., p. 47.


\(^4\) Ibid., p. 20.
students on campus quit school, some to return later, others never again set
foot on the campus of South Dakota Agricultural College. Like most events
of this kind the matter was soon straightened out, but not until several years
had passed and a new president headed up the institution.

The record does not show that the services of the other three state-
supported colleges were ever interrupted because of internal strife or
problems although such a situation almost developed at Northern near the close
of the school term in 1931. Two students had been dismissed because of talk
concerning the behavior of certain administrative and faculty personnel.
Apparently the usual procedure for such action was not followed and 300
students "walked out" of classes in protest. The matter was settled by a
Board of Regents' investigation which resulted in the reinstatement of the
two students, the dismissal of several faculty members, the issuance of
conditional contracts and later the replacement of the President. While the
normal schools at Madison and Springfield seem to have been free from internal
strife of any moment they were almost constantly being attacked from the
outside by those who either sincerely believed that the schools were ill-
conceived and ought to be closed or changed or by those who wanted to stir up
trouble or who thought closing these schools would benefit their own school,
public or private. Sometimes these attacks were directed at Madison, sometimes

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South Dakota State College, 1959, pp. 20-22.

2 Madison Daily Sentinel, May 6-7, front page.

at Spearfish, but always at Springfield. Usually these attacks were started by first-term legislators who knew little about their founding, their function and certainly nothing about their future.

How many bills were drawn or even introduced in the many legislatures which, if passed, would have closed or changed the character of the normals at Madison, Springfield and Spearfish is not known. But it is known that legislators talked about introducing such bills to secure political leverage or to silence the requests of the institution presidents who sought adequate funds with which to operate their schools. It is known, however, that a bill to close Springfield Normal almost succeeded in passing the House of the Legislature in both 1933 and again in 1953. In each case the margin of victory for the school was small.¹ Those who either felt that the three normal schools had gone beyond the purposes for which they were intended or wanted them "put in their place" got an answer to their prayer when the South Dakota Supreme Court in 1931 decided that all the normal schools, except the one at Aberdeen, were not authorized to go beyond two-year programs. A bill was introduced to give these schools authority to prepare high school teachers,² but it was referred to the people and in the election held the fall of 1932, the people turned it down. It was not until 1939 that

¹The Springfield Times, February 26, 1953, front page.
²South Dakota, Session Laws 1931, Chapter 137.
the Legislature passed a law giving the Regents the power to return these
normal schools to four-year colleges when, and if, they saw fit.1

Name Changes

Over the history of state-supported higher education in the Territory
of Dakota and later the State of South Dakota, the institutions in search of
identity and the establishment of an appropriate image have resorted to
name change. This is not a procedure unique to South Dakota, but one
practiced generally throughout the nation, and though the process may slow
down, it will probably not end until all state-supported colleges are labeled
as universities. Where the institution was created as a university at the
outset there was little point in name change and few, if any, made changes.
The University of South Dakota which was created as the University of the
Territory of Dakota in 18622 was called Dakota University until 1891 when the
name was changed to University of South Dakota3 which it has remained
officially since that date. The University, having had only two official
names during its lifetime, has had fewer than any of the other state-
supported colleges, except the School of Mines.

The institution to boast the most different names during its existence
is now called Dakota State College. It has been known by five different
names. First, it was referred to as the Territorial Normal School located

1 South Dakota, Session Laws 1939, Chapter 38.
2 Dakota Territory, Session Laws 1862, Chapter 88.
3 South Dakota, Session Laws 1891, Chapter 38.
at Madison.  Then it became Eastern South Dakota State Normal School. The popular names were, in turn, Madison Normal and Eastern Normal. In 1947, in tribute to one of its first presidents, the school was named General Beadle State Teachers' College. Later in 1964, when all of the State teachers' colleges were renamed State Colleges, the name became General Beadle State College; finally, it assumed the name it has at the present time, Dakota State College.

The School of Mining at Rapid City, like the University, has had only two different names during its history, although from time to time there has been talk about a name change. This school was created as a School of Mines for Dakota Territory in 1885. For the next 58 years the institution was known as Dakota School of Mines and South Dakota School of Mines. Its present name, South Dakota School of Mines and Technology, was legalized in 1943. For a time, about 1960, the school was popularly called by some, South Dakota "Tech." However, this name did not catch on with many, especially the alumni and it is heard but infrequently today and certainly not used by officials of the school.

1Dakota Territory, Session Laws 1881, Chapter 99.
2South Dakota, Session Laws 1921, Chapter 138.
3South Dakota, Session Laws 1947, Chapter 58.
4South Dakota, Session Laws 1964, Chapter 36.
5South Dakota, Session Laws 1969, Chapter 41.
6Dakota Territory, Session Laws 1885, Chapter 133.
7South Dakota, Session Laws 1943, Chapter 68.
The other four institutions of state-supported higher education have each operated under four different names since their creation. South Dakota State University began as the Territorial Agricultural College for Dakota, known as Dakota Agricultural College. This name was reaffirmed in 1883 as were the names of all of the state-supported educational institutions which had been created in 1862 and 1881. In 1891 Dakota Agricultural College became South Dakota Agricultural College. Sixteen years later the name, to better reflect the intent of the Morrill Acts, was renamed South Dakota State College of Agriculture and Mechanic Arts. For fifty-seven years this school was popularly called South Dakota State College, SDSC, but in 1964 amidst considerable doubt expressed by many, it received its present name, South Dakota State University.

The State colleges, except the one located at Madison, have each operated under four different names. The school at Spearfish, like the ones at Madison and Springfield, were created in 1881 as Territorial Normal Schools at three separate locations. These schools, their names and locations were reaffirmed by Territorial legislative acts in 1883. In 1921 the normal in

1Dakota Territory, Session Laws 1881, Chapter 3.
2Dakota Territory, Session Laws 1883, Chapter 2.
3South Dakota, Session Laws 1891, Chapter 38.
4South Dakota, Session Laws 1907, Chapter 12.
5South Dakota, Session Laws 1964, Chapter 54.
western South Dakota was officially named Spearfish Normal School. It was next called Black Hills Teachers' College and finally in 1964 it became Black Hills State College. It is rather curious that from its beginning down to July 1, 1964, this college had never had the word, "State," included in its official name.

Southern State College and Northern operated under four names. The school at Springfield was created as a Territorial Normal at Springfield generally called Springfield Normal. In 1921 it became Southern State Normal School and in 1947, along with the school at Madison, it was designated as a teachers' college, Southern State Teachers' College. In 1964 all of the teachers' colleges became State colleges and the one at Springfield was called Southern State College.

The college at Aberdeen was created as strictly a technical school called "Industrial School and Institute of Technology." The school never operated under this designation, however, because the people in that part of the state while not opposed to a technical institute wanted something more, particularly the authority to prepare teachers. In 1901 Chapter 96 of the

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1 South Dakota, Session Laws 1921, Chapter 138.
2 South Dakota, Session Laws 1941, Chapter 59.
4 Dakota Territory, Session Laws 1881, Chapter 101.
8 South Dakota, Session Laws 1899, Chapter 76.
Session Laws of 1899 was amended and a Northern Normal and Industrial School was born. For 38 years the institution was known by this name. In 1939, however, in response to the trend over the country the name became Northern State Teachers' College. Finally, like the others, it became a State college, Northern State College.

Building A Physical Plant

From the time the institutions of higher education were created by Territorial or State law, one of the first problems to be solved was the construction of a physical plant. In a few cases classes were held before any State-owned buildings were available, either in buildings rented or loaned or in structures which had been built from funds raised locally. There was little money in the early treasuries of the Territory and the state so that direct appropriations for the construction of buildings was all but out of the question. During territorial days only two institutions received any funds for constructing buildings by direct appropriation. These schools were the normal at Madison and the one at Spearfish. Both of these appropriations were made by the Territorial Assembly which convened in 1883.

1 South Dakota, Session Laws 1901, Chapter 114.
2 South Dakota, Session Laws 1939, Chapter 39.
Perhaps the reason bonds were not issued was because of the smallness of the amounts. Each bill appropriated $7,000.00 of which $5,000.00 was to be used for constructing a building and $2,000.00 to pay the costs of operating the school for a two-year period.

During the Territorial period there were eleven bond issues authorized for the purpose of raising funds for capital investments on the several campuses, mostly buildings. The length of maturity of these bonds was from ten to twenty years, the interest rate five or six per cent and they were backed by the credit of Dakota Territory.

In 1883 there were two bond issues—one to construct a main building at the Agricultural College (Old Central)\(^1\) and one to complete a building (Old Main) which the people of Vermillion had started on the campus of Dakota University.\(^2\) The amounts of these bond issues were $30,000.00 for Dakota University and $25,000.00 for the Territorial Agricultural College.

There were three bond issues for building construction in 1885. One was in the amount of $15,000.00 to construct and furnish a heating plant at Dakota University;\(^3\) one for $20,000.00 to complete the first building and complete a boarding house at Dakota Agricultural College;\(^4\) and one in the amount of $10,000.00 to construct a building at the School of Mining created that year.\(^5\)

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\(^1\)Dakota Territory, Session Laws 1883, Chapter 39.

\(^2\)Dakota Territory, Session Laws 1883, Chapter 3.

\(^3\)Dakota Territory, Session Laws 1885, Chapter 27.

\(^4\)Dakota Territory, Session Laws 1885, Chapter 22.

\(^5\)Dakota Territory, Session Laws 1885, Chapter 133.
In the year 1887 the investment in plant for the institutions of higher education reached its maximum during Territorial days. There were five bond issues authorized for a total of $168,300.00, most of which was for the construction of buildings, all for what school accountants would today, call capital outlay. There was $30,000.00 for the University to be used to complete an east wing of the main building and build a women's dormitory. The Agricultural College was allocated $54,500.00 which was for the construction of a building and other capital improvements. Of the total available $25,000.00 was earmarked for the building. Bonds were issued to construct a building for the normal school at Madison in the amount of $35,800.00. They were also issued in the amount of $25,000.00 to construct an addition to the main building at the Spearfish Normal and in the amount of $23,000 of which $10,000.00 was designated for the construction of a metallurgical laboratory and the remainder for other capital improvements at the School of Mines. After the beginning of statehood no general obligation bonds have been issued to construct buildings or otherwise support higher education. There have been numerous special obligation bonds issued to construct revenue-producing facilities such as

1Dakota Territory, Session Laws 1887, Chapter 163.
2Dakota Territory, Session Laws 1887, Chapter 4.
3Dakota Territory, Session Laws 1887, Chapter 114.
4Dakota Territory, Session Laws 1887, Chapter 112.
5Dakota Territory, Session Laws 1887, Chapter 148.
dormitories, dining halls and union buildings. In 1967 the State created a building authority authorized to issue bonds originally not to exceed $7,500,000.00 in amount to construct college buildings. These bonds were to be paid off out of a portion of the tuition which students pay. These funds are earmarked for that purpose. The fund so created is called the Educational Facilities Fund and the monies therein are dedicated to improving the physical facilities on the campuses of state-supported institutions of higher education.

Except for Northern and Southern State Colleges, the campus building programs were started in Territorial days. However, a student enrolling at any of the seven educational institutions would have observed a bleak campus on which there were very few buildings. As the twentieth century began the University had received State funds to construct a main building, a heating plant, a women's dormitory and a science hall. The Agricultural College boasted two general and laboratory classrooms, a boarding house, a creamery and steam heating plant and a combination horticultural and engineering building. Territorial bonds and State appropriations made possible these structures.

Out of other than local funds the normal at Madison had received funds to complete a classroom building, install heating apparatus and construct a women's dormitory. At Spearfish a main building, a classroom building and a dormitory comprised the campus structures.

1 South Dakota, Session Laws 1967, Chapter 276.
Before 1902 the mining school at Rapid City had constructed out of State funds a main building and a metallurgical laboratory.

At Springfield and Aberdeen the students who entered the opening of the fall term 1902 saw only one building on each campus. A main classroom building at Aberdeen and the same type of structure at Springfield. At Springfield, however, the State had simply added to what the people of Springfield had already built.

**Developing A Campus**

From the date of foundation until shortly after the end of the nineteenth century the institutions were struggling to keep a foothold in the gradually developing system of higher education and hang on in the communities where they had been established. During the first quarter of the twentieth century several buildings were constructed on the several campuses and to the student who began his college education a half century ago, as did the writer, the college plant with its surrounding buildings and campus landscape was impressive.

By 1925 the University of South Dakota had constructed what was the backbone of their physical plant until after World War II. There were eleven main buildings which were Old Main, the Armory, Science Hall (already condemned), the Library, Chemistry Building, East and Dakota Women's dormitories, Law Building, Power Plant, first unit of an Engineering Building and the first phase of an Administration Building to be finished later.
It is noted that the heating plants at the several institutions never seem to have been completed. The one at the University, after being completed, received additional funds for enlargement in 1909, 1915, and 1919, not to mention several further appropriations in some of the years which followed. At South Dakota Agricultural College, after having established a heating plant, additional funds were spent on it provided by the legislatures of 1903, 1913, 1921, and 1923. This does not include funds which were appropriated later for this purpose. The other state-supported colleges had received appropriations for this purpose two or more times before the first quarter of the century ended. This necessity for recurring appropriations for heating plant completion and expansion was probably caused by one or a combination of four reasons: (1) the planning was inadequate; (2) increased enrollments placed a heavier demand on the heating plant; (3) the first heating plants were stoves or temporary, make-shift installations; or (4) the legislature, as was its practice, appropriated less than was requested. This latter reason seems the most likely since legislatures have a habit of reasoning that whatever is requested is "padded" and that a lesser appropriation of funds will do the job. This philosophy if practiced, of course, leads to a program of building for yesterday rather than tomorrow. If proof is required of the extent of this practice a comparison of the requests of the Boards of Regents and the subsequent legislative allocation of funds will provide it.

At the beginning of the second quarter of the twentieth century, South Dakota State College, in addition to Central and Old North (two classroom-laboratory buildings), had a creamery, a heating plant and a horticulture and engineering building; there were twelve other buildings consisting of a barn,
two women's dormitories, chemistry building, dairy barn, agricultural hall and
administration building, armory and gymnasium, vocational building for disabled
veterans of World War I, a poultry building and one or two other buildings
provided out of other funds or by a general, blanket appropriation. It is
noted that the appropriation for the first section of the agricultural hall-
administration building in 1911 was the first one made by the Legislature for
a college building in the amount of $100,000.00. In 1917 another $100,000.00
was appropriated to complete this building.

The Eastern Normal School campus at Madison appeared about the same
in 1925 as it did thirty years later. The campus buildings consisted of
West Wing; East Wing; East Hall, a women's dormitory; a gymnasium building;
the training school and a power plant. The same was true of Springfield
Normal, except that in 1939 there was a P. W. A. addition added to the old
women's dormitory, Summit Hall. Until two years after the victory days of
World War II, Southern's campus buildings were the same as they had been in
1911, except for the dormitory annex just mentioned. There were in 1925, and
still in 1947, the Main Hall, to which a fire escape tower had been added; a
science hall, a women's dormitory and a power plant.

The School of Mines at Rapid City looked lonely as a few buildings
occupied the bare hillside on the eastern edge of the municipality. In 1925
there were in use a main building, a metallurgical laboratory, a heating
plant, and an engineering building. This was it, four buildings, two more
buildings were completed before the end of World War II, but the campus was
a long way from the attractive grounds and buildings which are present today.
The campus plant at Spearfish Normal was completed in 1925 and no buildings were added until after World War II, a period of more than twenty years. The citizens of Spearfish saw the college plant grow from nothing in 1883 to five buildings by 1917. They were Main Hall, a women's dormitory, a gymnasium, a training school and a power plant. The first main building was burned in 1925 and an adequate appropriation was made for an excellent replacement.

The last of the State-supported institutions for higher education was Northern Normal and Industrial School which began classes the fall of 1901. There had been no colleges in this section of the state whose territory reached from the Minnesota line, a hundred miles east, west a hundred miles beyond the Missouri River and south from the North Dakota line a hundred miles. In this area there were at least twenty counties which fed students into the new school. By 1922 the enrollment at this new school after only twenty years of existence was 804 with, no doubt, a number of them being classified as preparatory. There were 236 who graduated this year but all except twenty-one had finished programs of less than four years.\(^1\)

The buildings the students who came to NNIS in 1917 viewed had all been completed in a little over seventeen years, and these were to be all the buildings completed until after World War II, except a classroom building built from cigarette tax funds in 1927 and a P. W. A. dormitory completed in 1939. There were in use Central Building which had been built, almost wholly destroyed by fire and rebuilt in three parts; two women's dormitories.

administration building, industrial arts building, a heating plant and a small brick building back of the dining room and kitchen used as a chef's quarters.

Although there is some lapping over, and there is bound to be some in this narrative, the foregoing gives a verbal enumeration of what made up the physical plants of the seven state-supported institutions of higher education at the close of one-fourth of the twentieth century.

Growing Up - Curriculum Development

It was natural for each of the state-supported colleges to strive for growth as rapidly as possible. There is zest in growing up, dignity in maturity and veneration in old age. The University of Dakota, which started as strictly an academy, listed in its second catalog\(^1\) a program of college courses along with preparatory courses and a normal course. It was possible the first year this institution was under the control of Dakota Territory to pursue studies toward a degree. The catalog of 1886-87 of Dakota University listed three degrees that might be conferred:\(^2\) a Bachelor of Arts for completion of the classical course; a Bachelors of Letters for completion of the literary course; and a Bachelor of Science for completion of the scientific course. Military Science\(^3\) which was made a part of the University curriculum in 1888-89 and continued until the end of 1907 was dropped.\(^4\)

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\(^1\) Op. cit., 1883-84.

\(^2\) Dakota University, *Catalog 1886-1887*, p. 25.

\(^3\) Dakota University, *Catalog 1888-89*, p. 54.

\(^4\) University of South Dakota, *Catalog 1907-1908*, p. 42.
In 1889-90, the year when Territorial government ended and State government started, the University was still on Departmental basis. Graduate work was being given, however, because the catalogue\textsuperscript{1} of this year shows that there were five departments: (1) Collegiate, (2) Normal, (3) Music, (4) Commercial, and (5) Preparatory and that two Master of Arts degrees were conferred at the end of the year. That the academy and college were more and more beginning to look like a college is indicated by the catalog of 1890-91 where it is made clear that only high school graduation, or its equivalent, will admit to the University.\textsuperscript{2} Some exceptions were made to this rule as there still are in many colleges and universities.

The catalogue of the University for 1891-92 shows that for the first time it was organized as a university.\textsuperscript{3} There were three colleges and one department listed. These were: College of Science, Literature and Arts; South Dakota College of Music; South Dakota College of Business and a sub-freshmen or preparatory department. This bulletin lists four degrees as being available: Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science and Bachelor of Letters. The organization of programs remained thus until a more expanded curriculum was advertised in the college catalogue of 1896-97.\textsuperscript{4} This year, in addition to the programs previously available, there

\footnotesize{\textsuperscript{1}Dakota University, Catalog 1889-1890, p. 62.}\n\footnotesize{\textsuperscript{2}University of South Dakota, Catalog 1890-1891, p. 24.}\n\footnotesize{\textsuperscript{3}University of South Dakota, Catalog 1891-1892, p. 19.}\n\footnotesize{\textsuperscript{4}University of South Dakota, Catalogue 1896-1897, p. 8.}
was added a Department of Art. In the academic year of 1898-1899,\(^1\) there was added a Department of Teaching and Pedagogy which replaced the Normal Department which was no longer mentioned in the catalogue bulletins.

That the University was slow in taking on academic stature is attested to by the fact that in the first graduating class of 1888 there were three who qualified for degrees and ten years later there were only seven.\(^2\)

Garrett Droppers who was President of the University from 1899 until 1906 is the one to whom credit must be given for organizing the institution on a university pattern.\(^3\) Due credit must be given, of course, to his predecessor who had worked to make this change possible. The catalogue of 1901-1902 listed four colleges and three departments:\(^4\) College of Arts and Sciences, College of Law, College of Music, College of Commerce and Departments of Teaching and Pedagogy, Department of Art and Sub-Freshman Department.

The developing of a curriculum at the University was an evolutionary thing with additions or change being made every few years. In 1903-1904 a Department of Engineering was added to the colleges and departments that had existed two years previous.\(^5\) Two programs in engineering were offered—civil and mechanical. Three years later the catalog showed an organization of programs which was altered little for more than thirty years.

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\(^1\)University of South Dakota, Catalogue 1898-1899, p. 9.

\(^2\)Ibid., p. 79.

\(^3\)University of South Dakota, Catalog 1901-1902, p. 26.

\(^4\)Ibid., p. 26.

\(^5\)University of South Dakota, Catalogue 1903-1904, p. 27.
The Catalog of 1906-1907\(^1\) last listed compulsory military training which had started in 1888. It also listed the new arrangement of colleges and departments. A new College of Medicine had been added and there were Colleges of Arts and Sciences, Law, Music, and Engineering. In the College of Arts and Sciences there were Departments of Education, Commerce and Art. There was also a program for sub-freshmen and thirty-nine such students were enrolled in 1907-1908.\(^2\) Four years later,\(^3\) although the Colleges remained the same, the Department of Commerce had become the Department of Commerce and Finance, a special course in chemistry was listed, and a Department of Graduate Studies was given. In the College of Engineering there were programs available in civil, mechanical, and electrical engineering.

The first summer school at the University, which was recognized by publication, was held from June 19 to July 29, 1916.\(^4\) This was a six-weeks period and was held primarily to help teachers meet certification standards.

Other changes made in the programs at the University before the close of the first quarter of the twentieth century were the phasing out of the S.A.T.C., Student Army Training Program, which had been stationed on the campus to train personnel for the prosecution of World War I. This was done in December 1918.\(^5\) This was followed by the establishment of an R.O.T.C.,

\(^1\)University of South Dakota, *Catalogue 1906-1907*, p. 54.
\(^2\)University of South Dakota, *Catalogue 1907-1908*, p. 192.
\(^3\)University of South Dakota, *Catalogue 1910-1911*, p. 16.
\(^4\)University of South Dakota, *Summer School Bulletin 1916*.
\(^5\)University of South Dakota, *Catalog 1918-1919*, p. 45.
Reserve Officers Training Corps on the campus the Spring Quarter 1919. The catalog of 1919-1920 shows that in that year an Extension Division had been added, there was a Director of Summer School, and a University High School had opened in September 1919. Also an advanced program which would lead to an Army commission in the Reserve Corps was available in R.O.T.C. The University High School made the elimination of University sub-freshman courses possible.

The enrollment in the University two years following World War I was 909 college and 39 secondary school students in the University High School. This is the curriculum pattern which existed approximately 40 years after the University started. There would not be much change for the next twenty-five years as the country went from World War I inflation to the "slump" of 1922 and then into the depth of the depression which was started by the stock market crash of 1929.

Although the University of Dakota was created almost twenty years before any of the other state-supported institutions of higher education came into existence, actually, so little was accomplished that the two normal schools at Madison and Spearfish, the University at Vermillion, the Agricultural College at Brookings and the School of Mines at Rapid City got under way about the same time. All started with programs that were primarily of academy level.

Although the tax-supported institutions of higher education of South Dakota were anxious to become recognized colleges as soon as possible, they

\[1\] University of South Dakota, Catalog 1919-1920, p.
operated and supported, at the outset, strong preparatory schools whose work was of high school caliber. The first circular of Dakota Agricultural College located at Brookings, South Dakota, states clearly the place and the function of the preparatory school.\(^1\)

The Board of Regents at their last meeting, feeling the need of a well organized and thoroughly equipped school, one in which the youth may be soundly and completely fitted for the Dakota Agricultural College, without heavy expense, took steps to organize such a school (preparatory) in connection with the College.

The school is to be an adjunct of the College, an integral part to be attached to the College and a feeder of it. Its object is to prepare students to enter the regular courses of study and to give those who desire it a liberal education.

The people at Brookings, while wanting their institution to serve the educational level where the greatest demand was, left no doubt but that what they had in mind was a college. The first circular\(^2\) which announced the opening of school on September 24, 1884, listed four collegiate programs: (1) Agriculture, a four-year course; (2) a General Scientific four-year course; (3) Civil Engineering, a four-year course; (4) Mechanical Engineering, a four-year course. The catalogue of 1885 listed a course in agriculture leading to a Bachelor of Science degree in Scientific Agriculture, and a course for ladies leading to a Bachelor of Science degree in Agriculture and Domestic Economy.\(^3\) This same bulletin stated that military training was

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\(^1\)Dakota Agricultural College, *First Circular 1884*, p. 2.

\(^2\)Ibid., p. 9.

\(^3\)Dakota Agricultural College, *Catalogue 1885*, p. 9.
required in the spirit of the Morrill Act of 1862 and that five types of
degrees were available. These degrees were: (1) Bachelor of Science in
Agriculture; (2) Bachelor of Science in a Literary Course, actually a liberal
arts program; (3) Bachelor of Science in Agriculture for young ladies;
(4) Bachelor of Civil Engineering. Later degrees in engineering were
generally Bachelor of Science in a particular engineering field; (5) Bachelor
of Mechanical Engineering.

One of the problems which plagued college administrators in the
beginning and one that has never entirely disappeared in most institutions is
having students ready for the courses they want to take. On April 17, 1886,
the President of Dakota Agricultural College, Dr. George Lilley, had the
following announcement printed:

An eleven-week term beginning April 7, 1886, for the
purpose of preparing students to enter either the freshman
or the preparatory classes of the College (Dakota Agricultural
College) in September 1886, and for the further purposes of
providing a short review for those who cannot take a more
extended course.

It was the practice of the institution, in the formative years, to
introduce courses or programs somewhat on a trial basis and later to augment
or eliminate them. Some programs were terminated at the direction of the
Regents. College catalogs indicated that some programs were distinctly
affected by the background and training of the head of the institution.
In the catalog for 1886-1887 a course in veterinary science is listed. 2

1 Ibid., p. 53.
2 Dakota Agricultural College, Catalogue 1886-1887, p. 37.
The courses offered in Latin at this period of the history of the College were also extensive. Apparently this subject was the specialty of the President, Dr. George Lilley. Normal training classes\textsuperscript{1} were offered at the Agricultural College even though these programs had been allocated to the two existing normals at Madison and Spearfish. This may have been done because the normals could not keep up with the demand for elementary teachers or it may have been, which is more likely, because travel was a big factor in getting to school and the closer the school was, the more inclined the student was to attend.

In 1887-1888 a new two-year program in pharmacy was added to the curriculum of the Agricultural College. This is how the College curriculum developed until the stature of a State college was achieved by 1925. It was, of course, as much like a university at this date as a university is in many instances. The boards of control, however, were always anxious to differentiate among the functions of the several institutions. The catalog of 1887-1888 make it clear that at the Agricultural College curriculum emphasis is on the practical—sewing, fitting, cutting, cooking, shop work in iron, and agriculture and horticulture.\textsuperscript{2} For the year 1888-1889 the Board of Trustees reported, "The Agricultural College of South Dakota is now rapidly growing in the number of its students, especially in its college classes; its practical, industrial, and utilitarian features are beginning to be known and valued in all parts of the state."\textsuperscript{3}

\textsuperscript{1}Ibid., p. 55;
\textsuperscript{2}Dakota Agricultural College, Catalog 1887-1888, p. 12.
\textsuperscript{3}Board of Trustees, Annual Report of the Dakota Agricultural College to the Governor and Legislature of South Dakota 1889, p. 23.
The administration of the Agricultural College was anxious to mold the institution to the nature of the curriculum and the need of the students. Beginning in 1890-1891 the school calendar provided for a long, three-month winter vacation. During this period many students helped earn money to pay their way through college by teaching a short-term rural school. This meant, of course, holding school during the summer months to complete a full academic year. This made sense, it was argued, because classes in agriculture would be held during the growing season. This sort of calendar was gradually changed until the quarters or semesters of the academic year were from September to June and later summer schools were introduced of varying length until a system of one eight-week summer term or two five-week terms was adopted by each institution.

Throughout its history the Agricultural College of Dakota has specialized in short courses and institutes for those who could leave their work, usually the farm, for only a few days or perhaps a few weeks. The year 1896-1897 is typical of what was offered during an academic year. The catalog for 1895-1896 announced that the following would be offered: ¹

1. Practical Steam Engineering, three twelve-week terms; 2. Special Dairy Course, twelve weeks; 3. Special Winter Course in Agriculture, ten weeks; 4. Special Course in Cheese-Making, fall quarter; 5. Special Courses in German and Latin during the three regular terms. The Special Course in Agriculture which ran for approximately twelve weeks was continued and merged

¹South Dakota Agricultural College, Catalog 1895-1896, p. 12.
into the School of Agriculture which continued until it was terminated in 1961.

In 1893-1894 catalog, three new courses were listed: (1) a two-year course in Music; (2) a one-year course in Irrigation Engineering; (3) the one-year course in Steam Engineering which was usually listed as a special offering. The course in Irrigation Engineering was expanded to courses in Agriculture and Engineering and offered in 1896-1897. These courses were the forerunner of a later complete program in Agricultural Engineering.

The catalog for 1895-1896 listed three four-year programs and three two-year programs: (1) Agriculture; (2) Domestic Science; (3) Mechanical Arts were all four-year programs. Pharmacy, Business and Preparatory were two-year programs.

The catalog for 1898-1899 listed twenty-three departments for that year. The creation of departments was to be the pattern for development of this institution, as the number of departments became so many that their administration was unwieldy they were organized first into divisions and later colleges when university designation was achieved. The administrators at the heads of divisions or colleges were given the title "Dean." During the period from the time Dakota Agricultural College began classes for a period of approximately sixteen years, there had been experimentation with

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4 South Dakota Agricultural College, Catalog 1898-1899, Pp. 57-65.
many things, particularly the calendar. In 1899-1900 academic year the program was stabilized at three, twelve-week periods. It remained thus until World War I forced a changed to the quarter plan beginning the Fall Quarter of 1919. It remained on the quarter plan for forty-five years, when it, along with all other state-supported colleges and universities, were operating on the semester calendar program in 1963-1964.

A pretty good idea as to what the programs of the Agricultural College were can be gained by reading the names and numbers of degrees conferred at commencement on June 28, 1900:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science Degree (four-year program)</td>
<td>18</td>
</tr>
<tr>
<td>Pharmacy Degree (two-year program)</td>
<td>8</td>
</tr>
<tr>
<td>Certificate of Commercial Science (one-year program)</td>
<td>7</td>
</tr>
<tr>
<td>Amanuensis Certificate (one-year secretarial)</td>
<td>4</td>
</tr>
<tr>
<td>Certificate of Steam Engineering (one-year course)</td>
<td>20</td>
</tr>
<tr>
<td>Certificate of Dairying (three-month course)</td>
<td>10</td>
</tr>
</tbody>
</table>

The above shows that while enrollments in the collegiate work were increasing that the real interest was in the shorter "bread and butter" programs. The institutions were anxious at an early date to appear sophisticated and to establish programs at an early date even though few or no students enrolled.

The University of South Dakota conferred two Master of Arts degrees at commencement in 1889. There were nine bachelor's degrees conferred. However, most of the enrollment was sub-freshman, previously called preparatory students.

The first master's degree, which was a Master of Science, was conferred at the Agricultural College in 1891.

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1 University of South Dakota, Catalogue 1889-1890, p. 62.

2 South Dakota Agricultural College, Catalog 1901-1902, p. 10.
The catalogs of South Dakota Agricultural College for 1902-1903 and 1903-1904 announced changes and reorganization of the curriculum and the addition of programs which would give the institution the basic structure it was to operate with for many years. Future changes within the next twenty-five years would deal mostly with strengthening programs, changing names and adding courses. The catalog for 1902-1903 announced that in 1903-1904 the following college programs would be available: 1

(1) Agriculture -- four-year program
(2) Scientific Horticulture -- four-year program
(3) Domestic Science -- four-year program
(4) Mechanical Engineering -- four-year program
(5) Electrical Engineering -- four-year program
(6) Agricultural Engineering -- four-year program
(7) Pharmacy -- two-year program*  

*Four-year program leading to Bachelor of Science degree available.

The next year the catalog announced that in 1904-1905 there would be a general science division of studies listing several liberal arts four-year programs and a special course in agriculture continuing for two years. 2

Thus, in 1904-1905 five of the colleges that make up the six academic divisions of South Dakota State University today were created waiting for the spaces to be filled in. Only the field of nursing was yet to be established as a part of the curriculum.

In 1908-1909 a Department of Music was organized and a Department of Commercial Science was listed. The School of Agriculture was formally

1 South Dakota Agricultural College, Catalog 1902-1903, pp. 77-137.
2 South Dakota Agricultural College, Catalog 1903-1904, pp. 74-81.
organized and operated from November 1, 1908, until April 1, 1909.\textsuperscript{1} In
1912-1913 a normal course in Home Economics was organized to prepare teachers. Although there had been summer institutes for teachers, the first regular summer school was held during the summer of 1914. It was of six weeks duration.\textsuperscript{2}

As the institution grew in enrollment and services new courses were added. The catalogs for 1914-1915 and 1915-1916 show that while there were only four education courses listed in the first catalog, the latter one listed seven, almost doubling the number offered. Pharmacy became a three-year course in 1918-1919\textsuperscript{3} and during the period 1918 to 1920 teacher training courses in agriculture and home economics were added, stimulated, no doubt, by the influence and financial support of the Smith-Hughes Act of 1917.

There were several other significant programs added to the Agricultural College program before the end of 1925. Courses in pharmacy were listed as two, three, and four years in length; a program in agricultural journalism and advertising was promised along with a four-year program in commercial science leading to a Bachelor of Science degree in Commercial Science.\textsuperscript{4} Four-year preparatory programs (high school courses) were still being listed for the academic year of 1920-1921.\textsuperscript{5} The catalog for 1921-1922 lists two

\textsuperscript{1}Ibid., p. 119.
\textsuperscript{2}South Dakota Agricultural College, \textit{Catalog 1913-1914}, p. 3.
\textsuperscript{3}South Dakota Agricultural College, \textit{Catalog 1917-1918}, p. 47.
\textsuperscript{5}Ibid., p. 167.
six-week summer sessions for the summer of 1922. In 1922-1923 a special bulletin, not the regular catalog, was issued. This advertised for the first time a four-year printing course, moving the College on its distinguished career in this area. This bulletin also listed short courses in eight areas and advertised the continuance of correspondence courses.¹

A summer school of two six-week sessions which was held during the summer of 1922 was continued in 1923, but by 1924 the summer session was back to one six-week term. The Agricultural College was to still make a few structural changes, but by 1925 it was ready to face the long "holding action" which was to characterize higher education in South Dakota for more than the next two decades.

The Dakota School of Mines was the next to the last institution of the state system of higher education to be created. It developed slowly because of the philosophy of its promoters, the conservative attitudes of the legislative assemblies and the preoccupation of the general public. This school had a curriculum of highly specialized nature and probably had higher standards of admission than the other schools. At least the student had to be fifteen years of age to enter the School of Mines rather than fourteen which was the requirement in the other state-supported colleges.

Those who guided the destinies of this specialized school in the early day felt they had two types of students to consider and a major question to answer. Those to be educated were of two classes: (1) Young men who can spend four years in becoming an engineer; (2) A large class of young men who

¹South Dakota Agricultural College, Special Bulletin 1922-1923.
have had to begin engineer work without the proper technical training.\(^1\) The question posed, "Should the school give a purely theoretical course and leave the practical until after school?"\(^2\) It was decided that both classes, the miner who desired a special course and the young man who could take a regular course should be provided for, and that a large part of the work of the School of Mines should be practical. A perusal of the early bulletins and catalogs of the institution prove that this philosophy was adhered to.

The first catalog, or information bulletin as it was called, listed three programs in engineering and three short courses. This may have been too ambitious an start because the bulletin published in 1900-1901, thirteen years later, only listed one course in engineering although an English-commercial course had been added.\(^3\) No doubt, courses in metallurgy were organized within the one mining engineering program even though the Metallurgical Engineering Course was not advertised for a time.

The administration and faculty were constantly experimenting with new courses and programs, some of which may not have been judged to be compatible with the objectives of a mining school. For example, the catalog of 1898-1899 lists a typing and stenography program to be given the following year. It also states that girls were in attendance at the school.\(^4\) This program must

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\(^2\) Ibid., p. 10.

\(^3\) South Dakota State School of Mines, \textit{Catalogue 1900-1901}, pp. 33, 34 and 35.

have been successful since two years later Catalog 1900-1901, an English-
commercial course was added, as has been previously mentioned.¹

In 1901-1902 the programs of the school were further structured into
three main areas: (1) English-Commercial; (2) Preparatory; (3) Mining
Engineering. The area of mining engineering was divided into five departments
which later became larger departments or instructional divisions. These
departments were: Mines, Geology, Chemistry, Mathematics, and
Physics, and Engineering.² The English-Commercial program which was, no doubt, an
attraction to the girls who wanted advanced education may have been an
irritation to the Regents and the legislatures. In any event after not more
than three years, it no longer appeared as an offering in the catalog.³

Getting students ready to do college work was an important part of
the work of all the institutions and the School of Mines was no exception.
Twenty years after the school at Rapid City began classes it was still
enrolling many students in its preparatory classes. In 1907-1908 this was
deemed to be such an important function that a Special Catalog of the
Preparatory Department of the School of Mines was issued.

In 1906-1907 the program in Mining Engineering had been developed to
where the school offered an option in Metallurgical Engineering. A thesis

²South Dakota State School of Mines, Catalog 1901-1902, p. 11.
³South Dakota State School of Mines, Catalog 1904-1905, p.
was required but a Bachelor of Science degree could be obtained in either mining or metallurgical engineering. The catalog for the next year indicates that a program of summer schools was started. At the outset these were used to teach surveying, mining and metallurgy. Later the length of the period was extended and the time used mostly for field studies.

From 1914 to 1917 the School of Mines began to take the shape it was to assume for some time. The catalog for 1914-1915 lists five areas or divisions of instruction: (1) Mining Engineering; (2) Metallurgical Engineering; (3) Civil Engineering; (4) Electrical Engineering; (5) Preparatory Courses. In 1916-1917 languages were included in the curriculum to further improve the culture and competence of the graduate.

As late as 1917-1918 the School of Mines was justifying a preparatory department. However, five years later, the catalog of 1922-1923 listed no preparatory courses in the curriculum.

By the end of the first forty years the School of Mines had established itself and its programs, but it had a long way to go in the next forty to fifty years to arrive at the stature it enjoyed in 1970.

Although two of the normal schools were in operation before 1885, it seems best to treat them as group rather than to trace the development of

1South Dakota State School of Mines, Catalog 1906-1907, p. 36.
2South Dakota State School of Mines, Catalog 1909-1910, p. 33.
3South Dakota State School of Mines, Catalog 1914-1915, p. 55.
4South Dakota State School of Mines, Catalog 1916-1917, p. 52.
5South Dakota State School of Mines, Catalog 1917-1918, p. 35.
each separately. Actually, all four of the schools were almost identical in their programs of teacher preparation and that was their chief function, except that for a period of about twenty years the school at Aberdeen stressed industrial education. By 1925, however, about all that was left of the industrial education curriculum was a program in the preparation of teachers of industrial arts.

Since the certification of teachers was controlled by law with authority for granting certificates lodged in the office of the State Superintendent of Public Instruction, and the end objective of the normal schools was to meet certification standards, curriculums for teacher preparation were almost identical. To trace the development of one program is to tell the story of curriculum changes and advances in the other schools.

The citizens of Dakota Territory, who gave their attention to the education of the children, most of whom lived in the rural areas, were anxious to get teachers prepared in "short order." For that reason it was possible to secure the lowest grade of certificate with little schooling above high school or in some cases it was possible to become certificated solely on the basis of successfully completing an examination.

From very early in the history of state-supported higher education in South Dakota the "normal" schools were working toward the development of programs that would entitle them to be classified as "teachers' colleges."

By 1922 the Board of Regents had authorized all of these schools to develop four-year programs that would culminate in a degree.¹ The catalog of the

Northern Normal and Industrial School for 1919-1920 advertised that the School was a four-year educational institution of teachers' college rank. The record shows that the school had been building up to a degree program (so were the others) since as early as 1921 nine students were approved for the degree Bachelor of Arts in Education and the degree was conferred at the 1921 spring commencement.

Although the "normal" schools were anxious to grow up and become full-fledged colleges with degree-granting programs, they also realized that on them the people of South Dakota had laid the almost whole responsibility of preparing teachers for the rural school. And by 1925 the number of these schools, mostly one room, was considerable. So great was this demand for rural teachers that the school at Aberdeen established a special Rural Department, with a director and supervisors who went into the field to assist beginning teachers.

Along the way the "normal" schools presented a variety of programs. They were authorized to offer courses in Home Economics and Agriculture and did so almost up to the depression of the thirties. Not only were courses given but a definite program in the preparation of teachers in these fields was available at least for a time. As late as the academic year of 1924-1925 the normal at Spearfish listed in its catalog sixteen courses in Home

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1 Northern Normal and Industrial School, Catalog 1919-1920, title page.
3 Northern Normal and Industrial School, Catalog 1919-1920, p. 20.
Economics leading to the preparation of teachers. The preparation of teachers of home economics was still going on at Northern Normal and Industrial School and courses in this field were taught at the other "normals." The 1919-20 catalog for Northern Normal was the last one to list a four-year program for the preparation of teachers of agriculture. The teaching of commercial subjects was early popular with the normal schools as it was to a certain degree at the other state-supported colleges. The normals presented then, as they do now, business, clerical, and stenographic subjects on a one, two, or four-year basis. Students could concentrate in business subjects and be certified in that field or they could major in business subjects and prepare to teach in the business education field. As early as 1919-1920 the Northern Normal had a four-year program for the Preparation of Commercial teachers.

Primarily the normal schools by 1925 had established definite programs of operation. In all of them, it was standard to offer in teacher training the one, two, and four-year programs. Summer School was an established part of the college calendar and as much as ninety per cent of the students who enrolled planned to become teachers. Those who created the normals wanted them to confine their programs almost exclusively to the preparation of

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1Spearfish Normal School, Catalog 1924-1925, p. 39.

2Northern Normal and Industrial School, Catalog 1924-25, p. 60.

3Northern Normal and Industrial School, Catalog 1919-1920, p. 45.

teachers. This they were doing as the first quarter of the twentieth century ended. However, the spirit of adventure and growth was upon them and they were soon to assume the stature if not always the name of teachers' colleges.

**Concomitants of Development**

The advent of World War I, which came along when the state-supported colleges were relatively young, had some effects on curriculum, students, and finance. Since it was not more than one and one-half years that the United States was actually at war the effects were rather limited. In fact, the major military program on the college campuses which was the Student Army Training Corps had no more than gotten started when it was abandoned the fall of 1918. Three of the State colleges were involved with this program—the University, the Agricultural College, and the School of Mines. There were other programs on the college campuses, especially the three just mentioned, which were designed to help with the war effort. In addition to having an S.A.T.C. unit the School of Mines helped train men in technical pursuits. Following the phasing out of the S.A.T.C., the ROTC, Reserve Officers Training Corps, appeared on the scene and units were established at the University and at the Agricultural College. After the signing of an armistice and the return of many veterans to the college campuses there were other programs developed for their benefit. One such program was for the rehabilitation of wounded and diseased veterans carried out on the campus of

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South Dakota Agricultural College. A state-initiated program to benefit veterans known as the "Veterans Free Tuition Law" was created by the Legislature of 1919. This law has been amended many times to benefit veterans of subsequent wars in which the United States has engaged. Later modification of this law has also extended the benefits of free tuition to widows and orphans of deceased veterans who could qualify under the provisions of the law.

World War I resulted in an economic inflation which was particularly noticeable from 1919 until 1922 when there were many bank failures and a sharp recession. The money problems created for the colleges by the war and the period immediately following led to considerable budget shortages and deficit spending. It may be that these institutions had more money problems for a period of four years than at any other comparable period in their history. The experience led the Regents to take a sterner attitude toward deficit spending although there were few legislatures that did not have to contend with a college deficit until after the session of 1957.

The special session of the Legislature which met from March 18 to 23, 1918, made deficit or shortage appropriations for five of the seven state supported colleges. The South Dakota College of Agriculture was allocated $34,860.00; Northern Normal and Industrial School, $15,263.23; Madison

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2 State of South Dakota, Session Laws 1919, Chapter 129.

3 State of South Dakota, Session Laws 1918, Chapters 17 and 18.

4 Ibid., Chapters 12 and 13.
Normal, $7,950.00; Spearfish Normal, $9,150.00; Springfield Normal, $2,000.00. The South Dakota Session Laws of 1919 show that three schools received deficit appropriations amounting to $48,004.61.

The year which found the institutions in the worst financial shape following World War I was 1919. In order to pick up the deficits and keep state government solvent a special session of the legislature early in 1920 made sizeable appropriations for that time and there were none of the institutions not in need. At this time the funds appropriated were over and above those allocated by the regular 1919 session of the legislature and were for both salaries and operation. The University was allowed $95,000; the Agricultural College, $147,693.78, to be used in 1920 and 1921; School of Mines, $21,113.60; Northern Normal, $66,901.00; Madison Normal, $25,000.00; Spearfish Normal, $31,170.00; and Springfield Normal, $13,500.00.

The Legislature of 1921 was called upon to appropriate $67,300.00 for four schools, but in 1923 only one institution received a deficit appropriation.

Fees and Finance

At the outset the Territorial Treasury had no funds and the money needed to provide buildings and pay operating costs was hard to find. In

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1 Ibid., Chapter 9.
2 Ibid., Chapters 4 and 7.
3 Ibid., Chapter 5.
4 State of South Dakota, Session Laws 1919, Chapters 42, 53, 54, 63, 64.
5 State of South Dakota, Session Laws 1920, Chapters 8 and 20.
6 State of South Dakota, Session Laws 1921, Chapters 54, 77, 82, 91.
7 Ibid., 1923, Chapter 51.
several cases the campus buildings were started and paid for by the citizens of the community. The local people were not averse to digging into their own pockets to pay operating costs when this was necessary. In the case of the normal school at Springfield not only was the first building locally financed but there were no state funds available to pay costs during the first four years of its operation. Those who created the state-supported system of higher education in Dakota intended that it should be completely free. Even though the University of Dakota was first operated as a private academy under the control of a private corporation, it advertised itself as “free” in the first annual announcement.\(^1\) If the students had to take an examination they were charged a $5.00 fee which was refunded if the student failed on the test.\(^2\) Non-resident students might be charged a tuition fee which was to be determined by the trustees. By the end of the nineteenth century the idea of charging all students a nominal tuition and other incidental fees was gaining ground. All sorts of fees, laboratory, lesson and practice fees were added over the next fifty years until the catalogs of some institutions listed more than 100.

In order to give some idea as to what happened with student costs for attending college the situation at one or two institutions will be cited. The twenty-second catalog of the University of South Dakota listed tuition at $3.00 per semester and incidental fees at $3.00 per semester. There was a $5.00 diploma fee charged of graduates. It is this latter fee which has

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1\(^{Op. cit., title page.}\)

2\(^{Op. cit., pp. 5 and 6.}\)
changed little although tuition and incidental fees have increased tremendously.\(^1\)

The total absolutely necessary costs for attending a full year at the University in 1903-1904 was $128.00\(^2\) which figure includes tuition, fees, board and room. Tuition at all the other schools was the same. Higher rates for law and medicine were not instituted until later and there was no differentiation among institutions for tuition rates which came later. Probably the price for meals at the Vermillion school was a little higher than at all others except the School of Mines. While the price for board at the University was $2.50 per week, it was only $2.10 at Northern Normal. Neither school had college rooms except for girls. The price for room per year was about $35.00 at the Vermillion school and $12.00 at the Aberdeen institution.\(^3\) Using the University as an example, it is clear that about ten per cent of fixed costs were paid in tuition and fees, the rest living expenses in 1903-1904. This was, of course, for resident students. Actually, in this early day non-resident students rarely paid more. Over the years the percentage of his college costs the student must bear has steadily increased. From the ten per cent which he paid in 1903-1904 it has risen to 40 per cent for the 1970-1971 academic year at South Dakota State University,\(^4\) and this is typical of the others.

By 1911-1912 tuition had doubled in rate,\(^5\) laboratory fees had been added and the price of room and board had increased substantially. Actually

\(^1\)University of South Dakota, *Catalog 1903-1904*, fee page.

\(^2\)Ibid., fee page.

\(^3\)Northern Normal and Industrial School, *First Catalog 1902-1903*, p. 39.


\(^5\)University of South Dakota, *Catalog 1911-1912*, fee page.
the costs to the student increased little from 1912 to 1920, except that along the way an activity fee had been added which every student must pay henceforth. There were also deposit charges, one of the largest being for the freshmen and sophomore men who came into R.O.T.C. after World War I and who needed to pledge security for their rifles and uniforms.

Not until the beginning of the depression was the rate of tuition increased from $12.00 to $70.00 per year. It was then, too, that a differentiation was made between law and medicine and the other fields of study. While the resident tuition for all students studying in the areas other than law and medicine was $70.00, for these two professions it was $100.00 per academic year. Numerous other fees were being charged at this time by the University as well as the other schools. At the University a $10.00 per semester law library fee was charged. There was a general library fee of $2.00 per semester assessed. Fees were charged for women in physical education—$1.50 per semester—and a service fee in practice teaching—$5.00 per course. There was a fee of $1.00 to enroll in the Teachers' Appointment Bureau and a student activity fee of $10.50 per year. In 1928, probably the first time in South Dakota, a student union fee of $2.50 per semester was charged.

To finance the State institutions of higher education was not an easy task. Several times before the end of World War I the Board or some of its members had pointed out their problems and suggested a solution. In their

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1University of South Dakota, Catalog 1930-1931, fee page.
first annual report the Regents of Education said, "We find the University considerably hampered in its work for want of sufficient funds."¹ This theme of shortage of funds for operation, particularly salaries, is as old in South Dakota as the Regents' first annual report and as new as the last report of an institutional president to the Board of Regents. At a very early date the Board of Regents, realizing that having to depend on each State legislature for the appropriation of funds for operation was a "catch as catch can" process, recommended a continuing State tax for the support of higher education. The Regents, in their report for the biennium ending June 30, 1898, had this to say: "As long as the schools depend for their support upon appropriations made biennially by the legislature, there can be no definite plans adopted for their management, and no provision made for their improvement and growth."² This Board recommended a statewide one-mill levy for the support of higher education in 1898 and again in the report of the Regents for the biennium ending June 30, 1900.³ The governing Board had this to say:

The objections to the present system for providing support for these institutions (institutions of higher education) are too numerous to be presented here, but one fact alone ought to condemn the whole. It encourages, if it does not make necessary, the practice of sending

¹ Regents of Education, Annual Report (First), Biennial period ending December 15, 1890, p. 6.
delegations who have a local interest in the schools to present their claims to the legislature. The legislature has shown its appreciation of this evil by providing that residence in a county where one of these educational institutions is located disqualifies a man from serving as a regent of education. This was, doubtless, a wise provision, but a more effective remedy for the evils of local influence and interest will be found in adopting a settled and permanent policy for the support of these institutions.

There were times, however, during the early years of the development of state-supported higher education in South Dakota when at least some of the needs had been taken care of in a completely satisfactory manner. In 1904 Ivan W. Goodner, President of the Board of Regents, wrote in the biennial report for the period ending June 30 of that year, "It is with much satisfaction that we are able to report that the several State educational institutions are now so well provided for that we do not find it necessary to recommend further appropriations for new buildings." It is, however, brought out in this report that more funds are needed for maintenance and salaries. The idea of a statewide tax levy to support higher education was kept alive during the formative years of the system of higher education and even today political and educational leaders consider the idea. In the Regents' report for the biennium ending June 30, 1912, the Board President, A. E. Hitchcock, recommended that the State Constitution be amended so that the Regents could make a tax levy each year for the support of higher education. From this date on nothing has been said officially regarding a


general tax levy earmarked for higher education. The funds for salaries, operation and maintenance generally come today, as they have from the beginning, from general appropriations, fees, tuition, endowment land and federal grants and subsidies.

Requests and Appropriations

The problem of adequately financing the State's institutions of higher education has been one that has perplexed legislatures ever since the first appropriation for this purpose was made in 1883. At the outset although there were small funds available in the Territorial Treasury no one was particularly worried because it appeared that little would be required to pay for operating the four institutions that had been created. The boards of control, to begin with, felt that they had only three colleges to support since the land-grant Agricultural College could be run primarily out of federal funds. They, the boards of control, stated that only "trifling sums" would be required to operate the Agricultural College. Any of these board members who were living thirty-five years later may have been surprised to note that the appropriation for the Agricultural College of South Dakota was only slightly less than the appropriation for all the other colleges in total with the University of South Dakota excluded.

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1 Regents of Education, Annual Report, for year ending December 15, 1890, p. 12.

2 South Dakota, Session Laws 1923, Chapter 16.
The legislatures of South Dakota have from the beginning (less today than twenty years ago) operated on the principle that whatever the college presidents and the Board of Regents requested, it was "too much" and more than they needed. There is little evidence that either the college presidents or the Regents have requested more of the legislature than was actually needed. The policy of granting less than was requested has meant some college generations were denied adequate facilities and competent instruction, buildings have been constructed for the past rather than the future, and money has been wasted by postponement of needed construction until additions were required or until inflation caused a considerable rise in the price of wages and building materials.

To give some examples, the President of the University of South Dakota requested in 1903 a $50,000 appropriation to build an armory and gymnasium. The legislature appropriated $25,000 and for a quarter of a century generations of University students had to make out with a meager facility when for not much additional a fine facility for those times could have been had. This same year the administration of the State Agricultural College requested $121,000 in specials and the legislature allowed $32,000 and even these appropriations became a law without the governor's signature. Another example, and every year or at least almost every year has them, was 1908. A request was made to the legislature by the University for $340,000 in specials;

1 South Dakota, Session Laws 1903, Chapter 20.
2 South Dakota; Session Laws 1903, Chapter 28.
they were granted $30,000 for a heating plant\(^1\) and $3,765.00 in repairs.\(^2\)

The University requested this same legislature to appropriate $229,000 for operation during the 1909-1911 biennium and were allowed $169,000.\(^3\) This amount is, of course, less than seventy-five per cent of the amount desired.

Occasionally an institution received about what it requested if the total was not too large or the project was to be built in phases not all requested from a single legislature. In 1911 the State College of Agriculture was appropriated $100,000 to build Phase I of an agriculture and administration building.\(^4\) A second $100,000 was appropriated in 1917.\(^5\) The large appropriation made in 1911 was, however, only one of several requests for on-campus improvements. There was $10,500 appropriated for off-campus improvements at three experiment stations.

The story of requests and awards runs pretty much the same for many years as far as legislative appropriations are concerned. The normal school at Madison requested $72,000 for operation for each year of the 1917-1919 biennium.\(^6\) The Legislature appropriated $105,000\(^7\) or twenty-five per cent less than requested for the biennium.


\(^2\)Ibid., Chapter 60.

\(^3\)South Dakota, *Session Laws 1909*, Chapter 261.


Probably the biggest disappointment any college administration ever had was that at Southern State Normal (there have been several big disappointments for the administrations of this school) and the treatment accorded the 1925 Legislature. The Springfield school had presented special appropriation requests for six items totaling $158,500 of which none were approved even though each of the other schools received some kind of appropriation. It must be noted, however, that no educational institution received any large amount except Spearfish Normal which received a total of $360,000 to replace its main building that burned during the legislative session that year.\(^1\)

The cost of supporting higher education has increased tremendously over the years. Except for a brief period during the depression the direction of cost has been constantly upward and from 1945 to the present the pace has been rapid.

In 1890 shortly after the State colleges and universities started to operate, the most costly of them all, the University, had an annual appropriation of $24,700.\(^2\) In 1910, which is just twenty years later, the appropriation had increased about three and one-half times to $80,500\(^3\) per annum and only fifteen years later it had again increased, this time about 450 per cent.\(^4\)

The Agricultural College which was to have cost the State very little, only $18,000\(^5\) in 1890, was costing the State three times that amount a quarter

\(^1\) South Dakota, *Session Laws* 1925, Chapters 52 and 54.

\(^2\) South Dakota, *Session Laws* 1890, Chapter 10.

\(^3\) South Dakota, *Session Laws* 1909, Chapter 261.

\(^4\) South Dakota, *Session Laws* 1923, Chapter 16.

century after getting started\(^1\) and fifteen years later almost ten times what it had required in appropriations in 1910.\(^2\) The legislative appropriations of the other state-supported institutions of higher education also increased but not quite as rapidly as those of the State University and the Agricultural College. Never-the-less, by 1925, the state was aware of the cost of supporting a higher education system and, although there was a financial boom in the money markets of the country for the next four years and a mild inflation affected prices, it was still not easy for the State to find all the funds its colleges and university needed. The next twenty years brought a boom; a bust; a panic; a depression; a war; and the beginning of a period of recovery. It was these kinds of times that the institutions of higher education had to live through.

**Faculty and Students**

Many of the people of the Territory and later the State were anxious to get an education. In frequent cases the biggest barrier was distance with its concomitant problems of cost and travel, so when State schools opened at Vermillion, Brookings, Madison, Spearfish, and Rapid City there was an immediate influx of students from the local area. Dakota University which opened as a private academy had 63 students enrolled the first year, 1882-1883, but six years later, in 1888-1889, there were, according to incomplete figures, 342 enrolled. The first students to enroll were all sub-college level and 81 percent of them came from Clay County, the county in which Vermillion and


the University was located. Six years later only 40 per cent of the enrollment was from Clay County and 17 per cent were students from other states.¹ Although for many years most of the enrollees of each of the schools were in the preparatory department, each year saw more and more who could be granted college status and qualify for entrance into degree programs.

The normal school at Madison reported in 1888² that there were enrolled on November 30 of that year 225 students who came from 25 counties. It is pretty evident that the young people who came to these new institutions were sincere and anxious to get an education. Certainly they were controlled by very strict disciplinary rules, but reports of their behavior shows that in most cases it was exemplary. The visiting committee for Madison Normal, which reported to the Board of Education in 1888, made note of the fine conduct and general bearing of the students, "Did not find a mark of defacement."³

At Spearfish there were enrolled in 1887 two hundred seventy-one students but most of these, 161, were in the Model Department (grade school) leaving 110 in the Normal Department. The latter were students who had finished grade eight and were in some cases as much as three years beyond that level. There were in that year ten graduates.⁴

²Ibid., p. 11.
³Ibid., p. 155.
⁴Ibid., p. 161.
The Dakota Agricultural College reported an enrollment for 1885-1886 of 252 of which 89 were collegiate and 162 preparatory.\(^1\) During the same year the University of Dakota reported an enrollment of 183 of whom 139 were unclassified (probably some college level), 31 were in the preparatory program and 13 were studying the "normal" course.\(^2\)

The School of Mines, which was the last institution of higher education to be created during Territorial days, did not get started until the fall of 1887 and by five years later, November 1892, had only 56 students enrolled, mostly of preparatory grade.\(^3\) This institution which was created primarily to make mining in the Black Hills more profitable was at the beginning principally engaged in assay and metallurgical work and was not generally attractive to a variety of young people.

By 1910 the seven state-supported institutions of higher education had all been created and were exerting concentrated efforts to sink their roots and expand their programs.

It is not easy to determine from the early catalogs and biennial reports just what or who constituted the enrollments at the several institutions. Sometimes the figures are not given completely and sometimes a lump total is given which included about everyone who came to the campus during a given year. Even as late as 1945 it was observed that one of the State colleges (there

\(^1\)Dakota Agricultural College, Second Annual Catalogue 1886-1887, p. 6.

\(^2\)University of Dakota, Annual Catalogue 1885-1886, ..

\(^3\)Regents of Education, Biennial Report, Biennial period ending December 1, 1892, p. 59.
were probably others) included the public school band in the enrollment, because a college faculty member directed that band two periods per week. Even today when a formula for determining enrollment equivalents is used, it is not always possible to know what is meant or to compare one school with another. Then, as now, it is understandable that college presidents would want to report the highest enrollment possible.

By 1909 and 1910 and University of South Dakota and the South Dakota Agricultural College had the largest enrollment of college students. The Vermillion school reported 454 in attendance during 1909 and 1910 and the Agricultural College, 731. The first school graduated 54 in 1910 and the latter one, 34. It is probable that the Agricultural College figure included a number who were not working toward a degree. The school which reported enrollments that would place it third in size was the Northern Normal and Industrial School at Aberdeen. For 1909-1910 the enrollment of Normal and Industrial students was 418. However, it is probable that a number of these had not finished high school and were actually pursuing secondary level subjects. The fact that the youngest of the institutions was third from largest after being in existence less than half as long as any of the others was gratifying to those who contended that northeastern South Dakota needed an institution of higher education.


2 Ibid., pp. 14 and 61.

3 Ibid., p. 161.
Spearfish and Madison were the fourth and fifth schools in size in 1910. Each had an overall enrollment, which included the Model School, of about 550. Spearfish reported a composite enrollment of 534 in 1909-1910.\(^1\) The Normal at Springfield was the smallest of this type of school in the State as it has always been, except for a period following World War II. In 1909-1910 it reported 175 students in the Normal Department.\(^2\) Most of these were, no doubt, not more than one or two years beyond the eighth grade.

The smallest of all the state-supported institutions of higher education by considerable was the School of Mines which reported only 65 students in attendance in 1909-1910.\(^3\) Of this number probably several of these were still studying subjects at the high school level.

Following World War I there was a noticeable increase in enrollments in the State colleges until the economic slump and bank closures of 1922. Several veterans returned to or started college at the end of the conflict. There were no veterans' benefits such as the G. I. Bill of Rights provided following World War II, but there was the Stata Veterans Free Tuition Law\(^4\) under which veterans could attend a state-supported college without paying tuition.\(^5\) This may have been some help but the tuition charge before and after World War I was, for several years, only six dollars per semester.

As the state matured, economic conditions became better for a while and for almost twenty years the state-supported colleges enjoyed a steady and

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\(^4\) South Dakota, Session Laws 1919, Chapter 129.
healthy growth. Comparison is difficult, however, because it is not always clear as to what types of students the enrollment figure included. The State Agricultural College which reported an enrollment of 731 for the academic year of 1909-1910 gave a figure of 848 regular college students for 1925-1926 of whom 347 were freshmen college students.\(^1\) You may be sure there were many more on the campus during the year, enrolled in short courses and workshops, since this sort of thing was a specialty of State College from the start.

The figures for the University are not readily available for 1925-1926, but two years later this school reported a year-around enrollment for 1927-1928 of 1,440 students of whom 1,220 were of collegiate grade.\(^2\) Some of these students were, no doubt, enrolled in summer school and perhaps in extension courses. This is almost three times as many students as were reported to be attending the University eighteen years previous.

If the number of students on campus enrolled in regular courses determines the size of an institution, Northern Normal and Industrial School was the largest because for 1925-1926 it reported a total enrollment of junior and senior college students of 1,502 and when pre-normal, high school, and special students are included the enrollment climbed to 2,088.\(^3\)


\(^2\) Regents of Education, Biennial Report, Biennial period ending June 30, 1930, p. 34.

The School of Mines which enrolled only 65 students in 1909-1910 had made substantial improvement sixteen years later, although it has never made a spectacular enrollment increase until the last half of the 1960 to 1970 decade. Of the 241 students attending this school in 1925-1926 eleven were women.1 Until only recently, however, this has been a men's school.

The enrollments at the three earliest normal schools have remained fairly constant in growth and relationship. The enrollment of collegiate students at the Madison school, which in 1925-1926 was 265, has usually been the largest with Spearfish school coming along next with a normal enrollment of 150 in the four upper classes in 1925-19262 while the school at Springfield enrolled about two-thirds that number which was 109 in the same year.3 By 1925 all of the State colleges and the University were conducting summer schools mostly for teachers who wanted to renew their present certificate or qualify for an advanced one. The campus at Spearfish, because of its beauty and the attendant summer temperatures, was from the outset conducive to large summer school enrollments. The size of its summer school for many of its early years was larger than enrollments for the academic year. For example, while there were 150 enrolled during the academic year of 1925-1926, there were three times that number, 456, enrolled for the first term of the 1926 summer school.4

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1 Regents of Education, Biennial Report, Biennial period ending June 30, 1928, p. 34.
3 Ibid., p. 93.
At the outset the faculties of the newly-formed institutions of higher education in Dakota Territory and the State of South Dakota while possessing a large measure of dedication and sincerity were frequently deficient in academic credit. In the early days the Boards of Control of the State system of higher education were not as concerned about advanced degrees for the administrative head of each institution as they are today. Generally, but not always, the heads of the four largest of the state-supported colleges had earned doctors' degrees. Southern State College had been in operation for 42 years before a president with an earned doctor's degree was employed and following a period of nine years another period of eight years elapsed before a chief executive with such a degree was hired. Black Hills State College was headed by a person with no more than a master's degree for the first 58 years of its history. Dakota State College did somewhat better, although it was headed by a person with less than a doctor's degree for 53 years; its chief executive from 1905 to 1931, except for less than a year, possessed this high credential.

The successive heads of Northern State College from the beginning in 1902 down to the present have nearly all possessed the doctor's degree.

The very earliest heads of the University did not hold Ph. D. degrees but by 1887, four years after the State had taken the school over, the administrative head did possess such a degree. The other subsequent heads of this institution have also held this degree, except for a period of thirty-one years from 1935 to 1966.

At South Dakota State University every president from the beginning down to the present time, except one, were holders of an earned doctor's degree.
The first five heads of the School of Mines did not hold an earned doctor's degree. However, all of their administrations covered only a period of five years. Of the ten heads of this school from 1897 down to the present time all have possessed earned doctor's degrees, except from 1954 down to 1966. One problem which has generally faced the Board of Regents has been the availability of sufficient funds to hire the kind of person they wanted with the desired preparation. It must be said, however, that degrees or no degrees, South Dakota has, with a few exceptions, been fortunate in the leadership the heads of its state-supported institutions of higher education have provided. Not until 1966 was every institutional head entitled to an earned doctor's degree designation; however, a sampling for certain years taken from the college catalogs of the same dates gives an idea of the growth of the several faculties in the State colleges and the quantity of their preparation. In 1883-84 Dakota University had a staff of five including the president. There were also two assistants to the faculty, a librarian, and two student librarians. Three years later the 1886-87 Catalog lists a professional staff of ten not counting the president who had a Ph. D. degree, four with bachelors' degrees, and five with no degrees at all. Apparently faculty relations were not always smooth in those days because with a small faculty in 1890-91 there arose such a controversy that the Board of Regents fired the president and all the faculty. The only one not fired was Lewis E. Akely who was absent studying in Europe that year.¹

¹Lewis E. Akely, This Is What We Had In Mind, University of South Dakota, Vermillion, 1959, p. 27.
The size of the staff at the University grew steadily and their qualifications improved. While in 1886-87 half of the faculty had no degrees the catalog of 1900-1901, four years later, shows that only one-fourth were without degrees. On the professional staff in that year there were five Ph. D.s'; eleven masters'; eighteen bachelors'; and one honorary degree. A captain headed the military department and there were twelve without degrees. The size of the professional staff did not increase much during the next ten years. The catalog for 1920-1921 states that there was a full-time faculty of 45 and that there were 16 part-time staff members. These assistants were either graduate students or others who had an unusual competence in some special field. There were a few still teaching in 1920-21 who had completed only the bachelor's degree but the proportion with the master's degree and the earned doctorate was increasing.

In the early days the faculties had to be versatile and in some cases unpaid. When classes opened the fall of 1884 at the Dakota Agricultural College there were six chairs named by the Board of Regents.\(^1\) Besides the president the following men were designated as professors: C. A. Kelsey, a local physician, who taught the natural sciences, and William Phillips, professor of literature and the science of languages. The services of Dr. Kelsey and of "Professor" Parker, who taught vocal music, were apparently donated gratis to the College. This faculty of four took care of all or most of the teaching done this first year.

The second year that the Agricultural College was in operation, according to the catalog for 1885-1886, a staff of eight and a preceptress was planned for. Mention of degrees held is not made in this bulletin, but since earned doctors' and masters' degrees were rare, the chances are most of the faculty had only the bachelor's degree or no degree at all. Another reason why academic preparation of the faculty was low was because those who supported the institution felt that men of practical experience, farmers and technicians, were needed as teachers rather than those with college learning. The Regents of Education stated clearly their attitude toward the Agricultural College in their report for the biennial period ending June 30, 1892:

Lastly, the work of the State Agricultural College, now largely assisted by national endowment, is to do for all the ordinary manual and productive industries what the professional schools do for the learned professions. Its studies should all bend . . . towards a helpful preparation for the pursuits of agriculture, the mechanical arts and the domestic industries.¹

The records show that as the schools matured and enrollments increased the qualifications of the staff generally improved. While during the first year or two of the life of the State Agricultural College as many as half of the faculty had no degrees; by 1900 only twenty per cent were without this credential.² Although in the early days there was no where near the pressure on college administrators to hire faculty with the earned doctor's degree that there is today, nevertheless, by 1910 approximately fifteen per cent


²South Dakota Agricultural College, Annual Catalog 1899-1900, pp. 8-10.
of the faculty at South Dakota State College had the earned doctor's degree and only ten percent were without a degree of any kind.\textsuperscript{1} Fifteen years later in 1924-1925 the faculty of SDSC had grown from 54 in 1910 to 121 in 1925 which is approximately an increase of two and one-half times. The standard of preparation ranged from the bachelor's to the master's degree. Only five percent had the earned doctor's degree while about 40 percent had the master's degree and 40 percent the bachelor's degree. There were still on the staff 17 who had no degree at all mostly working in the skills and applied arts fields.\textsuperscript{2}

When the School of Mines opened in 1887 there was considerable enthusiasm for academic work as well as mining experimentation, but five years after being in operation the professional faculty consisted of only five—the Dean, who had a Ph. D. degree and was administrative head of the institution, and four other faculty members.\textsuperscript{3} In 1910 the faculty had grown to 18 with eleven holding degrees: one doctorate, seven masters', three bachelors', and seven without degrees. By 1925 this school gave firm evidence of its intention to strive for academic excellence. In that year there were on the faculty five persons with earned doctors' degrees, nine with masters' and nine with bachelors'. No staff member without a degree was employed that year or for many years later. (Information on early faculty at the School of Mines furnished by R. H. Moore, Registrar, South Dakota School of Mines and Technology, 1970.)

\textsuperscript{1} South Dakota State College, \textit{Annual Catalog} 1910-1911, pp. 5-13.  
\textsuperscript{2} South Dakota State College, \textit{Annual Catalog} 1924-1925, pp. 5-12.  
\textsuperscript{3} School of Mines, Catalog 1892-1893, p. 7.
The emphasis, even after the opening years, continued to be on assaying and mining to such an extent that the Board of Regents became concerned in 1899. When first established and for some years following the educational work of the school (School of Mines) was made a prominent feature, but later more attention was given to experimental work and investigations, and the attendance diminished until at the time the present Board took control (1899) very little instructional work was attempted.¹ (This Board revived the instructional program.)

Since most of the early records of the Spearfish Normal were lost in the fire that destroyed the main building in 1925, it has been difficult to secure all the information desired about the early history of this institution. (The College has done a remarkable job of securing replacements for catalogues of 1888 and from 1895 to 1925 which were lost in the fire.) From the opening of Spearfish Normal until 1900, actually a period of five years, there was no one on the staff with a degree except the president. In 1900 there was one staff member with an honorary doctorate while the rest had no degrees. Things were not much better in 1910 although the faculty had grown to 25 there was only one earned degree on the staff—a medical doctor's degree. The other staff members had no degrees; there was one with an honorary doctor's degree. By 1925 the records show that the Regents and the college administrators were beginning to feel the need of having staff members with formal academic training. In that year Spearfish Normal had a staff of 32—one with an earned doctorate, one with an honorary doctorate, four with masters'

degrees, eighteen with bachelors' degrees, one with an M.D. degree, and there were still fifteen on the faculty with no degrees.¹

Northern Normal and Industrial School started with a faculty better trained academically than did the other three schools. For one thing, it started later when the need for a faculty with academic training was being considered more important. Even so, however, as late as 1925 there were still almost half of the faculty of 98 either without degrees or without the degrees generally considered orthodox for college teaching. The catalog of that year shows 21 staff members without degrees and 21 others with degrees other than earned doctorates, masters' and bachelors'. The faculty of this school had tripled in size from 1910 to 1925. There were no faculty with earned doctorates on the 1910 staff; there were nine in 1925. There were four with masters' degrees in 1910 and seventeen in 1925. The seven bachelors' degrees on the faculty of 1910 had increased to thirty in 1925. The number of faculty without degrees in 1910 had increased only a moderate amount, from sixteen in 1910 to twenty-one in 1925. Other degrees over the period increased from five to twenty-one.²

In the early days the faculty at the Madison Normal School was small and its academic qualifications very meager.³ Although the School had been in operation for five years by 1890, it still had a faculty of only eight and five of these were without degrees. It should be said, however, that

¹Information on early faculty at Spearfish Normal furnished by Freeda Summers, Registrar, Black Hills State College, 1970.

²Information on early faculty at Northern Normal and Industrial School furnished by Dr. R. W. Van Beek, Dean of Admissions and Records, Northern State College, 1970.

³Information on early faculty at Madison Normal furnished by Helen Simmons, Registrar, 1970.
those persons who were listed on the early normal school faculties as not having degrees were not without training in the business of teaching and teacher training. Most of them had at least two years of formal preparation and a few of these non-degree teachers had three or almost four years of normal school or college training. The faculty of 1890 had on it one doctorate degree, but this was honorary. The same was true in 1900 when the faculty had almost doubled in size, up to fourteen from eight. More than half of this faculty had degrees and including the president who had a master's degree, in addition to an honorary doctor of laws degree. There were a total of four people with master's degrees on the faculty of 1900. The faculty grew some in size during the next decade but of the seventeen members, eight or one less than half their number had no degrees at all. The president of the school in 1910 possessed an earned doctor's degree and had been president of South Dakota State College for about seven years prior to being appointed head of the Madison School.

During the fifteen years from 1910 to 1925 all of the schools experienced some growth in enrollments and expansion in programs. The normal schools had developed four-year programs and were attracting and holding more students. It is difficult to check enrollment figures for reasons previously explained. Since, however, Eastern Normal (Madison) had its largest faculty in history up to 1925 during that year, it can be assumed it also reached a peak of enrollment of the students included in all phases of its program. The faculty for 1925 numbered forty-six with a little more than a fourth of them still not holding degrees. The president of the college owned a Ph. D. degree and more than half of the faculty had bachelors' degrees. The bachelor's degree was actually the minimum for college employment and the standard was moving
up to the master's degree. Five of the faculty of 1925 at Eastern Normal had earned masters' degrees.

Although the normal at Springfield was the last of the colleges supported by the State to list a staff member with an earned doctor's degree, it did not, according to the records, use as many non-degree people on its staff as was done by the other colleges at the outset. ¹ The faculty in 1900 consisted of ten--one who had a master's degree was the president; there were eight with bachelors' degrees and one with some other type of degree. In 1910 there were two faculty members with masters' degrees, fourteen with bachelors' degrees, and none without a degree or with a doctor's degree. By 1925, like the normal school at Madison, more than half of the faculty had bachelors' degrees--it was nineteen out of a total of twenty-eight. There were seven on the faculty of this year who had masters' degrees, and the report of the registrar shows that in 1925 there were two on the faculty without degrees.

From the beginning each faculty moved to improve the academic excellence of its faculty. However, each school had a long way to go in 1925 before the minimum for faculty employment would be the master's degree and some of the institutions would have more than a third of their faculty with earned doctors' degrees and an institution which had never had anyone on its faculty with an earned doctor's degree until 1945 would have fifteen per cent of a faculty of almost 100 holding the top degree.

¹Information on early faculty at Springfield Normal furnished by Ross Howe, Registrar, 1970.
CHAPTER III

COMING OF AGE

By 1925 the state-supported institutions of higher education had matured to the extent that they assumed the identity which they were to enjoy for the next twenty years. The University which had weathered an attempt in 1922 to move it to Sioux Falls had assumed the stature of a university. It was unchallenged academically by any institution in the state and was the titular head of the state system of higher education, such as it existed at that time. It, the University, had been designated as the accrediting authority for the other institutions of higher education and while it had little to say to the State College or the School of Mines, which were accredited early by the North Central Association of Colleges and Secondary Schools, it did concern itself with the academic quality and facilities of the normal schools. For many years the normal schools and later teachers' colleges noted in their catalogs and other publications if they were accredited by the University of South Dakota.

South Dakota State College was content to be the agricultural college of the State with its on-campus instructional and experimental programs and with a larger service through the Extension Division and the Experiment Stations. In 1924 South Dakota State College had all the characteristics of a university with its five instructional divisions—Agriculture, Engineering,
Home Economics, General Science and Pharmacy. There was, however, little talk at this time or for many years later about the Agricultural College of the State assuming the image of a university. Some of the earlier officials of the College had been rather explicit on this matter. In the Sixth Biennial Report of the Regents of Education the President of the College, speaking of the functions of the Agricultural College, had this to say:

It has been construed as the function of these schools to train young people for mechanical, civil, electrical engineering, etc., also for effective work in domestic science and other industrial arts.

It is, however, not a university in any true sense of the word and it makes no pretensions to be. The differences between the two institutions is marked and distinct both in purpose, equipment and methods.

These statements by Dr. Heston, the third President of South Dakota Agricultural College, surely must have caused a pleased "nodding of heads" on the part of the Governor of the State and the Board of Regents. Faculty and administration of the University certainly breathed a sigh of relief because, although the school from the north might challenge them in football, their position as the one State University was secure. Their position was to be

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3 Regents of Education, Biennial Report, Biennial period ending June 30, 1900, p. 43.

4 Ibid., p. 43.
secure for the next 64 years, but after that the State was to have not one but two universities and perhaps more as times change in the future and the years roll by.

The School of Mines had rescued itself by 1925 and was establishing a world-wide reputation as a technical and engineering school. It had five full programs in engineering, the curriculum had been enriched, particularly by the adding of languages, and the school had served notice of its collegiate status by dropping all preparatory programs and courses.¹

Although the four normal schools were not as yet called teachers' colleges, by 1925 they were rapidly assuming that appearance. The Regents of Education had directed that preparatory courses be dropped from their curriculums.² In addition to this the Regents approved the development of four-year programs in the normal schools, taking steps at the same time to see that these schools confined themselves to the preparation of teachers:

But no curriculum shall be provided by any teachers' college which does not prescribe work classifiable as education to an average extent of eight semester hours per year, with a minimum of six semester hours in any one year.³

Having pronounced the preceding the Regents proceeded to expound a second master plan:⁴

¹School of Mines, Annual Catalog 1924-1925.
⁴Ibid., p. 130.
1. Beginning September 1924 the University and State College will admit no freshmen to any courses in education.

2. Beginning with the Summer Session of 1924, the University and State College will offer no non-credit normal work but will confine themselves to standard high school and college work.

3. No liberal arts curricula, pre-professional courses, or other professional courses than those leading to educational work shall be offered after September 1924 by State teachers' colleges, provided that this shall not be construed to exclude from the teachers' colleges special or irregular students who may wish to enroll for certain academic subjects in said schools.

None of the normals were designated as teachers' colleges until 1939.

As the second quarter of the twentieth century started, so far as the Regents were concerned, the work of the seven educational institutions supported by the State had been spelled out. There was a certain stability, too, and the public as well as the college faculties and administrations were pretty well satisfied with the status quo.

The year 1925 was a good year in South Dakota. The "war to end all wars" was rapidly being forgotten. The recession of 1922 had merged into what was to become a "boom-bust" period, and the rumblings of World War II were relatively a long way off. Prohibition was in effect and while some liquor found its way to the campus, to be sure, in comparison with today it was like a drop of rain in Lewis and Clark Lake. It was the day of the flapper, knickers, and the first go-around of bell-bottom trousers. In this period everyone was interested, at the beginning, in becoming a millionaire; only five years later survival was the chief motivating force.
The colleges in 1925 while rather complacent were unaware of what they would face before the end of the next twenty years. They were, first of all, moving headlong into a serious depression which as far as appropriations for their support was concerned was to last for twenty-two years. The highest general appropriations for the institutions, until after World War II, were made for the 1925-1927 biennium. Using the University of South Dakota as typical, the records show that for the next biennium (1927-29) its general appropriations were cut approximately sixteen per cent. The prosperity which gripped the nation just prior to the stock market crash of 1929 was not affecting South Dakota. The slump was present before 1927 and before it was over general appropriations for the colleges which reached a high for the 1925-1927 biennium were cut from this figure by 75 per cent for the biennium of 1933-1935. Actually, this one legislature of 1933 cut general appropriation for the previous biennium by from 25 per cent for the School of Mines to more than 50 per cent at South Dakota State College. The other schools and their appropriation cuts for this biennium were: Northern, 30 per cent; Eastern, 30 per cent; Black Hills, 30 per cent; Southern, 35 per cent; University, 30 per cent. It was not until 1947 that general appropriations for the colleges would exceed those of twenty-two years previous.

1 South Dakota, Session Laws 1925, Chapter 11.
2 South Dakota, Session Laws 1927, Special Session, Chapter 2.
3 South Dakota, Session Laws 1933, Chapter 9.
4 South Dakota, Session Laws 1947, Chapter 268.
Naturally the condition of the general economy affected legislative appropriations and they, in turn, conditioned the scale of salaries and the expenditures for equipment and materials. Enrollments were little affected by economic conditions and actually increased at some of the schools until the time World War II was imminent. The enrollments for 1940-1941 academic first semester at the University was about the same as it had been in 1924-27. During the late twenties and the depression of the thirties, there was a shortage of jobs and many young people exerted exceptional effort to attend college. They worked at any kind of job, lived under the most undesirable conditions and it has been reported that at some schools, particularly Southern State College, young people from farms brought in butter, milk, meat and eggs to be traded to the dining hall for a week's board. Many board bills were accumulated at the colleges during the thirties, a few to be later paid as graduates "got on their feet," but many more to go unpaid regardless of the later financial condition of the person incurring the obligation.

This period from the recession of 1922 until after World War II was one of difficult challenges and problems which the schools had to meet. In addition to lacking the money to maintain a proper staff and develop a program, several of the colleges had to stand attacks from outside by those who were unfriendly to state-supported higher education or merely misguided. In any case the college administrators, the Regents and the faculties had this as another burden to shoulder. Despite all of this, however, it was

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not a completely unhappy period. Much good work was done in education, and
small as their numbers were, young people who got to college were appreciative
of their opportunities. Dr. V. A. Lowry, who was President of the College
at Madison during these troublesome times, has said that in many ways they
were the most satisfying of his forty years at that institution. There was
progress made during the period although capital improvements came mostly
from federal or from special funds.

Campus Growth

Chapters I and II have already discussed the capital growth of the
state-supported colleges down to and including 1925. In the next few
paragraphs a consideration of capital investment from that date until after
World War II is made.

Ever since the beginning of statehood the Regents had from time to
time discussed the desirability of a one-mill, State-wide tax levy on
property to give them stability in planning the finances of the several
institutions of higher education in South Dakota. This was not done, but in
1925 the Regents got part of what they were asking for even if it lasted only
for a period of two years. The Legislature of 1925 enacted a law placing a
tax on cigarettes at the rate of three cents per regular package of cigarettes
and also a tax on other items providing cigarette smoking, such as cigarette
papers, wrappers and tubes. The law provided that the receipts from such
funds, with the exception of $10,000 which went to the State Treasurer, were
to be credited to a special building fund for the support of the existing
educational institutions of the State, and was to be expended for this
purpose as the Legislature, by law, would direct. In 1927 the funds, which
by June of that year had accumulated to well over $800,000, were appropriated
to four of the institutions and the law directed that in the future (after
July 1, 1927) all of the receipts from the cigarette tax should go into the
General Fund and that is what has been done with them for the last forty-
three years.  

The law which was passed by the Special Legislative Session of 1927
specified that buildings were to be constructed at institutions under the
control of the Board of Regents at Brookings, Aberdeen, Rapid City and
Vermillion.  

At South Dakota State College a library was built which is still in use.  
The funds made available were $254,199.00.  A magnificent building for those times was constructed.  It is still the only main library on the
campus and it would cost several millions of dollars to replace it today.

Northern Normal and Industrial School constructed a classroom, office,
gymnasium, swimming pool combination.  This building was allotted $192,482.48 for construction.  It is an excellent building which is one of the best on the campus today and one which could not be replaced for $2,000,000 at today's prices.  Little did the Legislature realize what a buy they got with these taxes.  It has been said, and with great plausibility, that had the Legislature left the Cigarette Tax Law of 1925 unchanged, except perhaps to raise rates with inflation, there would never have needed to be another direct appropriation from the General Fund for college buildings.  It has also been said, many times, that the Legislature didn't want so lucrative a source of funds

1 South Dakota, Session Laws 1927, Special Session, June 22 to July 1, 1927, Chapter 4.

2 Ibid., Chapter 4.
to fall into the hands of the Regents and the college administrators. Only within the last few years have the Regents had at their disposal funds for building that did not have to be literally "squeezed" out of the Legislatures.

The School of Mines built a gymnasium out of its $136,000 of cigarette tax funds. The same facility it is still using after 43 years. The University got a much needed armory, gymnasium and swimming pool. The same one which today is its only facility of this kind. The cost of the building was $286,000 even though only $250,000 was available in cigarette tax funds. A supplement of $36,000 was added from the General Fund to make up the total of $286,000.

While there was some building construction on the college campuses from 1927 to 1947 most of it was financed by other than State funds. In 1943 the State was far enough out of the depression to make appropriations for three buildings costing a total of $382,000. In 1947 the effects of the post-war boom were distinctly felt and the Legislature, that year, in addition to considerable funds for repairs, equipment, additions and land appropriated $1,716,450 for buildings. Of the seven institutions new buildings were authorized on every campus, except Northern State Teachers College and General Black State Teachers College.\(^2\)

The effects of the depression were felt so keenly that almost no appropriations for buildings were made from 1929 until the assistance of the

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\(^1\) South Dakota, Session Laws 1945, Chapters 74, 262, and 263.

Public Works Administration (PWA) came along. This program provided a direct federal grant of 45% on a building, the remainder to be paid on a bonding-self-financing scheme or by State appropriation from the General Fund. The Work Progress Administration (WPA) also came into existence during the depression and was used by every institution to carry out remodeling and repair projects and, in some cases, to pay for labor on the construction of buildings.

As previously pointed out, four buildings were authorized in 1927 out of special tax funds (cigarette tax) collected by the State. In 1929 a Union building was authorized at the University to cost $200,000.00. None of this money, however, was to come from State funds and the building would eventually belong to the State.\(^1\) No other buildings were authorized during this session and only $27,000 was authorized for repairs, improvements and equipment.

In 1931 there were small appropriations for repairs and improvements and $125,000 for a new heating plant at Northern Normal;\(^2\) the same one, which modernized and with additions, is in use today. The Legislatures of 1933, 1935, and 1937 made no appropriations for the construction of new buildings, nor did they authorize any. The only special appropriations made were for the purpose of keeping the institutions in operation. These, like the appropriations for salaries and operation, had been pared to the bone.

\(^1\) South Dakota, *Session Laws 1929*, Chapter 231.

Near the end of 1938 the colleges became aware of the possibilities of the federal P.W.A. program. Northern and Southern Normals started negotiations to obtain funds to build, respectively, a men's dormitory and Union building and a women's dormitory. The University succeeded in obtaining a grant and loan to build an addition to the library. 1 Although these requests had been approved by the Board of Regents, they apparently did not have the blessing of the Legislature. There was a law passed in 1939, Chapter 56, Session Laws 1939, which approved all such projects. Then, to be sure that the Legislature retained control, legislation was passed prohibiting the Board of Regents from erecting buildings without first getting legislative approval. 2

In addition to the structures at the University, Northern and Southern Normals, the Legislature of 1939 authorized a dormitory at the University to cost $150,000 of which 45 per cent (the P.W.A. formula for project assistance was 45 per cent federal funds, 55 per cent sponsor's contribution) of the funds would be furnished by P.W.A. 3 A dormitory costing $150,000 to be built under the same arrangement was also authorized at State College 4 and a classroom, museum, library building at the School of Mines to cost $346,446.00 was approved as a P.W.A. project. 5 This proved to provide inadequate funds to

2 South Dakota, Session Laws 1939, Chapter 56.
3 South Dakota, Session Laws 1939, Chapter 57.
4 Ibid., Chapter 59.
5 Ibid., Chapter 58.
construct the kind of building the administration and the Regents felt was needed, so in 1941 an additional appropriation for this building of $120,000.00 was requested and received.¹ This building which is one of the finest on the campus of the School of Mines today demonstrates that it pays to have adequate funds to spend for the State's college buildings.

There were some limited State appropriations for buildings at the institutions of higher education in 1941. These were made with the provision that, to the extent possible, labor on the project should be furnished by W.P.A. The University was allocated $170,000 to build an addition to the administration building² for which an original appropriation of $250,000 had been made in 1923. The State College was appropriated $20,000 for an armory which was to be built under the same guidelines as those covering the building at Vermillion.³

The lid was still on appropriations for building when the 1943 Legislature met. Only one appropriation for capital improvement was made and that was an appropriation of $20,000 for a mining experiment building at the School of Mines.⁴ These funds were made available with the understanding that the Federal Bureau of Mines would provide $15,000 to be added to the

¹ South Dakota, Session Laws 1941, Chapter 267.
² South Dakota, Session Laws 1941, Chapter 278.
³ South Dakota, Session Laws 1941, Chapter 273.
⁴ South Dakota, Session Laws 1943, Chapter 218.
appropriation. Another reason, besides lack of funds, why there was not much
point to appropriating for buildings in 1943 and to some extent in 1945 was
because labor and materials could not be obtained to build any structures
other than those specifically needed to promote the war.

Although labor and materials were still not readily available when the
Legislature met in 1945, the war needs were being caught up with and there
were early signs the war in Europe might be coming to a rather abrupt end
despite occasional reverses in the military fortunes. With these surrounding
circumstances, the Legislature of 1945 appropriated outright $382,000 for two
buildings, one on the campus of the University and the other at State College.
The University was allocated $270,000 to build a dormitory for women\textsuperscript{1} and
State College received $100,000\textsuperscript{2} for a crop and seed service building and
$12,000 to construct a barn for beef cattle.\textsuperscript{3} The 1945 Legislature also
authorized the construction of a men's dormitory with union facilities to be
constructed at the School of Mines. This was to be built entirely without
State funds out of monies received from gifts, federal and agency grants.\textsuperscript{4}

When the next legislature met the War was over and the job of catching
up with the losses of twenty years in buildings and facilities started.

\textsuperscript{1}South Dakota, \textit{Session Laws 1945}, Chapter 74.
\textsuperscript{2}Ibid., Chapter 262.
\textsuperscript{3}Ibid., Chapter 263.
\textsuperscript{4}Ibid., Chapter 72.
Courses and Curriculums

Although all of the state-supported colleges experienced some tranquil days as well as some of considerable turbulence there was some expansion of curriculums and programs during the two decades that followed the close of World War I. Despite the depression enrollments held fairly good until the advent of World War II, when, if it had not been for federal programs, the institutions would have resembled ghost towns. The two institutions that did not have such programs were almost devoid of students. During the fall quarter of 1945 there were eight on-campus students enrolled at Southern Normal School, one boy and seven girls. Fortunately the winter quarter saw a considerable increase in the on-campus students. It must be mentioned that all the state-supported colleges served well during the World War II period. Whether they had war programs or not there was much done in large summer school sessions, extension programs, and correspondence study.

Although no attempt has been made to compare one institution with another with regards to curriculum expansion and change, it would appear that there was more activity of this kind at State College than at any other of the colleges. It must be remembered that this was a period when food, fiber and technology loomed high in national importance, to such an extent that a land-grant college with its programs would assume a significant place in the educational structure.

In 1927 the curriculum organization at South Dakota State College was about the same as it is today, except that today there is a College of Nursing which had not been created at that early date although a nursing
program was available in 1935-1936 which was administered under the Division of Pharmacy:

At the suggestion of the South Dakota State Nurses Association, the Department of Nursing Education was established by the Board of Regents in 1935.¹

There were five instructional divisions: (1) Division of Agriculture which offered as one of its programs a four-year course in Agricultural Engineering;

(2) Engineering which had a program, in addition to its other programs, in Architectural Engineering, later dropped because of inadequate funding;

(3) Division of Home Economics; (4) Division of Pharmacy; and (5) Division of General Science. In the Division of General Science there were two programs of advertised importance: (1) the four-year course in Commercial; (2) the four-year course in Printing and Rural Journalism. By 1930-1931, in addition to the two programs just mentioned, there was added a four-year course in Music. The catalogs of State College, in addition to furnishing the above information, described in 1926-1927 that a new course in Trades and Industries had been added. This program was administratively assigned to the Division of General Science.² Summer schools at this time were a single term of six weeks and in 1927 work was offered in twenty-two areas.

Agricultural Engineering as a program in the Division of Agriculture was started in 1925. The catalog of 1924-1925 carries the following statement:

¹South Dakota State College, Annual Catalog 1935-1936, p. 114.

²South Dakota State College, College Catalog 1926-1927, pp. 51, 114.
This Department has just been established. It is the plan of the College to coordinate its work with the work of the other agricultural and engineering departments as soon as practicable in a four-year course which will prepare students of agriculture to cope with the many engineering problems that must be met on the farm today and in the future.

The catalog of 1928-1929 points out that there is an engineering experiment station in operation and that electrical and mechanical engineering are combined in one course. By 1930-1931, however, these fields had been separated into two departments, one in electrical and one in mechanical engineering.

South Dakota State College, in accordance with the intent of the Morrill Act of 1862, has always featured programs and courses for those who had specialized, technical interests and those whose desires or obligations recommended programs of less length than a full college course. In 1929-1930 the catalog lists three such programs: (1) the School of Agriculture, an annual program for youth who did not attend high school; (2) a three-month practical creamery course; (3) a one-year course for training managers of cooperatives.

The three-year course in pharmacy was discontinued the fall of 1930 and the four-year course required of those who desired the Bachelor of Science Degree in Pharmacy. It was about this time that the Trades and Industries

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1 South Dakota State College, College Catalog 1928-1929, p. 92.
2 South Dakota State College, College Catalog 1929-1930, pp. 89, 91.
3 Ibid., p. 86.
4 Ibid., p. 103.
course organized in 1926-1927 was combined in a program of Trades and Industries, Industrial Arts and Coaching.¹

By 1932-1933 it appeared that the "roof had fallen in" on education and everything else. The actions of the 1933 Legislature were most drastic in budget cuts and the Regents requested and got a mandate from this body to use their own "axe" on plans and programs of the colleges. (Tom Berry in the campaign of 1932 used the slogan of "using the axe" on State expenditures. This he promised; this was done.)

The catalogs of South Dakota State College for 1932-1933 show that by a Regents' directive the four-year program in Commerce at that school was reduced to one course in Typing and one in Bookkeeping. The four-year Music program was abolished although courses in Music were offered. On March 18, 1933, the Board of Regents passed a resolution forbidding students at State College to enroll in more course hours in Music than they were enrolled in for non-Music credit.²

Little program change is noticed for 1933-1934 except perhaps a course or two, but by 1934-1935 there were two new programs mentioned, both in the Division of Agriculture: (1) a four-year course in Industrial Arts; (2) a two-year course in Pre-Forestry.

By 1935-1936 there were some indications that the hardships of the early thirties were being eased a bit. There were even some salary raises being given in the public schools and in non-educational services. The

¹ South Dakota State College, College Catalog 1930-1931, p. 119.
² South Dakota State College, College Catalog 1932-1933, p. 147.
college faculties had to wait almost ten years longer for the size of their pay checks to increase.

In 1935-1936 a Department of Agricultural Economics was started in the Division of Agriculture. At the outset it had a staff of five members.¹ The catalog of this year listed three commercial courses assigned to the Printing Department where such courses are today assigned. There were six special programs listed in the 1935-1936 Catalog: (1) the usual School of Agriculture; (2) a special three-months winter course in Agriculture; (3) three-months Creamery course; (4) two-year Printing course; (5) summer Shop course for printers; (6) two-year course in Aviation Mechanics. As stated before, there became available for the academic year of 1936-1937 a five-year program in Nursing leading to the Registered Nurse and Bachelor of Science degree in Nursing.

For the next two years programs remained little changed which is something very difficult for a college faculty to let happen. However, there were two changes: (1) Industrial Arts was switched from the Agriculture Division to the Engineering Division and (2) a new program in the Division of Agriculture--Wildlife Management--was introduced.²

The next catalog of South Dakota State College, the one for 1940-1941, shows that the institution was cooperating in the program for national defense. In that year 642 students were enrolled in the following special programs:

¹ South Dakota State College, College Catalog 1935-1936, p. 53.
² South Dakota State College, College Catalog 1939-1940, pp. 109-110.
In 1940 a new president came to South Dakota State College with somewhat revolutionary ideas for reorganization of the instructional plan of the College. Not all of the new ideas were implemented, but in 1942-1943 a junior college was organized and a man brought in from the outside to head this new department.¹ The catalog for 1940-1941 announced a new four-year curriculum in Bio-Chemistry to be available the next year and two junior college programs, one for those who after two years would continue in college and one of a terminal nature for those whose college education would be concluded at the end of two years.² These programs were essentially the same courses, but the organization was different. At the end of the two-year terminal courses an associate degree might be awarded.

In 1942 a special bulletin announced a new program for the School of Agriculture. Not so much a change in courses but a plan for three six-weeks periods for a total of two years or six six-weeks periods. The courses were primarily wintertime courses for farm youth beginning in November and ending late in March.

A change in summer school was made in 1942. Instead of the one six-weeks term there were two five-weeks terms.

In 1943-1944 a Student Personnel and Guidance Service had been added in the junior college to the programs in Preparatory and Terminal Curricula.³

¹South Dakota State College, College Catalog 1941-1942, p. 39.
²Ibid., p. 42.
³South Dakota State College, College Catalog 1943-1944, p. 35.
In that year a four-year program in Engineering Physics and a senior college program in Aeronautical Engineering were added.\textsuperscript{1} The Division of Pharmacy was offering three degrees—Bachelor of Science in Retail Pharmacy, Pharmaceutical Research, or Clinical and Hospital Pharmacy.\textsuperscript{2}

The Department of Education was growing in strength and service. In 1943-1944 this department listed thirty-four areas of study.\textsuperscript{3}

During the war years from 1941 to 1945 the state-supported institutions of higher education paid less attention to their civilian students than they did to the young people who came to the campus for short periods to be trained and to depart immediately for war activity. All seven of the State institutions did what they could to assure victory although only five had specific war programs. Several staff members left the institutions, some permanently, to lend military or technical service to the country. Charles L. Sewrey, Professor of History at South Dakota State University, has described the part that State College played in the war activities.\textsuperscript{4}

All areas of the school were affected by the war. In the Agricultural sectors, Extension and Experiment Station personnel streamlined projects in order to permit the State to exceed its past food productions.

\textsuperscript{1}Ibid., pp. 106-107.
\textsuperscript{2}Ibid., p. 117.
\textsuperscript{3}Op. cit., p. 147.
Students took part in a myriad of projects, ranging from war stamp sales to Red Cross bandage rolling. Approximately 150 S.D.S.C. were enlisted in a Red Cross unit. A Women's Auxiliary Training Corps (W.A.T.C.) was organized on the campus in 1943, but this enjoyed little success and was abandoned.

As in 1917, readjustments in College programs were necessary. Once more shorter vacations were eliminated so as to permit students to get out early enough in the spring to take essential jobs.

The income of the colleges was, of course, greatly reduced because the numbers of students enrolled, a source of tuition income, was considerably smaller. The financial situation was saved, however, because of the military trainees who came to the campus for which the federal government paid the whole cost plus a generous overhead to the institution. These trainees kept arriving and departing from 1942 to 1946. South Dakota State College participated in the following programs: (1) Army Air Corps soldiers being trained in the Army Administration and Classification School; (2) Air Corps Reserve men receiving preliminary instruction in ground work and as pilots; (3) Army Engineers; (4) Army Specialized Training Corps; (5) seventeen-year-old reservists.

The period from 1942 to 1946 was one of serious excitement on the campuses of all colleges. After V-E and V-J Days, there was temporarily a feeling of "let down" as the G.I.'s returned to the campus and a period of reconstruction and reform had to be faced.

The development of curriculum and programs at the University of South Dakota were specific and the objectives of the institution rather clearcut.

1Ibid., p. 36.
from the start. The pattern for land-grant colleges was just in the developmental stage at the time institutions of higher education in South Dakota were getting started, while for American universities it was almost two hundred fifty years old.

In 1919-1920 there were five distinct colleges at the University:
(1) Arts and Sciences; (2) Law; (3) Medicine; (4) Engineering; (5) Music.¹ At this date the summer session had become well established and the University began operating a University High School. The enrollment which was about 800 the Fall Quarter of 1920 was to increase about seventeen per cent up to the time America became involved in World War II when, of course, it dropped sharply, almost down one-half by 1943.

There was not too much change in the programs of the University for the next ten years. In 1930-1931 Home Economics was a well established department in the College of Arts and Sciences. Engineering had been expanded to include the first three years of Chemical Engineering. Aeronautics, with an option in Civil Engineering, was a program available and there were also the programs in Civil, Electrical, and Chemical Engineering.²

In this year 1930-1931, the College of Music was changed to a College of Fine Arts. This College, in addition to the School of Business which was created in 1928, joined the five other schools or colleges of instructional administration: Law, Medicine, Arts and Sciences, Engineering and Graduate.³ Thus, as the depression began, the University assumed about the organizational

¹University of South Dakota, College Catalog 1919-1920, p. 22.
²University of South Dakota, College Catalog 1930-1931, p. 170.
³Ibid., p. 18.
format which it had forty years later.

Just as it seemed that the University program was pretty well developed, the Board of Regents, under the pressures of disastrous economic conditions, were forced to drop a full-fledged Home Economics Department from the University program and eliminate entirely the whole College of Engineering.\(^1\)

Thus, with a restricted program, the University continued to serve the State with the best it could provide until after World War II and the resumption of more nearly adequate appropriations.

It is interesting to note that while the closing out of the Engineering school at the University may have caused a reported increase in the enrollment of freshmen in Engineering at State College the fall of 1933, the closing of the Home Economics Department at the University did not affect the enrollments at State.\(^2\)

In order to provide greater flexibility by making available more starting and stopping dates for civilian students who might be called into the service at any time and for war-time trainees, the University for the academic year 1943-1944 switched from the semester to the quarter calendar. It remained on the quarter-type calendar until after the War and was using the semester plan for the academic year of 1945-1946. During the War years, to accelerate students, the University also operated two six-weeks summer schools.

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\(^1\) Regents of Education, Biennial Report, Biennial period ending June 30, 1934, p. 60.

\(^2\) Ibid., p. 19.
During the War years, the University, along with the other state-supported colleges, made an important contribution to victory by having on its campus several training programs related to the War. Dr. Richard L. Bowen, President of the University, in a letter to the writer dated October 29, 1970, listed the following federal programs carried out on the University campus: (1) 1940-1941, Civilian Pilot Training Program; (2) 1941-1942, Civilian Pilot Training Program; (3) 1940-1941, Civilian Defense Training Program; (4) June 1943 to March 1944, Army Specialized Training; (5) 1942-1943, Engineering, Science and Management. (This latter program was a USD Extension Center for a program headquartered in Brookings.) In addition to the programs listed above, the University was designated as a Key Center of War Information and Training under the sponsorship of the U. S. Office of Education, Civilian Morale Service, and the American Library Association.¹

1 The programs listed in the 1922-1923 catalog for the School of Mines were basically the curriculum of the School for the next two decades. There were five Engineering programs set forth: (1) Mining; (2) Metallurgical; (3) Chemical; (4) Civil; (5) Electrical.² In this year, for the first time, there were no preparatory programs listed indicating that in the future students coming to the School must have received their preparatory work some place else. French and Spanish were offered in 1922-1923 which was the beginning of a program in languages to be expanded later on. By 1925-1926 the School of Mines was offering three years of both French and Spanish and


²School of Mines, Annual Catalog 1922-1923, p. 45.
one year of German. Whether these languages were offered to increase the professional competence of the technician and engineer or to improve his cultural background of understanding is not clear. Perhaps the two cannot be separated.

In 1926-1927 the tuition of all the state-supported colleges had been increased to twenty-five ($25.00) dollars per semester as it was at the School of Mines. Five years later it had been increased another ten ($10.00) dollars for each semester.¹

From the start there was a demand on the School of Mines to give courses and programs other than those in the field of Engineering. In the early day, courses in Commercial proved attractive to a few girls. In every community there are always some who would go to college if they didn't have to leave home either because of finance or because of frequent home responsibilities or a part-time job. Rapid City was no exception to this general rule. Consequently, in 1930-1931, the School organized a corps of subjects for students who did not want to become engineers.² (Actually, these subjects were first listed in the catalog for 1915-1916.) These courses and fields of study were: (1) Languages; (2) Social Sciences; (3) English; (4) Science; (5) Mathematics; (6) Drawing. At this time it was also evident that a policy of adding special fees, to gain a little extra money, was catching on in the state-supported colleges. In 1930-1931 the School of Mines listed sixty different fees several of which each student, especially in science and

¹School of Mines, Annual Catalog 1930-1931, p. 39.
²Ibid., p. 43.
engineering, would be required to pay. It was about this time, too, that the institution developed a policy requiring all students in Engineering to study the same courses during their freshman year. This move was not only one of economy but one that assured sound and uniform preparation as the student later pursued his program in Engineering.

In 1933-1934 the catalog listed Mining Engineering with a Geological option. This was a new program given in response to a demand at this time for engineers with a background in geology. The next year there were two programs added, one a General Engineering course and the other a four-year course in Geology.¹

The programs at Mines remained essentially the same until America became involved in World War II. The number of fees charged did increase so that in 1941-1942 there were five general and eighty special fees that could be charged students.²

By 1942-1943 the School of Mines, like several of the other colleges, was involved in doing its part in World War II. During this year two new courses were added prompted, no doubt, by the War need for persons well trained in these fields. The courses were: (1) a four-year Chemistry program, (2) a Physics program leading to a Bachelor of Science degree in Engineering Physics.³

Practically all of the state-supported colleges were geared for the War effort by 1942-1943. Those that were not actually involved in specific

¹School of Mines, Annual Catalog 1934-1935, p. 44.
²School of Mines, Annual Catalog 1941-1942, pp. 27, 28 and 29.
³School of Mines, College Catalog 1942-1943, p. 49.
var contracts with the federal government were involved with
civilian wartime programs and with training teachers as rapidly as possible
to take the places of men and women who had been called to military service
or had taken jobs in defense industries. All of the schools had gone on
practically year-around programs mostly with four quarters approximately
twelve weeks each in length. The School of Mines, however, went on a
trimester plan, holding school for three, sixteen-week trimesters during the
year. All of these programs enabled the student to accelerate his studies
so that it was possible to get a baccalaureate degree in three calendar years
instead of the traditional four. Many students took advantage of this
opportunity to speed up their college education.

Early in the conflict the School of Mines was accredited to participate
in the V-1, V-5, and V-7 programs. Physical fitness was emphasized in the
college programs and a definite program of keeping in touch with the men in
service was carried on. In the year of 1943-1944, the School of Mines
entered into a contract to train engineers and technicians for the War work.

This was an ASTP (Army Specialized Training Program) completely financed by
the federal government. The first men arrived on the campus July 12, 1943,
and the last left on March 25, 1944.

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2 Ibid., p. 269.
The State institution of higher education at Aberdeen was first created as a technical institute, but before classes actually started the original law had been amended and the preparation of teachers included in their authorized programs. Even so, for the first twenty years of the School's history there was a heavy emphasis on trades and industrial programs and on programs in Agriculture and Home Economics. The 1913-1914 catalog of the School mentioned a School of Agriculture similar to the one at State College at Brookings. This school was advertised to have as its objective the equipping of boys and girls to do a better job on the farm. The first of these schools ran for two terms of eight weeks each for a period of eight years. By 1917-1918 the annual length of the school had been extended to twenty weeks and the full course reduced to two years. With the coming of World War I, this program disappeared from the published courses of study.

By 1924-1925 the trend at Northern was away from trade and vocational education and towards an emphasis on teacher education and the beginning of attention to a liberal arts program. Although this was true, there were still several vocational programs still available. The 1924-1925 catalog lists the following curriculums: (1) Four-year program for School Administrators; (2) Five different four-year Vocational curriculums; (3) Two four-year programs, one in Hygiene and Physical Education and one in Kindergarten for teachers and supervisors; (4) Nine two-year programs for teachers and supervisors; (5) A one-year Normal program for rural teachers.

The early twenties were a period of some curriculum experimentation at Northern. In 1924-1925 a program to prepare teachers of "Industrial Arts and Coaching" was created. About the same time courses in Agriculture and the four-year program to prepare teachers of agriculture were dropped. By
1925-1926 attention was being given to departmental organization and in that year the work in Fine Arts and Industrial Arts was combined into one department, later to be divided into two divisions, one of Fine Arts and one of Industrial Arts. This institution, along with the other normals, became colleges the fall of 1927 when no one was eligible for admission who had not been graduated from a four-year high school or who did not have equivalent qualifications.

In 1927-1928 the summer school which had been running for two six-weeks terms was reduced to one six-weeks term. The following year a new Division was created, that of Science which contained the Departments of Chemistry, Biology and Physics.

The question of accreditation has always been important to most educational institutions, especially approval of the North Central Association of Colleges and Secondary Schools. At the outset the normals were listed by the NCA which was more of a courtesy than anything else because this Association had not subjected them to any accreditation procedures. The NCA actually had two lists, one for colleges and universities and one for normal schools. This courtesy to the normals was withdrawn in 1918.

Up until the beginning of the depression Northern had stressed programs, both four-year and two-year, for the preparation of teachers of Home Economics. This went on from 1920 to 1933 when all such work was withdrawn from Northern and the other normal schools. The catalog of Northern Normal and Industrial School for 1932-1933 lists organized curricula for teachers only. (This is not to say that there were no vocational subjects.) These were: (1) A four-year curriculum for teachers in several subject matter fields; (2) A two-year curriculum to prepare teachers mostly for town and city
grade schools; (3) A one-year normal course to prepare teachers for rural schools.

In 1934-1935 Northern was conducting a six-weeks summer school on campus and a six-weeks Biology camp at Lake Enemy Swim. Some years the University of South Dakota cooperated on this Enemy Swim project. The College had an ideal location on the shores of this beautiful lake. To participate in the camp was an excellent experience in living and learning. It is unfortunate that this fine venture was terminated and the property sold.

In 1939 the Legislature changed the name from Normal to Teachers' College and for the next twenty-five years the official name of the school was Northern State Teachers' College. The school had actually been a teachers' college and had been conferring degrees for a period of eighteen years. Its four-year program was authorized by the Regents of Education in 1920. The title page of the 1919-1920 catalog of this institution advertised it as a "Four-Year State Educational Institution of Teachers' College Rank."

In 1942 a very significant thing happened when American Legion Boys' State was established on the campus of Northern. The five men responsible for bringing Boys' State to South Dakota were: N. Peter Wenge, Ivan Hunt-singer, Dr. Harry Darling, Charles Dalthorp and Judge Harry Mundt. All of these men were residents of Aberdeen except Judge Mundt whose residence in 1970 was Mobridge, South Dakota. Dr. Darling and Mr. Dalthorp were deceased by the date of the twenty-fifth anniversary of Boys' State in 1967.

Boys' State has been held on Northern's campus annually since 1942 except during the War years when travel restrictions caused its suspension for three years.

In 1941-1942 the College adopted a plan of having two five-weeks summer terms. This plan is still being used. Evidence was also given this year that the Regents expected the former Normals to do more than prepare teachers, because on January 10, 1942, Northern was authorized to grant a Bachelor of Science degree with no program for teacher preparation being required. The year following, the 1942-1943 catalog spelled out a major in Business Administration. Although this program has not always been called by its right name, for one reason or another, it has from the outset been one of the strong programs in the curriculum of the Aberdeen School.

Northern State Teachers College used its facilities to play an important part in the activities of World War II. As early as July 22, 1940, a Defense School was opened and courses in Machine Shop, General Metals, and Welding taught. In the same year a Civilian Pilot Training Program was started and Nurses' Program carried on in connection with St. Luke's Hospital of Aberdeen. A Glider School was started on June 1, 1942.

In October 1943 men were sent to Northern's campus to participate in ASTP program which specialized in teaching basic engineering courses. This program was terminated April 1, 1944.

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2. Ibid., p. 314.
The Normal School at Spearfish had by 1925 taken on the appearance of a teachers' college although it was not to enjoy the prestige of that name until 1941 after it had gone through a period of nine years operating as a two-year normal school. Of course, when it appeared that the four-year programs would be returned to the normals after the Supreme Court decision of 1931, they began offering third-year programs and some four-year courses so that they were ready to graduate a four-year class at the earliest time following the interruption. Actually, although the authority to give a four-year program was not returned to Spearfish Normal until July 1, 1939, there were twenty-four granted college degrees the spring of 1940.

Although the Regents in 1920 authorized the normal schools to develop four-year programs, the first one at Spearfish appeared in the annual catalog for 1924-1925. It is also noted that at this time, several new and more advanced courses in education were added to the program of studies. In 1925-1926 the courses were separated into junior and senior college subjects, presumably so that assurance could be had that candidates for the Bachelor of Science degree enrolled for a sufficient number of the advanced and probably more difficult courses.

In 1926-1927 the School at Spearfish, in addition to calling itself a normal, was also printing in their catalogue the name, Black Hills Teachers' College. No legal authorization has been found for this practice. It was continued, however, until the publication of the catalog for 1936-1937 when the College called itself "Spearfish Normal School, a Teachers' College."

At this time, it will be remembered, it was operating as a two-year normal school. There was a bill passed by the 1931 Legislature which would have made Spearfish, Madison and Springfield Normals all teachers' colleges, but
this was referred to the people in the general election in 1932 and the electorate denied the action of the Legislature.

Before the blow of 1931 (being reduced to a two-year normal), the college had developed thirteen departments and Home Economics and the training of teachers of Home Economics was one of them. Three languages were offered—Spanish, French, and Latin. German, which had been a casualty of World War I, had not been returned to the curriculum. Summer school terms varied from one six-weeks term to two six-weeks terms and back again. Beginning with World War II the usual pattern was one six-weeks term and one five-weeks, finally to settle on a pattern of two five-weeks terms which it still was in 1970 in three of the former normal schools.

The Regents decreed that after 1927 no normal schools were to offer courses at the high school level. This must have been restricted to the academic year, because at least one—Spearfish Normal—was offering high school courses during the summer of 1930. This made sense because at that time there were few high schools conducting summer schools and opportunities for secondary school students to make up failed programs or to enrich their studies or accelerate their progress were almost nil.

For one year, preceding being reduced to a two-year normal, the Spearfish School was able to offer a Bachelor of Science degree for teaching in high school and a similar degree for teaching in the elementary grades. The main difference, however, was where the student did his practice teaching, in a secondary or in an elementary school.

After the action of the 1939 Legislature and the subsequent steps taken by the Regents of Education, the Spearfish Normal in its catalog for 1939-1940 (this must have been a delayed printing job) was able to legally
call themselves a four-year teachers' college. They had to wait until 1941 to have their name legally changed to Black Hills Teachers' College. In 1939-1940 they were back to offering three main programs: (1) Curriculums of four years leading to a degree; (2) A two-year teacher training program leading to a State Certificate; (3) A one-year normal program leading to a First Grade Certificate which qualified for teaching in rural schools and those in some small towns. At this time, a first in the history of the College, a cooperative program for preparing high school teachers was consummated with the Spearfish High School.

The College had just gotten back as a four-year institution when it was faced with the problem of vanishing enrollments because of World War II and answering the question of what it could do to help out. The response was not only an answer to the problems of the College, but also a tremendous contribution to the welfare of the nation. During 1942-1943 a Civilian Pilot Training Program under the Civil Aeronautics Association was established at the College. There were seven parts of this program: (1) Elementary Pilot Training; (2) Secondary Pilot Training; (3) Liaison Pilot Training; (4) Cross Country; (5) Elementary Instructor; (6) Secondary Instructor; (7) Aviation for High School Teachers. Flight Training for these programs was provided at the Black Hills Airport, a few miles east of Spearfish and the Black Hills State College. In 1943 the Army Air Forces came to the campus and a program in college training was offered. This continued until June 1944.

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2 Ibid., p. 7.
There has never been any question but what all of the state-supported institutions made important contributions to achieving victory during World War II. Some had better facilities and better accommodation for certain programs than did others. Most of this appears obvious. Of the seven schools only five had contracts with the government for training personnel. These were: University, State College, School of Mines, Northern and Black Hills Teachers' Colleges.

The story of the development and progress of Eastern South Dakota State Normal at Madison, South Dakota, during the period of twenty years before the termination of World War II is pretty much the same as the story of the normal schools at Spearfish and Springfield. The school at Spearfish, however, was returned to a four-year status after the Supreme Court decision of 1931, seven years before the same happened to the schools at Madison and Springfield.

All of the normal schools, as soon as Regents' authority had been given them in 1920, hurried to formulate four-year programs and to confer, at the earliest possible moment, one or more degrees. Eastern Normal conferred six degrees in 1924.¹ The President of the School wrote in his biennial report, for 1924 that, during the 1920 to 1924 period, the entire work of instruction has been changed from secondary to collegiate level, except insofar as the old four-year intermediate course still has a few registrations.² During this period the Extension Department and a Rural Department were organized³ and

² Ibid., p. 90.
³ Ibid., p. 90.
the name of the school changed from Madison State Normal to Eastern South Dakota State Normal School by the Legislature of 1921.¹

By the end of the 1926 biennium the four-year programs were well established at all four of the normal schools and all of them were accredited by the AATC, American Association of Teachers Colleges. Three of the schools either were or soon would be accredited by the North Central Association of Colleges and Secondary Schools. The school at Springfield had to wait many years for this recognition. The teacher training programs at the Madison school and the other teachers' college were basically three: (1) Four-year programs leading to a Bachelor of Science degree in Education; (2) Two-year program leading to a State Certificate; (3) One-year program leading to a First Grade Certificate. The degree programs made an individual eligible for teaching any grades in town and city schools, either high school or elementary. The two-year program, State Certificate, made the holder eligible to teach in town or city grade schools. The one-year program was strictly for the preparation of those who would teach in the rural schools.

The President of Eastern stated in his 1926 biennial report that, "Training schools in Madison are among the best in the Northwest."² He had good grounds for his statement because the normal was using three schools in which students did practice teaching and where some experimentation could be carried on. These were: (1) Campus School, a six-grade consolidated school; (2) Lakeview Township School, a rural training school; (3) Washington, a

¹Ibid., p. 94.
Madison City School operated cooperatively by the College and the community of Madison.\(^1\) The President also recommended that the Legislature of 1927 change the school's name to a "Teachers' College" instead of a "Normal."\(^2\) That change had to wait for a period of twenty years.

By the end of 1928 the normal school at Madison was attracting some attention and it was said by some public school superintendents of that period that if you hired a teacher from the Madison Normal you were bound to get a good one. This statement made about Eastern Normal was probably also made about the other schools preparing teachers, when the employing agent had been fortunate in getting a good teacher. It is a certainty that other statements, not so complimentary, were made when the employer was less fortunate.

In the 1926 to 1928 biennium, Eastern Normal developed a definite plan of college organization and clear-cut objectives. The objectives set forth encompassed: (1) student selection; (2) cultural and academic grounding; (3) adequate professional training; (4) careful placement; (5) follow graduates in their positions.\(^3\) The College at this time defined its operation in three parts: (1) educational work; (2) student administration; (3) business service.\(^4\) The catalog of 1927-1928 of Eastern Normal listed it as being

\(^1\)Ibid., Part I, p. 82.

\(^2\)Ibid., Part I, p. 84.

\(^3\)Regents of Education, Biennial Report, Biennial period ending June 30, 1928, p. 63.

\(^4\)Ibid., p. 64.
accredited by (1) NCA; (2) AATC; (3) University of South Dakota and a member of the American Council on Education.

Enrollments at Eastern were increasing at the start of the depression and an enrollment of college students which had been 75 in 1920 reached a figure of 408 by 1930.¹ Summer school enrollments were also increasing and the program of the school was strictly collegiate.

By the end of the 1932 biennium, the School had been reduced to two years and a severe blow had been struck to the ambition of those who were leading the School forward. About this time, Dr. E. C. Higbie, President of the School, stated in his report to the Regents that the people of Madison were interested in a Trade School.² There seems to have been some confusion and misunderstandings concerning this matter and in the end the Trade Department was allocated to the Springfield School and a program started for the academic year of 1948-1949.

Even though being reduced to a two-year program was a severe setback to Eastern, as it was to the normals at Spearfish and Springfield, the School did not give up but directed its attention to improving the quality of its product. Even though the enrollment dropped forty per cent³ with the coming of the two-year program, Dr. V. A. Lowry, President of the School, reported to the Regents in 1934 that standards for teacher preparation were being

raised by requiring a grade of "C+" rather than just a "C" for being admitted to the teacher education program.\(^1\) The School was rewarded to some extent by seeing the numbers it served increase. From 1932-1933 to 1933-1934 enrollments in Extension Courses more than doubled.\(^2\)

One compensation the Colleges had during the depression was small turnover in staff. The reason being that all over the country there was an over-supply of teachers since many colleges were reducing rather than increasing the size of their faculties. Actually, the qualifications of staff members improved right up to the involvement of the United States in World War II. One casualty of the two-year programs was the loss of four-year accreditation by the AATC and also by the NCA, if the latter had been obtained. The three normals were, however, immediately accredited by the AATC as two-year schools. None of these attempted to secure NCA accreditation as a two-year junior college. All of them felt that in the near future their four-year status would be returned. In this assumption, they were eventually proven correct, but the fight back to secure North Central accreditation was long and difficult.

By 1938 the country was beginning to work itself out of the depression and enrollments at the state-supported institutions of higher education were beginning to increase. At Eastern, during the 1938 to 1940 biennial period, enrollments had increased to the extent that an additional instructor had to be employed. The President reported, "Our enrollment during the last two

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\(^1\)Ibid., Part I., p. 31.
\(^2\)Ibid., Part I., p. 33.
years has shown a gradual increase . . . ¹ Not only did the normal schools carefully define their functions while they were two-year schools, but they also built up their offerings of junior college courses. Third-year courses were given in all the schools. In 1941 Eastern had a Commerce course² and the enrollment for 1940-1941 reached its highest level since the school had been reduced to a two-year program. In that year the enrollment reached 307.

The full impact of World War II hit the campuses just when the three normals were getting back on their feet after the loss they suffered following the 1931 Supreme Court decision. The Spearfish School immediately became involved in War program contracts with the federal government as did the University, Mines, State and Northern. This saved their enrollment situation as well as giving them funds for several later improvements. But Eastern and Southern had no War programs and from 1942 to 1945 their programs for the academic year were about wiped out. They did have flourishing summer schools turning out what was popularly called "six-week wonders." These were high school graduates who attended summer school for six weeks and then took a teacher's examination (not too difficult) provided by the Department of Public Instruction. If they passed the examination, and practically all of them did, they could teach a rural school the coming September.

¹Regents of Education, Biennial Report, Biennial period ending June 30, 1940, p. 44.
The War ended. All the normal schools were restored to a four-year status although, for Eastern and Southern, this didn't happen until June 1, 1946; nevertheless, Eastern conferred two Bachelor of Science degrees at its June 1946 commencement.

The programs at Southern State Normal during the period from 1925 until after World War II were almost identical to those found at the Spearfish and the Madison Schools. None of the schools were given adequate funds to develop their programs, but they did rather well under the circumstances and Southern, like the others, produced a good supply of well-trained teachers for the schools of South Dakota.

Accreditation was one matter of concern to the normal schools and the University, as the accrediting agency for the Board of Regents, sent teams to most of these schools during the period to evaluate their programs and facilities and to make recommendations.

With funds restricted, as they were during the depression, no great projects were carried out on the campuses, although the quality of the education carried on probably improved. Enrollments kept up fairly well and in 1924 a Placement Bureau was organized and the office of Dean of Education created at Southern State Normal.

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2 Ibid., Part I, p. 98.


6 Ibid., Part I, pp. 94-95.
Despite the hard times enrollments were increasing at Southern and it became known as the school where young people could get an education with little or no money. The school was carrying on a summer school of two six-weeks terms and had a good enrollment in Extension courses.\(^1\) Beginning in 1929 the length of summer session was reduced by the Board of Regents to one six-weeks term in all the four normal schools.\(^2\)

During the thirties Southern carried on preparing teachers even though its budget had been cut fifty per cent and the strictest economies had to be observed. The total faculty, including training school teachers, which numbered twenty-eight in 1932 was reduced to twenty-three by 1936 although the college enrollments remained about the same. Even though times were "tough" the colleges were using the P.W.A., C.W.A., and W.P.A. to improve buildings and grounds wherever they could. The heads of the schools probably expressed more optimism than they had reason to feel. In his 1936 biennial report to the Board of Regents, President W. A. Thompson of Southern State Normal School wrote, "Southern is going ahead with anticipation of bright prospects."\(^3\) In his 1938 biennial report President Thompson wrote even more enthusiastically, "Your administration at Southern Normal is happy to bring you this glowing report of the service which the school is rendering to South Dakota."\(^4\) The report stated that Southern was serving seventeen counties

\(^{1}\) Regents of Education, Biennial Report, Biennial period ending June 30, 1928, Part I, pp. 75-76.

\(^{2}\) Ibid., Part II, p. 204.


and that its enrollments were keeping up very well under the circumstances. The 1940 biennial report showed enrollments were better and increasing.¹

Despite economic conditions the state-supported colleges were doing rather well educationally when World War II came along and the normals at Madison and Springfield, finding themselves without War programs, were hard-put to find enough enrollments during the academic year to keep going. The hardest hit was Southern which, with a faculty of twenty-three the fall quarter of 1945, enrolled only nine on-campus students, one of whom quit in a few days, leaving the resident enrollment for the quarter one boy and seven girls. (The writer was President of Southern Normal from July 3, 1945, to May 31, 1954.)

**Problems and Progress**

From 1925 until after World War II the state-supported institutions of higher education were to face the most serious problems of their less-than-100-year history. Although things looked pretty good for the colleges, the University could easily remember the fight, waged before the general election in 1922, to defeat an initiated law which would have moved the University from Vermillion to Sioux Falls.² The writer was a student at this school at that time and he well remembers the anxiety of the administration, faculty, townspeople, alumni and students. All were very active in influencing a vote favorable to Vermillion and most, if not all, of the students wrote


²South Dakota, Session Laws 1921, Chapter 407.
letters exhorting their parents to vote for the defeat of the initiated law.

But the institutions have always been kept "off-balance" by legisla-
tion, talked about legislation, studies and proposals. V. A. Lowry, in his
memoirs, says "It sometimes seemed that the legislators were embarrassed over
the fact that there were institutions of higher education."¹

In addition to the perennial problem of never having quite enough
funds, according to almost every biennial report of the institution presidents
from the beginning down to the present time, one or more institutions have
been vitally concerned each time a legislature met for fear of what might
happen to them this time. In most cases their greatest fears were never
realized, but the anxiety was enough to divert energies from the job of
running a college to worry and to planning defensive activities.

From the very outset one or more of the normal schools seemed to be
the object of concern by the Regents or attacked by some legislators or from
the outside. In 1925 when the main building burned at Spearfish Normal School
a resolution was offered by C. C. Caldwell, regent from Sioux Falls, that
the Normal be moved to the site of the School of Mines and the program of the
School of Mines be consolidated with that of the University at Vermillion.²
On a roll call vote of the five members on the Board of Regents, four voted
"No" and Mr. Caldwell voted "Yes."

In 1927 a bill was presented in the Legislature that would have limited
the normal schools to two years. This bill was defeated. Following this

¹V. A. Lowry, A Retrospect of Forty Years 1922-1962, unpublished
manuscript in longhand.

²Regents of Education, Biennial Report, Biennial period ending June 30,
1926, Part II, p. 112.
the real blow fell on three of the normal schools—Madison, Springfield and Spearfish. Most of the description of the events that transpired in this event are here no more than a rephrasing of the presentation that V. A. Lowry has made in his memoirs.¹

Edward Prchal, a lawyer living at Burke, brought suit in 1927 charging that the Regents had exceeded their authority in establishing four-year schools (this was barely accomplished) at Spearfish, Springfield and Madison. The school at Aberdeen which had not been created until statehood was exempted. (V. A. Lowry says that he thinks Prchal was sincere in his action.) The case was filed in Circuit Court in Hughes County and Judge Hughes ruled in favor of the Regents. However, Prchal appealed to the Supreme Court and this body ruled against the Regents but delayed filing of judgment until 1931 to give the Legislature a chance to act. The Legislature of 1931 did pass a law making the three normals four-year teachers' colleges.² This law stipulated the normals were to prepare high school as well as grade school teachers. However, Mr. Prchal, with considerable help from sources, suspected, but not too obvious, was able to get the law referred to the general election of 1932 when the electorate defeated it 147,303 to 86,253.

Not content to reduce three of the normals to two-year programs, a bill was introduced into the House by R. R. Buikema of Ipswich in 1933 to abolish the normal schools at Springfield and Madison. Buikema said he did this at the request of the joint appropriations committee. Tom Berry, who

¹Op. cit., entire manuscript.
²South Dakota, Session Laws 1931, Chapter 137.
was Governor at the time, had recommended that two of the normal schools be closed, but he hadn't designated which two. When the bills to close the two schools came to the floor of the House for vote, the attempt to close Eastern failed by three votes. The vote to close Southern was forty-seven for to forty-three against. However, A. C. Miller, representative from Lyman County, changed his vote and moved for reconsideration. On the vote the following day the bill failed. Mr. Buikema was not satisfied to let the matter drop, but introduced a bill to suspend operations at Southern for two years. This bill lost on a vote of 54 against and 34 for.

It is interesting to note that only one serious attempt has been made to close a normal school since 1933 and that was made in 1953 by a man from Ipswich and one from Wessington Springs who tried to close Southern State Teachers' College. The bill failed by one vote in the House of Representatives. With the vote tied in the House, Hobart Gates, Speaker of the House from Custer, cast the deciding vote and Barney Boos moved the "cinch" motion which carried.

After 1933 people were pretty much concerned with the depression and just hanging on. While serious cuts were made in the support for higher education, except for the instance in 1953, the existence of the State colleges was not threatened. The action of the people in 1932 which kept three of the normal schools at two-year-program levels was a serious blow.

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and, although the Legislature of 1939\(^1\) gave the Regents authority to restore their programs, it was a setback they didn't recover from until after World War II.

By 1933 the country was in the depth of a depression and, although South Dakota had not been too much affected by the stock market crash of 1929, by 1933 things were about as bad economically as they could get. Things had been stirred up for higher education, too, by the 1931 Legislature which asked the Board of Regents to consider combining all institutions under a chancellor. About the same time costs were causing a lot of people to ask questions. Guy Harvey, a new member on the Board of Regents, suggested some consolidation: (1) Take all Home Economics programs out of the University and place them at State College; (2) Transfer all Pharmacy to the University; (3) Move all Engineering to the School of Mines.

Times in the thirties were desperate and even though many did not like what the Regents and the Legislatures did, those who lived through those times knew why they were done. Before leaving the subject, it should be mentioned that, although the Legislature of 1939 had given the Regents power to restore the two-year normal schools to four-year schools, they were not about to see the matter get out of hand. Funds for both Eastern and Southern were earmarked in the General Appropriation Bill of 1939 and 1941 for two-year curriculum support only.\(^2\)

The Board of Regents, feeling that everything possible to reduce the financial burdens on the State should be done, were willing to go along with

\(^1\)South Dakota, Session Laws 1939, Chapter 38.

\(^2\)South Dakota, Session Laws 1939 and 1941, Chapters 242 and 219.
the recommendation of Governor Tom Berry to effect educational budgetary savings of $930,000 for the 1933 to 1935 biennium. The following resolution was adopted by the Board of Regents:¹

In accordance with the sentiments on education expressed by the Governor in his address to the Legislature, the Regents of Education join in the recommendations for budgetary savings of $930,000 for the coming biennium as set forth in the Governor's supplemental budget.

Having adopted the above resolution, the Regents suggested that the Legislature, by resolution, direct them to adopt the following seven-point program:² (1) Suspension of one or possibly two normal schools; (2) Discontinue Engineering at the University; (3) Discontinue the four-year Commerce course at State College; (4) Discontinue Home Economics at the University; (5) Discontinue degree courses in Music at State College; (6) Withdraw authority for summer schools at State College and the School of Mines; (7) Give careful attention to the specific fields of each school to avoid overlapping and unnecessary duplication of courses.

The Board of Regents got the support they wanted from the Legislature with the result that their recommendations to close out Home Economics (except for a service course) and Engineering were carried out. They also reduced the Commerce program at State College to a course in Typewriting and Bookkeeping and stipulated not only that the four-year Music program should be abolished but that students could enroll for no more course hours in Music

¹ Regents of Education, Biennial Report, Biennial period ending June 30, 1934, p. 56.
² Ibid., p. 57.
than they were carrying in other college subjects not designated as Music.

The summer programs at State College and at Mines were abandoned for the time being.

Not only were the Regents concerned about regular college funds but they also wanted to conserve income to athletic funds. To do this, they ruled that no more than twenty complimentary athletic tickets should be given out and these should be distributed by the President.¹

Naturally, both the Regents and the college people were concerned about what was happening. W. S. Dolan, who was President of the Board of Regents wrote:

Due to depressed financial conditions, resulting in greatly reduced Legislative appropriations, as well as a heavy falling off in revenue from lands, tuitions, and other sources of income, rather drastic measures have been necessary during the biennium in order that the seven institutions under the direction of the Regents might function properly and avoid deficiencies. Salaries have been reduced in some instances as much as fifty percent, classes have been consolidated, some courses eliminated—notably Engineering at the University, and Music degree courses at State College, instructional staffs have been reduced, and frequently needed equipment has been gotten along without. Savings of hundreds of thousands of dollars have been made.²

In the judgment of the Regents, further general salary reductions would necessarily result in the loss of valuable instructors and impairment of educational standards. Enrollments have been somewhat reduced, but it is very clear to our Board from the hundreds who have unsuccessfully sought

¹Regents of Education, Biennial Report, Biennial period ending June 30, 1934, p. 16.

employment to enable them to earn their expenses that, with the return of normal crops and improved conditions, heavy enrollment increases must be expected and, at the same time, some increases in instructional staffs and equipment.¹

The return of students and the hiring of staff that Mr. Dolan so optimistically spoke of were not to happen for another decade, because before the depression was fully over World War II was upon the country.

The heads of the state-supported institutions of higher education reacted in different ways to the proposals and the actions of the Board of Regents and the Legislatures. Most regarded it as something inevitable and hoped that better times were not far off. The President of the University, who remained at this institution only one year after making his report for the 1932-1934 biennium wrote very discouragingly of what had happened to this school:²

(1) The progress made in previous decade is wiped out.
(2) The staff is reduced.
(3) Activities have been reduced and, in some cases, eliminated.
(4) Repairs and upkeep have been impossible.
(5) Salary cuts: faculty, two-thirds; administrative officers, three-fifths; President, 58.5 per cent.
(6) Appropriation for the University cut 39 per cent.
(7) College of Engineering and the Home Economics major eliminated.

¹Ibid.
The President continued by saying: 1

It is, therefore, no exaggeration to say that the close of the present biennium saw the University of South Dakota at the lowest ebb it has experienced in three generations of University students. If the institution is to retain its place as a reputable institution of university grade, adequate financial support must be forthcoming at an early date. Otherwise, all that fifty years of struggle and sacrifice have achieved will be lost.

In the same biennial report, the President of South Dakota State College wrote a little more optimistically: 2

At the close of the biennium (1932-1934) a decided change in sentiment is apparent. An increasing interest in education is found everywhere, and is already resulting in increased school budgets, increased salaries and further repairing and replacement of important school equipment.

Dr. Pugsley's optimism must have been based on what was happening outside South Dakota or perhaps in a few public schools within the State. From first-hand experience and from the records there was little justification for feeling good about what was happening or what was about to happen soon. Dr. Pugsley was correct to a small degree, however, because the 1935 Legislature did increase the operation and repair appropriations for South Dakota State College over what they had been in 1933. However, three of the State schools received the same appropriations they got in 1933 and three got smaller appropriations. 3

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1Ibid., p. 4.
2Ibid., p. 8.
3South Dakota, Session Laws 1935, Chapter 17.
The big problems the Board of Regents and the chief college administrators had to deal with during the 1925-1945 period were mostly concerned with money, salaries and funds for operation and maintenance. Despite the fact that a few of the college presidents reported that their buildings were being kept in good shape, generally, this was not true. By the end of World War II the backlog of repairs and deferred maintenance that had accumulated was terrific. At the University the President reported that the campus had not expanded, but had been kept up through the aid of CWA and PWA projects.\(^1\) The School of Mines reported that buildings had been kept in good repair in spite of reduced funds.\(^2\) A casual inspection of three of the institutions in 1944 and in 1945 showed that at least these plants were in need of refurbishing, repair and improved maintenance.

Anyone who studies the presidents' biennial reports during the depression and the early War years cannot help but be impressed with the general optimism and tenacious leadership exhibited. From 1935 to 1966 the University was headed by Dr. I. D. Weeks; from 1923 until 1940, Dr. C. W. Pugsley was the State College leader and he was followed by Dr. G. W. Brown and Dr. Lyman Jackson during the War years. Despite the financial hardships that visited all the institutions, the hardest hit were the normal schools—Aberdeen, headed by Dr. C. G. Lawrence and, during the War years, by Dr. N. E. Steele; Madison, headed by Dr. V. A. Lowry for a period of twenty-nine years;


\(^2\) Ibid., p. 44.
Spearfish, headed by Dr. E. C. Woodburn whose work was taken over by R. E. Jonas in 1942; and Springfield which struggled along under the courageous leadership of W. A. Thompson. The School of Mines was headed by Dr. Joseph Connolly who took over in the depth of the depression and remained until 1947 when a period of recovery was underway.

While the institutional heads did report some discouraging facts during the depression years, they also reported some encouraging developments and evidences of some progress that was being made. While the President of South Dakota State College reported in 1936 that forty-one staff members had resigned during the 1934-1936 biennium because of low salaries,1 the President of the University of South Dakota wrote:

During the biennium (1934-1936) much progress has been made in increasing the quality of the personnel and faculty of the school (USD) and, at present, plans have been made to require members of the faculty to obtain the highest degrees.

Dr. V. A. Lowry, who was President of the school at Madison during these rather desperate years, approached his job with vision and hope. He wrote in his presidential report to the Board of Regents in 1936 "that the purpose of the school during the depression was to maintain as high standards as possible and, at the same time, to help as many as possible to stay in school."2

While the lean years of the thirties brought many problems (mostly money) to the state-supported colleges, these years were also a time of

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2Ibid., p. 48.
improvement in quality and the period when several new programs were started. In his letter of transmittal of the Regents' Biennial Report for the biennium ending June 30, 1938, Edward Prchal, President of the Board of Regents wrote Governor Leslie Jensen as follows: "We are having difficulty in maintaining some of them (educational institutions) on the accredited list or in keeping them up to standard."1 In the same report the President of the School of Mines reported that that institution was accredited by the North Central Association and that Mining, Civil, Electrical and Metallurgical Engineering were accredited by the Engineer's Council for Professional Development, E.C.P.D.2 He reported that only with Chemical and General Engineering had accreditation been withheld.

The President of the University felt that in 1938 the graduate faculty of that institution was of high quality and that high quality work was being done.3 Enrollment figures given showed that the Graduate School had grown from an enrollment of forty-two in 1927 to 170 in the 1937-1938 school year.4 Also during the 1936-1938 biennium a freshmen "Student Guidance" program was introduced at the University. This provided that each entering freshman have an advisor who "stayed with him" as an advisor throughout his first year of college. The University President reported that the plan was working so successfully that it was being copied by many other institutions in the State.5

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2 Ibid., Part I, p. 46.
3 Ibid., Part I, p. 4.
5 Ibid., Part I, p. 9.
While each president's report during the depression years complained of the shortage of funds for repairs, maintenance, equipment and salaries (as they did before and have since), they did, at the same time, point out progress that had been made. In his 1938 Biennial Report the President of South Dakota State College wrote, "The enrollment for the biennium has shown a steady increase, and has surpassed all former records. . . . More would come if they could get funds or jobs." 1 The on-campus enrollment for 1936-1937 was given as 1,088 with the largest number enrolled in the General Science Division. There were eighty-five different bulletins published by the Experiment Station and the Extension Division during the biennium.

The School of Mines also sounded a note of optimism when it reported its largest enrollment in history—382 for the 1937-1938 academic year. There were ninety baccalaureate and five masters' degrees conferred during the biennium. 2 One of the finest athletic fields in the State was completed at the School as a C.W.A. and W.P.A. project. All of the colleges were utilizing the N.Y.A. program and their own loan funds to the greatest possible extent to help students go to college.

The President of Eastern Normal said in his report for the period, "Perhaps the outstanding event in the life of the institution during the biennium was the erecting and dedicating of the statue of Gen. W. H. H. Beadle on campus." 3 (General Beadle is credited with having saved the school

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2 Regents of Education, Biennial Report, Biennial period ending June 30, 1938, Part I, p. 44.
3 Ibid., Part I, p. 55.
lands for South Dakota. He served as President of the Madison Normal from 1889 until 1905.) The report mentions that practically all of the available graduates of the school had been placed. It should be remembered that these years were difficult and despair reigned in some quarters. Small accomplishments assumed great importance and helped to bolster up spirits.

Some W.P.A. work was carried out at Southern Normal during the biennium 1936-1938 which improved the campus considerably.\(^1\) At Spearfish the administration was happy to report that the school had met the standards of the AATC. Unofficially, said the President, three-year courses have been established. Several W.P.A. projects were being carried out on the campus.\(^2\)

At Northern reaccreditation by the North Central Association was a paramount goal. While fully accredited by the AATC, the school had been turned down for NCA accreditation in 1932 and again in 1937. This Association had spelled out what the school must do to receive favorable consideration:\(^3\)

1. Adopt a constitution for administration of the school.
2. Set up a guidance service.
3. Create a faculty council, define its function and authority.
4. Acquire better practice teaching facilities, better library, provide repairs and better furnishings.

The enrollment of this school dropped from 750 in 1936-1937 to 699 in 1937-1938. Dr. C. G. Lawrence, President of the school, held that the decrease in enrollment was due to a reduction in federal funds.\(^4\) The funds

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\(^{1}\)Ibid., Part I, p. 59.
\(^{2}\)Ibid., Part I, p. 60.
\(^{3}\)Ibid., Part I, p. 65.
referred to in this instance were those expended under the National Youth Administration, NYA for student employment.

The years at the close of the depression period and just before America's engagement in World War II were those of some program expansion despite the meagerness of the funds available. The University had a substantial increase of students during the biennium from 1938 to 1940\(^1\) which resulted in the addition of new courses and programs. The courses in Home Economics which had been reduced to almost nothing in 1933 were being increased and there was a Department of Home Economics. The two and three-year Nursing programs were expanded and courses for medical technicians, courses in the School of Business and in Sociology were added.\(^2\) About this time the University worked out a fairly comprehensive health plan with the new Dakota Hospital of Vermillion.\(^3\)

G. L. Brown, who was President of South Dakota State College in 1940 and who was responsible for writing the biennial report for the period ending June 30 of that year, stated that there had been few changes in the instructional work of the College during the period and these were of minor character.\(^4\) He did report satisfactory work in the Engineering Experiment Station which had been established by the Regents of Education in 1926.

\(^1\)Regents of Education, Biennial Report, Biennial period ending June 30, 1940, p. 385.

\(^2\)Ibid., p. 385.

\(^3\)Ibid., p. 386.

Three projects were reported: 1 (1) Developed a road magnet for the State Highway Department; (2) Reported on tests made of corrugated steel sheets; (3) Developed for class use a mimeographed procedure for teaching a more unified theory of electrical machines.

The School of Mines began by 1940 its program of cooperation with the federal government to get men ready for the Defense Program. It was also reported that the new museum in the O'Hara Building was proving very popular and was attracting 25,000 visitors each year.

Things looked good for the times at Northern State Teachers' College by the end of 1940. A new men's dormitory and Union building as a P.W.A. project had been completed, accreditation by the North Central Association was granted in the spring of 1940 and the College had reorganized its instructional program into six divisions. The normal school at Spearfish was also pleased at the turn of events during the 1938-1940 biennium. The Legislature of 1939 had given authority to the Regents to return any or all of the two-year normal schools to a four-year status whenever they saw fit. In the case of the Spearfish Normal, this was done almost immediately and the four-year program was resumed the fall of 1939. Practice-teaching facilities had been enlarged by effecting a cooperative agreement with Spearfish High School. Still on the AATC list as an accredited two-year teacher-preparing

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institution, the College immediately made application to this accrediting
association to be returned to its four-year, teachers' college status.¹

A significant thing was accomplished at Southern Normal during the
biennial period when the first new building to be constructed on the campus
in twenty-eight years was completed. This was a P.W.A. project providing
an addition to the existing women's dormitory. In addition to providing
rooms for seventy-two more girls, a new dining room was also provided.²

The President of Eastern Normal reported that few changes were made
at the school from 1938 to 1940. Enrollments were increasing, however, and
this brought in a little more money in local collections. The report
indicated that the College felt it was doing a good job and that the
organization of junior college courses was an important addition to the
program of the institution. There was a reestablishment of the Extension
Division and the Placement Bureau was made a part of this service.³

During the 1940-1942 biennial period, there were several changes made
in the organization of South Dakota State College and the courses and programs
offered. It was not until well into 1942 that the programs on at least five
of the campuses were directed primarily toward the prosecution of the War
effort. In the biennium the President of the College developed a new chart
of administrative organization which he sought to implement.⁴ The School of

⁴Regents of Education, Biennial Report, Biennial period ending June 30,
Agriculture was reorganized to meet the needs of youth who were beyond seventeen years of age and the eleven departments in the Division of Agriculture were grouped into four sections: a comprehensive course was organized in Aeronautical Engineering; Physics-Engineering was established as a joint program of the Divisions of General Science and Engineering; a comprehensive program in Physical Education established. 1

As previously noted the entire program of State College was organized on a junior college-senior college basis. The class time schedules were changed and the summer school organized as a fourth quarter to make an accelerated program under war conditions possible. A Director of Tests and Measurements was appointed during the 1940-1942 biennium and an administrative council was formed to integrate the administration of all activities of the College. This body was still functioning, although rather infrequently, thirty years later. 2

The administration at Southern Normal had little new to report from that institution. School was being held and the needs of the institution were accumulating. 3 Eastern Normal had about the same story to tell for the period, except that the 1940-1941 enrollment was the highest it had been since the school was reduced to a two-year program and that a Commerce course had been added. 4

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1 Ibid., pp. 257-258.
2 Ibid., p. 258.
4 Ibid., p. 265.
The School of Mines had its work pretty well cut out for itself when it was told by the War Department that its War job was to turn out well-trained engineers and scientists as rapidly as possible.\(^1\) The Mines put in a trimester plan, two new programs and intensified instruction in all Engineering and Scientific areas.

At the University a committee was appointed to coordinate the various defense activities. Semesters were shortened and, in order to accelerate the progress of the students, a full twelve weeks of summer school in two six-weeks terms was held.\(^2\) A training course for eighteen boys in machine work was carried out with the cooperation of the National Youth Administration (NYA) from June 1 of 1942. Also, during the biennium, the school cooperated with the State Vocational plan of the Trades and Industries in offering refresher courses in foundry work.\(^3\) During the biennial period the P.W.A. addition to the University Library was completed and some progress made on the addition to the Administration Building.\(^4\)

At Black Hills Teachers' College the administration and faculty were busy reestablishing the four-year program for which authority had been received in July 1939. AATC accreditation which had been denied on a first inspection was granted in 1942. Enrollments reached a pre-War high of 330

\(^1\)Ibid., p. 268.
during the academic year of 1940-1941 and the President reported:¹

Finances (Black Hills Teachers' College) are in good shape as a result of extra income from school and public lands and from U. S. government fees for training young men in different phases of aviation.

At Northern State Teachers' College the 1940-1942 biennial report dealt mostly with the War programs being carried on. Mention was made of the school's new authority to grant the Bachelor of Science degree without teacher-preparation courses. Accreditation was in effect at the school by both the North Central Association and by the American Association of Teachers' Colleges.²

At the end of the 1942-1944 biennium the Regents could point with pride to the part the state-supported colleges had played in the War program.

E. M. Mumford, President of the Board of Regents, in his letter of transmittal for the 1942-1944 biennial report wrote:

All buildings authorized by the 27th* session of the Legislature have been fully completed. All these buildings were used in the Army Training programs so successfully carried out at five of the seven educational institutions under our control. (Eastern and Southern had no War training programs.) Mr. Mumford also pointed out in this communication that there will be post-War needs that will require more funds. These needs, he wrote, would be presented to the 1945 Legislature.³

*Buildings authorized by the 27th Legislature (1941 Session) were: Armory at State College; addition to the Administration Building at the University; Museum-Library Administration Building at the School of Mines.

The end of the biennial period from 1942 to 1944 saw the institutions of higher education supported by the State facing a new problem. The War programs were being phased out in 1944 and, while a few veterans were returning to school, their numbers were only a trickle. Except for Southern and Eastern, the institutions had had good enrollments and good income during the biennium. In fact, some of the Presidents reported informally that there were surplus funds with which the institutions could do several important things which probably would not be funded by State appropriations.

Now, however, enrollments were dropping drastically. The academic year enrollment at Southern Normal was down to no more than eight for the fall quarter of 1945. At South Dakota State College, the enrollment in 1943-44 dropped to just a little more than one-third of what it was in 1942-43, a total of 446.1 The enrollment at the University had suffered about the same as that at State College. The President reported that the enrollment for 1943-44 was 390, about sixty less than at State College.2 There was a reduction in the number getting the four-year degree3 and a heavy loss in enrollment in the Graduate School during the biennium.4

The President of the School of Mines reported that the enrollment of civilian students at the school was lower than at any other time in the

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2 Ibid., Part I, p. 94.
3 Ibid., Part I, p. 72.
4 Ibid., Part I, p. 64.
school's history, except the first few years. Although the other state-supported colleges, except Southern, said little about the low enrollment of civilian students, they were all facing the same problem. This was realized acutely when the income from military programs was withdrawn and nothing showed up immediately to replace the withdrawn income. Dr. R. E. Jonas, President of the Black Hills Teachers' College, said, "The College has been converted into a War machine."2

When the War finally came to an end in 1945, there was a feeling of relief on the college campuses, but also one of concern. All at once the optimistic reports of the college presidents on the condition of their school plants took on an appearance of great concern over the backlog of maintenance and repair projects that had accumulated. All of the institutions were requesting sizeable maintenance and repair appropriations from the 1945 Legislature. Northern requested funds for four major and one minor maintenance project; Black Hills Teachers listed four major projects and Southern listed many small maintenance and repair projects. In most cases the administration probably did not list all the work that should be done, but enumerated no more than it was hoped the Legislature would approve. Before 1945 there was no system for planning appropriations for maintenance and repairs at the institutions. The practice was for the college presidents to request what they thought they could get, never enough, and the Legislature to appropriate much less than the presidents requested. Operating under this plan, most of


2 Ibid., Part I, p. 115.
the college plants were progressively getting in worse condition. This was particularly true during the depression and the War years. Not until George Mickelson became Governor of the State in 1947 and appointed Charles Dalthorp as Secretary of Finance was any system of providing funds for maintenance conceived. Mr. Dalthorp had been superintendent of the Aberdeen City Schools for many years and he fully realized the importance of keeping a school plant in good physical condition. Working with the Board of Regents, Mr. Dalthorp was responsible for getting an appraisal of the school plants and getting the 1949 Legislature to appropriate one per cent of the plant value for deferred maintenance. Although this plan has been changed from time to time, it was the beginning of a systematic plan for keeping the buildings and grounds of our state-supported institutions of higher education in the good shape which most of them are at the present time.
CHAPTER IV

RECOVERY AND READJUSTMENT

Catching Up

With the opening of the fall term of school 1945, the state-supported colleges were faced with several problems. First, there was a certain amount of inflation; prices were on the rise; and the few dollars the schools had could not be stretched far enough. Eastern Normal had to go to the 1943 Legislature with a deficiency in operation funds of $7,385.78; Northern, the same Legislature, had a deficiency of $18,000; Mines had a deficiency of $15,000; and Southern, $2,000. There were no deficiency appropriations made by the 1945 Legislature, but in 1947 this body appropriated $150,000 for a deficiency at South Dakota State College. The same Legislature was asked to make up two deficiencies for the Board of Regents— one for expenses in the amount of $500 and one for back pay to its Secretary in the amount of $665.

1 South Dakota, Session Laws 1943, Chapter 200.
2 Ibid., Chapter 208.
3 Ibid., Chapter 219.
4 Ibid., Chapter 227.
5 South Dakota, Session Laws 1947, Chapter 345.
6 Ibid., Chapter 314.
7 Ibid., Chapter 315.
Several of the schools which had been "hanging on" to their local and endowment funds (L & E) began to spend these to the point where future deficits or increased appropriations were necessary. Secondly, the income from tuition and fees from civilian students was at a low ebb and the veterans were just beginning to return so that local funds were being depleted and not built up. Thirdly, the need for major repairs and new buildings accumulated during the depression and the War was going to require more funds than the legislatures would probably be willing to appropriate. Finally, the administrations and faculties of the colleges knew the G.I.s were coming. They also knew that these students, some of whom had been engaged in war for several years, would be different than any students most of them had ever known. The colleges, they understood, would have to change to meet the nature, need and interests of the returning veterans who came to college. It also meant that increasing enrollments would mean more money for added staff members and that with peace returning accrediting associations would again be taking a look at each institution on their lists.

While all of the state-supported schools were not to get the size of appropriations for salaries and operations they received for the 1927-1929 biennium until the 1947-1949 biennium, nevertheless there was a substantial increase in general appropriations made by the 1945 Legislature over the amounts allowed by the 1933 Legislature. Two schools, South Dakota State College\(^1\) and the School of Mines\(^2\), were appropriated more by the 1945

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\(^1\)South Dakota, Session Laws 1945, Chapter 218.

\(^2\)Ibid., Chapter 218.
Legislature than they had been allowed in 1927. Although the Board of Regents and the other five colleges were not treated comparatively as well as the two mentioned above, still Chapter 218 of the 1945 Session Laws shows that things were on the way back because the budget of the Regents was increased eighteen per cent; that of the University, fifty per cent; Northern's increase was thirty-six per cent; Black Hills' was sixty per cent; Southern's was fifty-five per cent; the smallest of all was at Eastern, where the increase was only twenty per cent.

In addition to increasing the institutional appropriations for salaries and operations in the 1945 Legislature, there was also a modest amount appropriated for major repairs and capital outlay. Although there were no appropriations made for buildings by either the 1943 or 1945 Legislature, there was twice as much appropriated in 1945 for specials as there was in 1943. The amount in 1943 was $193,750 and the amount in 1945 reached more than a third of a million dollars, $396,500. That the War was over and that the problems of growth were being recognized is indicated by the actions of the 1947 Legislature. Not only did this session increase substantially the amounts appropriated for general operation of the institutions, but it also made available $2,660,280 for new buildings and improvements of the physical plants. The funds appropriated provided for one new building at Black Hills Teachers' College, five at State College (two cost less than $25,000 each), one at the School of Mines, two at Southern State Teachers' College and two at the University of South Dakota. It is interesting to note that the last building at the Springfield school to be built out of State funds was provided for in 1911. Then, thirty-six years later, an appropriation
of $100,000 was made for an Industrial Arts Building, four times the amount made available for the Science Hall of 1911.1

There was in the land a feeling, in the late forties, that the business of war was taken care of for a while. The veterans were coming to the colleges in ever-increasing numbers; there was a critical shortage of space and a feeling that the State should be about the business of constructing the college buildings that had been neglected in the previous decade. During the legislative sessions of 1947 through 1955 there were thirty-seven major construction projects approved. Some of these were projects approved in one term of the legislature and substantial funds added to the original amounts at a subsequent legislative session. Not included are numerous special appropriations for repairs and equipment. The expenditure for these thirty-seven projects amounted to $8,830,450 in legislative appropriations. In several cases funds from other sources were added to the amounts made available by the legislature. These were by far the largest appropriations that had been made for higher education out of State general funds up to that time. The Legislature of 1947 made the first substantial appropriation for the acquisition of land when $25,000 was made available to the University for that purpose.2

The Legislature of 1947, like all of those which have convened since, was besieged by many more requests for appropriated funds than the current

1South Dakota, Session Laws 1911, Chapter 75.
2South Dakota, Session Laws 1947, Chapter 375.
sources of income could provide. However, this legislature appropriated $300,000 for a dormitory at the University and also $25,000 for land purchase and $150,000 to build a new heating plant. 1 At State College $400,000 was provided for an Agricultural Hall, $140,000 for a Crop and Seed Building, $13,000 for a Beef Cattle Barn, $75,000 for an Animal Disease and Nutrition Laboratory and $25,000 for a Poultry Building. 2 The School of Mines was given an appropriation for one building by the 1947 Legislature. This was a Civil and Mechanical Engineering Building and the amount made available was $250,000. 3 Funds were made available at Northern in the amount of $300,000 for construction of a dormitory. 4 The Black Hills Teachers' College received an appropriation of $250,000 to build a men's dormitory 5 and Southern State Teachers' College was given two appropriations—one for a new heating plant in the amount of $26,450 and the other for its first state-financed building in thirty-six years, $100,000 for an Industrial Arts Building. 6 General Beadle was given no special appropriation by this session of the legislature for building construction.

It appeared to be particularly true that beginning about 1947 either the institutions were estimating their building costs too low, the requests

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1 South Dakota, Session Laws 1947, Chapters 374, 375, and 377.

2 Ibid., Chapters 346, 348, 349, 351, and 352.

3 Ibid., Chapter 355.

4 Ibid., Chapter 390.

5 Ibid., Chapter 337.

6 Ibid., Chapters 359 and 360.
were being severely cut by the legislatures or prices were beginning to rise
at a rather rapid pace. In any case the records show that sums appropriated
for a major project in one legislature had to be supplemented in a following
session. Of course, this procedure could have been a strategy to secure a
larger building or a more costly project. Perhaps all of the above elements
played part in the technique of getting new buildings. Four of the state-
supported colleges—the University, State College, Black Hills Teachers'
College and the School of Mines—asked for considerable subsequent appropri-
tations for projects for which a sizeable allocation had already been made.
This policy became somewhat a general practice until about 1960 when the
legislatures took a dim view of adding funds to increase the size of a
project or provide additional funds for furnishings and equipment when the
law making the original appropriation stated that the funds were to "build
and equip."

The Legislature of 1949 provided $200,000 for a women's dormitory at
the University, also $200,000 for an annex to the Law Building, $600,000 for
a Medical Science Building and another $100,000\(^1\) for the heating plant for
which the previous legislature had already appropriated $150,000.\(^2\)

The 1949 Legislature also added $400,000\(^3\) to a like amount which had
been appropriated in 1947 for an Agricultural Hall at South Dakota State

\(^1\)South Dakota, Session Laws 1949, Chapters 327, 328, 330, and 331.
\(^3\)South Dakota, Session Laws 1949, Chapter 319.
There was also appropriated $50,000$ to build a Beef Barn at State College and $250,000$ to construct a Rural Journalism Building.

At the School of Mines, the 1949 Legislature added $240,000$ to the $250,000$ appropriated in 1947 for a Civil and Mechanical Engineering Building. The Spearfish School was given another $100,000$ in 1949 to complete a dormitory for which the original appropriation in 1947 was $250,000$. Southern, Northern and General Beadle were not allocated any funds for buildings or building additions in 1949.

In 1951 an appropriation of $203,000$ was made to be added to $600,000$ appropriated two years before to construct a Medical Science Building at the University. In addition to more funds for a Medical Science Building, the University was allocated $300,000$ for a dormitory. State College was allocated $400,000$ for a men's dormitory by the 1951 Legislature and another

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2 Ibid., Chapter 320.
3 Ibid., Chapter 322.
4 Ibid., Chapter 325.
6 Ibid., Chapter 305.
8 South Dakota, Session Laws 1951, Chapter 402.
10 Ibid., Chapter 404.
11 Ibid., Chapter 397.
$125,000\textsuperscript{1} to complete Agricultural Hall. Previous appropriations of $800,000 had been made in 1947 and 1949 and still another $38,000 was to be spent on furnishing and equipping this building.\textsuperscript{2}

In 1951 Southern was appropriated $120,000\textsuperscript{3} for an Auto Mechanics Building and Beadle was allocated $90,000\textsuperscript{4} to remodel and improve West Wing, one of its principal buildings. Northern, Mines and Black Hills Teachers\textsuperscript{5} were not appropriated funds for building by the 1951 Legislature.

One evidence that the legislature was often reluctant to provide the funds for a particular project which the institutional heads and the Board of Regents requested occurred at State College in 1953. In 1951 an appropriation of $400,000 was made to construct a men's dormitory at that institution, but this amount was not enough. Consequently, the institutional authorities and the Board of Regents asked, and were given, legislative authority to spend $81,952.47\textsuperscript{5} to complete this dormitory known as Harding Hall. These funds had been accumulated by frugal handling of the Wecota Hall cafe operation.

What effect the enrollment slump, due to the Korean War, had on the Legislature of 1953 is difficult to tell. No doubt, there was a considerable uncertainty at the time as to the direction college enrollments would take;

\textsuperscript{1}Ibid., Chapter 398.
\textsuperscript{2}South Dakota, Session Laws 1953, Chapter 418.
\textsuperscript{3}Op. cit., Chapter 394.
\textsuperscript{5}South Dakota, Session Laws 1953, Chapter 73.
anyway, the Legislature of 1953 appropriated little for new buildings at the
seven institutions. Five of the schools got no appropriations for buildings
at all and, since this was the year an attempt was made to close Southern
State Teachers' College, that institution was lucky to come off with its
appropriation for salaries, maintenance and operation. South Dakota State
College was allocated $275,000 for a Plant Pathology Building\(^1\) and Black
Hills Teachers' College got $75,000 with which to build an annex to its
Library.\(^2\)

By the time the 1955 session of the legislature met, the Korean
Armistice had been concluded and a wave of increasing enrollments, which
started as early as the fall of 1953, was building up.

The 1955 Legislature appropriated funds for buildings or parts of
buildings at each of the seven State institutions. At the University,
$650,000 was appropriated for a Business School Building.\(^3\) State College
was allocated $850,000 for an Engineering Building.\(^4\) Northern State Teachers'
College received an allocation of $400,000 for a Library\(^5\); Mines was given
$675,000 for a Chemistry-Chemical Engineering Building\(^6\); $90,000 was

\(^1\)Ibid., Chapter 420.
\(^2\)Ibid., Chapter 332.
\(^3\)South Dakota, Session Laws 1955, Chapter 394.
\(^4\)Ibid., Chapter 379.
\(^5\)Ibid., Chapter 341.
\(^6\)Ibid., Chapter 372.
designated for an addition to the Auto Mechanics Building\(^1\) at Southern; General Beadle was awarded $108,000 to build a library addition and to remodel East Wing\(^2\) and Black Hills received $275,000 to pay the major cost on a College-National Guard Armory and Gymnasium.\(^3\)

The amount of funds appropriated for capital outlay by the State of South Dakota was assuming sizeable proportions and it was evident that what had been spent was only a "drop in the bucket" if the dormitories, dining halls, Union buildings and classrooms needed by the bulging enrollments were going to be built. About at this point, the Congress, realizing the plight of the colleges and their need for buildings, passed legislation designed to help with public housing, but also including provisions helpful to the colleges. Funds could be borrowed, at low interest rates on a revenue bond basis, to build dormitories and married student housing from a federal agency called, at first, the Housing and Home Finance Agency, HHFA. Later, this agency was referred to as Housing and Urban Development. The office for the region which included South Dakota was located in Chicago.

Anticipating that the colleges would want to use the funds available, the 1955 Legislature passed legislation authorizing the Board of Regents, with the approval of the Governor and the Secretary of Finance, to construct

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\(^1\)Ibid., Chapter 376.
\(^2\)Ibid., Chapter 318.
\(^3\)Ibid., Chapter 291.
dormitories and student housing on a revenue-bond basis. In 1957 the Legislature amended the 1955 Act, Chapter 49, by adding dining halls and Union buildings which could be included.

The kind of buildings the schools seemed to need immediately was dormitories. But these buildings not only had to meet the State and municipal building codes but the costs had to be such that the debt could be amortized over a reasonable period of years while at the same time keeping rentals and fees somewhere near the figure the students had been paying. For almost a year no progress had been made at any of the schools in securing plans for dormitories that could be built at the unit cost required. There was also some confusion concerning the work of the Regents' first fiscal agent and some misunderstanding with the H. H. F. A. people in Chicago. But by the late summer of 1956 an architect had been found who would plan dormitories to be built so that rooms could rent at a reasonable figure, the fiscal agent problem had been worked out, and after a meeting of HHFA officials with institutional heads and members of the Board of Regents, things were put together and the groundwork laid for millions of dollars of revenue bond construction in the next fourteen years.

It should be noted that after the War the Legislature did a commendable job in providing for the building needs of the colleges. However, in several

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1South Dakota, Session Laws 1955, Chapter 49.
2South Dakota, Session Laws 1957, Chapter 75.
cases, because requests were cut by the Legislature, as much as twenty-five to thirty per cent in some cases, the facilities were outgrown before they were completed. It also seemed that the increase in enrollments would never end, and so they didn't for a period of almost twenty-five years. Not until the fall of 1970 was the total head count of enrollees at the state-supported colleges and universities less than it had been the previous October. The fall of 1970 only two of the State educational institutions showed an increase in enrollment--the University of South Dakota and South Dakota State University. The other colleges either barely held their own or lost students for the fall enrollment period of 1970.

By 1955, however, even though much building had been done and provisions for self-financing buildings made, there was still a great need for classroom buildings, office space, gymnasiums, physical plant buildings, libraries and other instructional buildings. In the next fifteen years many of these would be built but even by 1970 each college, to a greater or lesser degree, was requesting funds for more instructional facilities and permission to do building on a revenue bond basis. It was true, however, that the needs which could be taken care of through arrangements for self-financing projects were pretty well met. With enrollments dropping the need for dormitories and dining halls had about disappeared. There still seemed to be a need for funds to construct married student housing and to build Union facilities.
Although the colleges and universities supported by the State had been principally concerned with War programs from 1942 through 1944, they had, nevertheless, maintained their programs for civilian students, although few were enrolled. South Dakota State College maintained five instructional divisions and a junior college division. The instructional pattern was about the same as it is today, except that in 1970 the Divisions were called Colleges; the Junior College Division had been dropped; and, instead of a Department of Nursing in the Pharmacy Division, there was a College of Nursing. Also, in 1970, the work in the General Science area was organized in a College of Arts and Sciences.

The Divisions at State College at the end of the 1944 biennium were as follows: (1) Agriculture with eight thriving and growing departments; (2) Home Economics; (3) Pharmacy; (4) Engineering; (5) General Science; (6) Junior College. The Junior College designation of lower division courses soon disappeared. Another Division, General Registration, was organized later for students who on coming into the University (State College) had not decided to major in any of the existing departments.

By 1946 the veterans were beginning to return to the campus in increasingly large numbers. The peak enrollment of these students was reached either in the academic year of 1946-1947 or the following year.

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Summer School enrollments also jumped up. At State College there were 1,390 veterans in attendance in 1946-1947 and 1,343 a year later.\(^1\) The enrollment at State College for the academic year 1947-1948 was 2,426, double any pre-War enrollment figure.\(^2\) The thing that brought on these enrollments was, of course, the Servicemen's Readjustment Act of 1944 which was popularly known as the G.I. Bill\(^3\) of Rights or usually spoken of as just the G.I. Bill. There were two laws that granted, in addition to other veterans' benefits, reimbursement to help the ex-G.I. get an education. Public Law 346 applied to those who came back, reasonably sound mentally and physically, and could assume a normal college program; Public Law 16 applied to those who had suffered some handicapping physical or mental injury and for whom an educational program of rehabilitation was recommended.

By the year 1948-49 the enrollment of veterans at State College had dropped considerably, as it did at most other colleges. There was a drop of enrollment of veterans from 1,343 in 1947-48 to 936 the year following and almost another 300 dropped the next year. There were less than half as many veterans attending State College in 1949-50 as there had been in either 1946-47 or 1947-48.\(^4\) However, there was some comfort to the colleges since the enrollment of civilian students was picking up. However, this trend had just got a good start and the Korean conflict began to keep the young men


\(^2\)Ibid., Part I, p. 19.

\(^3\)Ibid., Part I, p. 16.

of service age out of college.

The public school people had been talking about guidance and counseling programs for a long time, but nothing seemed to be happening. However, as a result of the experiences the college people had with the returning veterans, they knew a guidance and counseling program had to be organized at each institution. The University was probably the pioneer in this area, but it was closely followed by the School of Mines and State College. Departments of guidance and counseling were being set up and people trained in personnel work placed in charge. The teachers' colleges were slow in developing this student assistance, although all the schools had some staff members giving more or less time to counseling veterans. Because of funds and competent personnel, it was not until about 1958 that each of the state-supported institutions of higher education had a guidance and counseling office. At about the same time, 1950, freshmen orientation programs were introduced providing in a program called "Freshmen Week" a series of activities lasting a full week which were designed to make the student's transition from high school to college more pleasant and more satisfactory. In late years the length of Freshmen Week has been reduced. Some schools are attempting to have all freshmen come to the campus during the summer months when testing, counseling, registrations and the other details of beginning college can be attended to. Freshmen Week at State College actually was started in 1942.\(^1\) It was during the summer of 1950 that State College

\(^1\)Ibid., Part I, p. 19.
adopted the eight-weeks Summer School term, a plan which it has followed for the last twenty years.\(^1\) It was in the year 1949 when the College emphasized its important role in preparing teachers for high school, especially in the fields of Home Economics and Vocational Agriculture. In that year there were ninety-one who were graduated and qualified for certification.\(^2\)

When the G.I.'s started back to college, with the government paying the full cost of their tuition, it was a financial boon to the institutions. However, the peak of the enrollments only lasted for about two years and the colleges were worse off financially than they had ever been. Drop in tuition income could happen suddenly, but the Legislature which had to provide the balance of the funds needed was at that time meeting only every two years. Because of loss of income the institutions were not able to obtain the equipment needed or employ faculty with the necessary qualifications and this led to accreditation problems for several of the schools. In April 1952 the accreditation of the Pharmacy program at State College was questioned by the American Council on Pharmaceutical Education. However, after the agency gave the Division a careful examination, it was given an "A" rating contingent on certain improvements and a reexamination in 1954.\(^3\)

During the 1950-1952 biennium it was found that students were dropping out or not entering the State College five-year Nursing program. There was

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\(^1\)Ibid., Part I, p. 23.

\(^2\)Ibid., Part I, p. 48.

a strong demand for a four-year program and the length was reduced to that term.\textsuperscript{1} Previously, it has been noted that the number of special fees at some of the colleges had increased to a ridiculous level. State College was one of the institutions where this had happened. Consequently, during the biennium most special fees were dropped and one academic fee of $12.50 per quarter instituted.\textsuperscript{2} It was during the previous biennium 1949 that the office of Summer School Director had been created and a Summer School Committee, appointed by the College President, provided for.\textsuperscript{3} During the same biennium the work of the Division of Student Personnel was expanded to include responsibility for supervision in ten areas:\textsuperscript{4} (1) Guidance; (2) Testing; (3) Records; (4) Counseling; (5) Jobs; (6) High School Contacts; (7) Military Training Programs; (8) Summer Session; (9) Housing; (10) Health. It was also during this biennial period that the faculty began to insist on a general education program for all college students. The faculty recommended that all should have some work in each of the following fields: (1) Biological Sciences; (2) General Physical Sciences; (3) Basic Social Sciences and possibly (4) Area of Communications.\textsuperscript{5}

During the depression years there were several college buildings constructed as P.W.A. projects. There was considerable repair and remodeling

\textsuperscript{1}Ibid., Part II, p. 435.
\textsuperscript{2}Ibid., Part II, p. 436.
\textsuperscript{3}Ibid., Part II, p. 439.
\textsuperscript{4}Ibid., Part II, p. 439.
\textsuperscript{5}Ibid., Part II, p. 460.
accomplished under the W.P.A. and C.W.A. There was also considerable help
given the colleges by the Federal Housing Agency, FHA, in securing married
student housing and surplus war buildings which were used for classrooms and
storage facilities. Every one of the State educational institutions received
one or many of such buildings, except the school at Madison. South Dakota
State College received the greatest number of these and while they had
practically disappeared from most campuses in 1970 at this school approximately
forty families were still being housed in these barrack buildings. A number
of barrack buildings were also being used for office space and storage. In
1955 a new program was created to provide loans for college buildings of
certain types, as previously explained, under a program of the Housing and
Home Finance Agency, HHFA. South Dakota State College was the first state-
supported institution to apply for a loan under this program as authorized
by Chapter 49 of the Session Laws of 1955. The loan requested was for
$360,000 to build an addition to the Pugsley Union.

It was the 1955 Legislature which authorized the creation of the
office of Executive Secretary of the Board of Regents and made an appropriation
of $25,000 to operate the office.¹ This was a new step for the Legislature
to take. This Legislature also increased the size of the Board of Regents,
as permitted by the State Constitution, from five to seven members.² These
two actions followed two of the seventy-two recommendations of a survey of

¹South Dakota, Session Laws 1955, Chapter 293.
²Ibid., Chapter 38.
Public Higher Education in South Dakota made by Griffenhagen and Associates, Consultants in Public Administration and Finance, of Chicago. This report is dated October 15, 1953. Actually, of the seventy-two recommendations made in the Griffenhagen report, the two above are about the only ones the Legislatures or the Regents have paid much attention to. These were good ones, however, and have resulted not only in improved administration of the State colleges and universities but led to the creation of the office of Commissioner of Higher Education in 1968 which holds considerable promise for the future.¹

There might have been greater acceptance of the Griffenhagen report had it assumed a more constructive approach and been a little more careful about stepping on "institutional toes". The report also contained many "so-called" statements of fact that were actually errors and this led to a questioning of all parts of the report, good or bad.

Enrollments which had dropped considerably during the Korean conflict were a matter of concern since so large a part of the money to operate the colleges came from tuition and fees. During the year 1954 through 1955, State College carried out a vigorous program of recruitment of students. The enrollment which had climbed to 2,625 during the academic year of 1954-1955 jumped over a thousand students the next year, up to 3,658 in 1955-1956.²

There was considerable criticism of the vigor and methods used by State

¹South Dakota, Session Laws 1968, Chapter 35.
College and these were modified somewhat. As a result the enrollment for 1956-1957 was eighty-seven students lower than it had been the year previous.\(^1\) This setback was overcome the next year and enrollments continued to grow. The authorities at State were predicting at the end of 1958 that enrollments for the academic year would reach 7,900 by the year 1970.\(^2\) Actually for the year 1970-1971 the enrollment was about 1,600 less than this forecast figure.

**Performance and Change**

The institutions of higher education supported by the State were suddenly called upon, after Pearl Harbor, to turn their institutions, as Dr. R. E. Jonas, President of Black Hills Teachers' College said, into "War machines." But the War came to an end and the institutions not only had to convert back to an emphasis on the programs for the civilian student but also for the thousands of veterans who started coming back to college. Some of these students were back to complete programs interrupted by the War; others wanted to start or continue graduate study and, a great many, convinced by their military experiences of the value of education, were just starting out. The influx of these students following the War's end caused the colleges to change their philosophies, their procedures and their programs. During the ten years following V-J Day the colleges did a great deal of growing up. Dr. I. D. Weeks, President of the University of South Dakota during the period, wrote in his Biennial Report for the period ending June 30, 1956,


\(^2\)Ibid., Part II, p. 939.
"The University is reaching maturity and shows substantial growth." What was said about the University could be said, to a greater or lesser degree, about the six other institutions.

The University of South Dakota, being anxious to serve its clientele and the State of South Dakota as were all the state-supported colleges and universities, wanted to be ready for returning veterans and civilian students who wished to study medicine. War experience had turned the interests of some young people toward the study of the medical sciences and the increasing population and demand for doctors certainly argued for developing and improving the School of Medicine. The administration requested the 1945 Legislature to appropriate $200,000 so that a four-year medical school could be developed. The Legislature, on the general theory that more is always requested than is needed, appropriated $150,000. These funds were apparently inadequate because the four-year medical program was not developed. During the next biennium the University requested $200,000 annually for each year of the 1946-1948 biennium for the four-year medical school, but the 1947 Legislature felt a two-year school was more appropriate and appropriated $100,000 to develop such a school. Since that time, while there has been much talk of a need for a four-year medical school, it has remained at the two-year level.

3South Dakota, Session Laws 1945, Chapter 265.
5South Dakota, Session Laws 1947, Chapter 376.
By 1945 enrollments following the World War II slump had started to pick up slowly and the University was organized much as it would be twenty-five years later. There were the following Schools: (1) School of Law; (2) School of Medicine; (3) School of Education; (4) School of Business; (5) Graduate School; (6) College of Fine Arts; (7) College of Arts and Sciences; (8) Extension Division.\(^1\) There was a School of Nursing created in 1954, but this was reduced to a two-year Department in 1963.\(^2\)

While most of the colleges found themselves overstaffed during the War period, it was sometimes quite a task to keep all faculty busy. After the War there was a shortage of practically everything--faculty, housing, classrooms, equipment and materials. The Federal Government helped out considerably with housing and classrooms by providing government surplus barracks, classrooms and storage sheds to the colleges. Usually, the cost to the college involved only transportation expenses and sometimes not even these. In addition to providing the building the government generally paid the cost of setting them up, providing wiring and plumbing and putting them into use. Although these buildings were given a life expectancy, by the government, of five years, some of them are still in use. Surplus buildings still continue to be available from government projects and occasionally some college gets a real "wind fall" as recently (1970) happened at Southern State College. Generally now, however, the college has to pay more of the cost than it did immediately following the War. There was also a considerable

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\(^2\)University of South Dakota, Annual College Bulletin 1965-1966.
amount of war surplus equipment available which the colleges obtained and made good use of. The kinds of equipment ranged from scientific equipment to tin cups and large-handled jack knives. Some of the equipment was taken by the colleges although they had little use for it. This material could be traded after a period of time for something the college could use. As an example of the foregoing, the University got at the outset 133 trailers\(^1\) and later $80,000 worth of Army surplus which cost the school $1,000.\(^2\) What happened at the University was also happening at the other state-supported colleges.

Enrollments at the University jumped from 1,363 in 1945 to 1,861 in 1946.\(^3\) For an institution geared before and during the War to handling about a thousand students, this bulge in the number of students created problems that not even government housing and surplus could handle. To help with student housing, the fraternities that had been closed during the War started to open their houses the fall of 1946 and as the students kept coming and the enrollments increased sleeping quarters for men were established in the armory, the gymnasium and on the third floor of the Union building.\(^4\)

The returning veterans were not only crowding the campuses but they were also providing new experiences for the faculty. "This office would not


\(^2\)Ibid., Part I, p. 42.

\(^3\)Ibid., Part I, p. 41.

leave this topic without giving special credit again to the quality of work being done by our returning veteran students," wrote the Dean of the College of Arts and Sciences in his report to the President of the College for the biennium ending June 30, 1948.\(^1\)

In the above quoted report the President of the University made a plea to the Legislature that has been made by practically every institutional head down to the present time. He said, "In the next biennium it will be necessary to increase the salaries of our faculties substantially if we are going to hold our successful teachers."\(^2\) The squeeze was felt especially hard at the South Dakota colleges because there was already a shortage of faculty resulting from losses to other professions during the War; the salary schedule was among the lowest in the north central area with the possible exception of North Dakota; and the South Dakota institutions had to compete for staff on a high-paying national market. This situation is still true today but to a lesser degree. Today the state-supported colleges pay better and the supply is, in 1970, catching up with the demand.

Many veterans were interested in technical and engineering courses so much so that the University President reported that, "Veterans have been attracted to the program in applied science so that that Department of the Arts and Science College has become greatly expanded."\(^3\)

The biennium from 1948 to 1950 has been described as the biennium of buildings. George Mickelson was Governor and C. J. Dalthorp was Secretary

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2Ibid., Part I, p. 52-53.

3Ibid., Part I, p. 53.
of Finance during the period. Both men realized how important it was to have good and adequate facilities at the schools. Neither of these men could be characterized as spendthrifts, but under their guidance the 1949 Legislature appropriated more for buildings and upkeep for physical plants than any previous Legislature had done. Money was made available for nine new buildings or major additions to buildings and a total of $2,500,000 was appropriated to build new or remodel old physical facilities on the campuses.

Today, when colleges are asking for three, four and five million dollars to construct a single college building, the amount appropriated in 1949 doesn't seem large. However, in comparison with what had been done up to this time, it was a real milestone.

Over the years several Boards of Regents and college presidents have discussed the need for a retirement system for college faculties. There never had been a system exclusively for college professional staff members until March 1964 when the Regents of Education under authority given them by the State Constitution and the statutes set up such a system. Later, in 1967, the State Legislature set up a plan to cover all State employees not already included in some State retirement system. This brought college classified employees under the protection of a retirement system in the same way professional workers were covered. These plans, although a step in the right direction, left much to be desired because of the small benefit paid to employees upon retirement.

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1 Regent Minutes, Special Resolution 28-1964.

2 South Dakota, Session Laws 1967, Chapter 303.
The first law to create a retirement system for teachers, school administrators and college professional staff members was approved in 1939.\(^1\) However, no funds were appropriated to implement the law until 1945.\(^2\) This law included both public school and college professional staff members. It was a fairly good law for the times although less than fifteen per cent of the teachers ever joined. In 1951 social security became available to the teachers, but they had to choose, so they were told, between their own State system and social security. Since the payments to social security were less costly at the time and the benefits greater, the teachers chose social security. Only a few months later the policy changed and the teachers could have had both. But, it was too late; the Legislature of 1951 had repealed the retirement law and steps were taken to liquidate the accumulated funds.\(^3\) When the public school teachers obtained another State system, several years after choosing social security, the college folks were not included.

At the University, it was stated in the biennial report for 1950\(^4\) that several of the faculty members were critical of the old plan which came into being in 1939 and disappeared in 1951. This criticism was also found on other campuses and among public school faculties. It should be remembered, however, that this plan was inaugurated thirty-one years ago and the

\(^1\)South Dakota, \textit{Session Laws 1939}, Chapter 51.
\(^3\)South Dakota, \textit{Session Laws 1951}, Chapter 100.
individual's annual payment was relatively small. One of the strong boosters for a retirement system was Dr. I. D. Weeks, President of the University. Dr. Weeks knew what it meant to turn out, with no continued income, a faithful staff member who had given years of service to the University. He also knew the cost of keeping on, for humanitarian reasons, those who had already served beyond their period of usefulness.

The demand for teacher education during summer schools was becoming more evident during the 1948 to 1950 biennium. From the first year of the period, 1948-1949, to the second year, 1949-1950, the number of teachers prepared and placed jumped from 157 to 186. It was also during this period that the University, to make its summer school program more sound academically, changed from two six-weeks summer terms to one nine-weeks term. Other events of note during the period were that the Medical School was given unconditional approval by the American Medical Association and the Association of American Medical Colleges. The Black Hills Theater was started with an enrollment of seven for the first year and eight for the second year. This venture was to become an institution in itself with a State and regional reputation.

The University continued to revise and refine its program during the 1950 to 1952 biennium. For one thing, the heads of all the schools and

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1Ibid., Part I, p. 53.
2Ibid., Part I, p. 61.
3Ibid., Part I, p. 61.
4Ibid., Part I, p. 76.
colleges became designated as Deans when the title Director of the School of Education was changed to Dean of the School of Education. The enrollment in the Graduate School fluctuated somewhat with almost fifty fewer enrolled in 1951-1952 than the year previous. The situation was such that the Dean of the Graduate School wrote, "Your Dean considers it inadvisable to formulate a Ph.D. program in any division of the Graduate School." It was, however, only a few years later until several such programs were available and degrees were conferred. There was a new degree introduced during the biennium called the degree of Master of Medical Science. This program was available to those who already had the M.D. degree.

The University was taking the lead in developing a program of offering off-campus graduate courses. Particularly were graduate courses made available in Sioux City, Sioux Falls, and Mitchell. In order to get staff for these classes non-University faculty were used as teachers. Frequently these teachers were school administrators in the community where the extension class was held.

The areas of work and services at the University were being expanded, so it was reported. Enrollments had not begun to soar yet and there were

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2 Ibid., Part II, p. 392.
about three men to every woman student. During the year June 1, 1950, to May 31, 1951, and this includes Summer School, there were enrolled 1,209 men and 415 women.\(^1\) Enrollments began to increase slowly in 1954 at the University and they have continued to increase ever since and through the fall of 1970.

The services which were mentioned in the previous biennial report, 1950 to 1952, continued to increase. During the 1952 to 1954 biennium there were 770 enrolled in correspondence study at the collegiate level; 854 at the high school level; 485 had enrolled in extension classes and 466 had taken part in seventeen workshops, short courses and institutes.\(^2\)

There was some reorganization at the University from 1952 to 1954 and a new degree added. Public relations work was consolidated with the office of special services and the degree Master of Physical Education authorized.\(^3\) A Danforth chapel was also placed on the campus and dedicated May 9, 1954.

Despite the stand of the Graduate Dean as expressed in the biennial report for the period ending June 30, 1952, Ph.D. programs were, during the next two years, authorized in (1) Anatomy, (2) Bacteriology, (3) Biochemistry, (4) Physiology and (5) Pharmacology.\(^4\) Enrollment had not increased perceptibly.

\(^1\)Ibid., Part II, p. 392.
\(^3\)Ibid., Part I, pp. 5, 8.
\(^4\)Ibid., Part I, p. 8.
but the beginning of the bulge was at hand and all of the state-supported institutions of higher education were to experience unprecedented growth and expansion of programs. The University reported significant accomplishments during the 1954 to 1956 biennial period. These they enumerated in their biennial report as follows: (1) First candidate for the Ph.D. degree; (2) Beginning of the Ed.D. program; (3) Starting of the Institute of Indian Affairs; (4) New School of Business started; (5) Survey of Medical School by accrediting agencies (this is periodic); (6) Enrollment increase of twelve per cent; (7) Completion of closed-circuit TV (a first for State colleges and universities); (8) Established a School of Nursing with a four-year curriculum.

The survey of the Medical School made during the 1954-1956 biennium resulted in its continued accreditation by the American Medical Association and the Association of American Medical Colleges. Throughout its long history the University Medical School has adhered to high standards and enjoyed a wide and excellent reputation. Rarely have the graduates of this school had difficulty in transferring to a reputable four-year medical college. The University was also pleased that it had reached an enrollment high of 1,803 the second year of the biennium.

At South Dakota State College, as at most of the other colleges in the State, 1944-1945 brought the deepest cuts in enrollments. During that

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2 Ibid., Part II, p. 496.
3 Ibid., Part II, p. 518.
academic year there were only 395 enrolled at the College with a ratio of more than two women to one man. This situation was to be dramatically reversed after the War when the ratio at some of the state-supported colleges ran as high as three and four men to one woman student.

As usual, the institutional report of State College for the biennium ending June 30, 1946, pointed out the lack of space (housing was becoming a critical item), comparably low salaries and insufficient funds for maintenance and repairs. It was not until after the War that most of the State colleges awakened to a realization of the poor shape in which their physical plants were.

As the enrollments of both G.I. and civilian students began to increase the problems of new student advisement, veteran counseling and freshmen orientation multiplied. R. Y. Chapman, head of the College Counseling Service, wrote in the 1944 to 1946 biennial report the following:

A major item in the student personnel and guidance work is the organization and conducting of "Freshmen Days" programs for beginning and transfer students at the beginning of each college year.

What Mr. Chapman had to say about personnel problems at South Dakota State College also applied at the other institutions.

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2. Ibid., Part I, pp. 10, 11.
3. Ibid., Part I, p. 36.
By the end of the next biennium, it was clear that enrollments were to continue to increase. Classroom space was short and the number of staff members was insufficient. However, faculty could be hired when funds were available. But even with the money it took time to catch up with the construction of added classroom buildings. Actually, according to the requests of the institutions for new buildings in 1970, the need for classroom and instructional facilities is still a long way from being met. To get greater use out of their laboratories and classrooms, State College adopted a plan of beginning classes at 7:00 in the morning, running classes through the noon hour and holding classes on Saturday mornings.\footnote{Regents of Education, Biennial Report, Biennial period ending June 30, 1948, Part I, p. 5.} However, this was not as effective in plant utilization as was hoped for. Staff members weren't too happy about beginning classes in December, more than an hour before sun-up, and these classes were avoided by students, if possible; consequently, the 7:00 period was not used to schedule many classes. The noon hour worked better but the late afternoon periods were usually fairly free of classes to allow for other activities. Saturday classes were not popular either, except for the dedicated students and those who had entered on their professional studies. After the War, the automobile brought the student to college and it also took him home as early Friday as he could possibly depart. For a while the college administrators and the Regents worried about their "suitcase colleges." Several methods of control were...
proposed and studies and surveys made. Most of the studies showed little relationship between scholarship and the car. Finally, concern for the "home weekend" student was abandoned and a system of parking fees instituted to provide funds for providing more parking facilities and hiring police to control the parking and the traffic.

During the 1946-1948 biennium a chapter of the American Federation of State, County, and City Employees was started at State College. This was one of the first instances of where the operation and maintenance personnel of an institution had been formally organized. Although this organization no longer exists the classified personnel do have an organization in most of the state-supported colleges. And, while they have by no means been militant in their bargaining endeavors, they have been listened to and their lot has improved. Three of their achievements were the acquisition of higher pay, the establishment of job classifications and suitable pay, and the gaining of the 40-hour week.

In 1946 South Dakota State College was organized on a junior college—senior college basis. The junior college organization was soon dropped, however, and for the next ten years the instructional plan of the college was handled in five divisions: (1) Agriculture, (2) Engineering, (3) Home Economics, (4) Pharmacy, (5) General Science. There was also a Graduate School organized and a graduate faculty designated.

1 Ibid., Part I, p. 9.

The bulge of veteran enrollments immediately after World War II was only a temporary thing lasting about two years. By the spring quarter of 1949-1950, veteran enrollments had dropped to 657, which was approximately half of the peak enrollment of three years before. It was at the end of this academic year, the summer of 1950, that the College adopted the eight-weeks summer program which it has followed for the last twenty years.

The 1952 to 1954 biennium was one of considerable change and accomplishment. The enrollment slump caused by the Korean War was at an end and there was great enthusiasm among the state-supported educational institutions for expansion and the development of new programs. Even at Southern State Teachers' College the blow suffered at the hands of the 1953 Legislature was being overcome and a fairly bright future opening up.

At South Dakota State College, 1954 was a time for reorganization. Dr. John W. Headley, who had come to State College as President in 1952, was anxious to streamline the administrative organization. Previously there had been twenty-two functions reporting directly to the President; this was reduced to eleven, still at least twice as many as usually recommended. At the same time a salary schedule was partially implemented and a continued plea made to the Board of Regents and the Legislature to establish a retirement system.

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2 South Dakota State College, Annual Catalog 1949-1950, School Calendar, p. 2.


4 Ibid., Part I, pp. 15, 16.
The spectacular accomplishment of the biennium was the filling of a new job created by the Regents at their April meeting in 1953. This position called for a Chief of the Division of Agriculture who was to have a job comparable to that of a vice-president. The plan conceived the elimination of three positions during the next three years. The positions to be eliminated were Dean of Agriculture, Director of Experiment Station, and Director of Extension. The plan never did work out. There seemed to have been several misunderstandings between the College President and the man appointed to the new job, and the three men to be displaced were not anxious to give up their jobs until they had to. The up-shot of the whole thing was an "administrative mess" which resulted in the dismissal of the man who had been named the Chief of the Division of Agriculture. The resulting conflict was a tremendous emotional strain on the President who was killed in a hunting accident the fall of 1957. It was not until June of 1958 when a new President, Dr. H. M. Briggs, took over that the matter was straightened out and the present plan put into operation. By that time three of the men concerned had reached retirement age and the people involved were getting a little tired of squabbling. Things have operated smoothly in the Agriculture and Extension Divisions of the College for the last twelve years.

It was during the 1952-1954 biennial period that Flight and Ground Training courses were added. Also, Agricultural Engineering, which had been

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1Ibid., Part I, p. 18.
2Ibid., Part I, p. 18.
administered in the Division of Agriculture, was transferred to the Division of Engineering\(^1\) where it has been ever since.

It was also during this biennium that a State College Advisory Committee of twenty-five lay citizens was formed. This Committee meets with the School's President and top administrative officers at least once a year, sometimes more as might be desirable in a legislative year.\(^2\) Other accomplishments of the period was the establishment of a weekly show televised from the Sioux Falls station KELO, the only one existing there at the time.\(^3\) It was also noted that enrollments in the winter-time School of Agriculture were beginning to dwindle. High schools were in every community and young people were no longer needed on the farm in the fall and early spring. The way of living was changing and this would lead to closing this school in the next few years.

While there were no great changes at State College during the 1954-1956 biennium, there were two significant things happening that affected all the state-supported colleges and universities. The Board of Regents was anxious to build dormitories, dining halls and Union buildings on a revenue bond basis. However, the financial burden would be lessened if the revenue from existing state-owned facilities could be used to help amortize the debt incurred by a loan of funds. With enrollments up forty-four per cent, it

\(^1\)Ibid., Part I, p. 18.
\(^2\)Ibid., Part I, p. 18.
\(^3\)Ibid., Part I, p. 21.
was a blow to the Board's hopes when the South Dakota Supreme Court ruled that income from existing State buildings could not be used to pay for revenue bond facilities.\(^1\) Not only was this true but one revenue bond project could not be used to help another pay its way. Each revenue bond project had to stand on its own "financial feet."

That, more and more, South Dakota under the direction of the Regents was developing a system of higher education rather than seven individual institutions was evidenced by the Regents' approval of the preliminary draft of a combined college publication entitled, "What's Good About South Dakota State-Supported Colleges?"\(^2\) This was somewhat different than ten years previous when intense rivalry and suspicion characterized the relations among the seven state-supported colleges. More and more from 1956 down to the present, 1970, the colleges have operated as a State-educational system.

The creation of the office of Executive Director of the Board of Regents followed by the creation of the office of Commissioner of Higher Education have created unity of purpose and operation among the institutions.

Like the other state-supported colleges, the School of Mines and Technology (name changed in 1943\(^3\)) was receiving an influx of veteran students. Also, like the other schools, it was well pleased with the quality of work.

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\(^3\) South Dakota, \textit{Session Laws 1943}, Chapter 68.
this "different" type of student was doing. President Connolly, in his report for the biennial period ending June 30, 1946, wrote, "Our experience with the G.I.s who elect engineering is a very happy one." In the same report the President of the School of Mines and Technology pointed out a new problem for the institution--for the other colleges, too--which was that forty per cent of the returning veterans were married and that these students expected the college to provide or help provide housing for them and their families. With the help of the Federal Housing Administration and cooperating civilian agencies most of the student needs were taken care of. There was also a desire on the part of many students to accelerate their progress through college. These young people had sacrificed several years in service; many of them were married and had families and they were anxious to be prepared for their life's work. To meet this demand all of the colleges were "beefing up" their summer schools. And, although the Board of Regents had eliminated the summer school from the School of Mines program in 1933, the School had been on a full-year program from 1942 through 1944, and in 1946 the President wrote:

A limited summer session has been found necessary. This has been operated for two years now, since the accelerated program was abandoned, and our experience has shown that it should be a permanent feature in our general program (experience proved otherwise and the regular summer school program was later abandoned).


2Ibid., Part I, p. 78.

3Ibid., Part I, p. 77.
In 1938 there were six Engineering programs offered at the School of Mines. These were in the fields of: (1) Civil, (2) Electrical, (3) Mining, (4) Chemical, (5) Metallurgical and (6) General.\(^1\) And this is the way the program was constituted at the outbreak of World War II. However, in 1942 a curriculum in Engineering Physics and Chemistry as distinguished from Chemical Engineering was authorized by the Regents of Education and put into operation the academic year of 1942-1943. During the same year a curriculum in Geological Engineering which had also been authorized in 1942 was put into operation.\(^2\) This curriculum did not replace the four-year curriculum in Geology. In 1943 a curriculum in Mechanical Engineering was authorized\(^3\) bringing the total number of four-year programs at the School to ten as detailed in the 1945-1946 Catalog. These changes and additions, the School's President said, "were made necessary by changes in the demands for technical training on the part of students and demands on the part of industry for engineers trained in these subjects."\(^4\) While these new programs were being added the 1945-1946 Catalog shows that the program in general studies was being dropped but a program of general education was introduced which all students would be required to take.


\(^3\) Ibid., Part I, p. 103.

\(^4\) Ibid., Part I, p. 103.
As the enrollment of veterans increased, the administration of the School of Mines felt that it did not have the staff or space to handle the increasing numbers of students who wished to attend. To take care of what was considered an overflow, eighty per cent of whom were veterans, an agreement was entered into for the Black Hills Teachers' College to handle forty to fifty of these students. During the 1947-1948 academic year forty-two students who were enrolled at the School of Mines were pursuing studies at the Spearfish school. It was not long before the Black Hills Teachers' College was getting more students than it was equipped to handle and, since the cooperative scheme had left something to be desired, the plan was dropped. It was about this time that the administration of the School at Rapid City was thinking in terms of a highly selective student body and even with the pressure of additional students wanting to get in, the administration wrote in the 1946-1948 biennial report that the plan was to ultimately limit the school to an enrollment of 600. However, no serious attempt was made to put an absolute limit on enrollments although the admission standards for new students did become more and more severe. A few years later the administration of the College changed and since then the policy has been to take all students who can meet the high admission standards that the School requires.


2Ibid., Part I, p. 89.
The War was barely over when the colleges began to get an influx of G.I. students, a high per cent of whom were married. To help take care of these students the federal government under its agency HFA made many living dwellings and some surplus classrooms available to the colleges. The government having no more use for these buildings were glad to get rid of them and the colleges were glad to get them. For several years the title to this property was retained by the federal government, but in 1948--October 1 for the School of Mines--title was turned over to the institutions, or rather to the State of South Dakota. The State colleges used these buildings until they could be replaced after which they were sold and the receipts placed in their local and endowment funds or their student housing account. Some of these buildings are still in use. More at South Dakota State University than at the other State educational institutions.

The problem of enrollment which had worried the administration at the School of Mines was in 1951-1952 no longer a problem. There was no need to continue the arrangement which the School had had with Black Hills Teachers' College. The enrollments of the late forties of 600 or more and the expected enrollments of more than 700 were down to a full-time-equivalent (F.T.E.) of 453 the fall quarter of the academic year of 1951-1952. There were two reasons for this abrupt drop: first, the Korean War was keeping draft-age boys out of school and the report had gone abroad that the country

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was being flooded with engineers. This report was soon contradicted but the damage had been done and some time was spent in counter-acting the bad effects of this report.

As the War in Korea came to a formal end not only were there more G.I.s who came to college but the number of high school graduates who wanted to become engineers also increased. Many of the youth who had a desire for a college education had the desire but not the financial means to attend school. To help these young people, the School of Mines as well as other state-supported colleges increased the amount of their scholarship funds available as well as the number of student loans to be offered. The School of Mines which had $10,000 available for scholarships in 1952 had $16,000 to be used in 1954 of which $4,500 was earmarked for scholarships to freshmen. The other state-supported colleges, as well as the School of Mines, were putting on drives and making appeals, stronger than ever before, to business, individuals, organizations and alumni for scholarship funds. It became a rather popular practice, which still continues, for the friends and relatives of a deceased student or faculty member to establish a memorial scholarship or loan fund at the institution with which the student or faculty member was associated. As yet loan funds were not used much by needy college students, but this was all to change in a gigantic way as the costs of going to college increased dramatically and as the federal government entered the student assistance field with its National Defense Student Loan Program.

1 Ibid., Part II, p. 476.
An R.O.T.C. program was established at the School of Mines in 1950 and by 1953-1954 there were 102 students in the first-year basic program, 70 in the second-year basic, 36 in the first-year advanced, and six in the second-year advanced.\(^1\) The School which was first accredited by the North Central Association of College and Secondary Schools in 1925 was still on the Association's preferred list. Its programs were also accredited by the Engineers' Council for Professional Development (ECPD) which started accrediting programs there in 1936.\(^2\)

During the 1952 to 1954 biennium the Engineering Mining Experiment Station was expanded and the School of Mines cooperated with the Rapid City Chamber of Commerce and the Greater South Dakota Association in the fourth and fifth Conferences for Industrial Development. The School still continued a relatively new program of having an exhibit at the South Dakota State Fair.\(^3\)

With the Korean conflict settled enrollments in the state-supported colleges started to increase the fall of 1954. The idea of stabilizing the enrollment of the School of Mines was lost track of as a new administrative philosophy prevailed. From the fall of 1955 when the institution had an enrollment of 723 it jumped to 1,006 just three years later.\(^4\) The new President of the School, as with most other college presidents, tried to stimulate research by the faculty, but after a few attempts he reluctantly...

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\(^1\)Ibid., Part I, Enrollment page.

\(^2\)Ibid., Part I, pp. 88-89.

\(^3\)Ibid., Part I, p. 92.

reported that not much was done.\footnote{Ibid., Part II, p. 451.} His experience was similar to that of many other institution heads who had the desire but not the funds to provide financial assistance or released time for research and researchers.

Like the other state-supported colleges, Northern State Teachers' College had a very low enrollment during the 1944-1945 academic year, but by the fall quarter of 1945 the enrollment had increased fifty per cent from 195 to 298 and the spring of 1946 saw double the number of students in attendance that had been on campus the previous spring.\footnote{Regents of Education, Biennial Report, Biennial report ending June 30, 1946, Part I, p. 94.} There was to be two years of increasing enrollments, but by the 1948-1949 school year enrollments were again dropping and they continued to drop until the fall of 1954 when enrollments in all the State schools started climbing and continued to do so at a rather amazing pace until the fall of 1970 when only the two universities showed a modest increase in enrollment. In 1947-48 the peak pre-Korean enrollment year at Northern was 915 students who started the fall term, but by spring there had been a drop of more than 200 and the enrollment of full-time students was only 693.\footnote{Regents of Education, Biennial Report, Biennial period ending June 30, 1948, Part I, p. 121.} As conditions settled down, following the War, Boys' State which was suspended on Northern's campus was reactivated. The first post-War Boys' State convened on May 30, 1946,\footnote{Op. cit., Part I, p. 95.} with
300 in attendance, which is about half the number that now annually participate in the American Legion-sponsored event.

Late in 1944 the institutions which had been carrying out programs for war preparation under contracts with the federal government were finding these being phased out. For a time, about two years, there was a windfall from G.I. tuition which was paid at the full cost of instruction. However, this began to decline sharply the spring of 1948 and Northern, like the others, had to adjust and spend reserves in order to keep in the black. No college found it necessary to ask for a deficiency appropriation in 1945, but the Board of Regents requested deficiency funding from the Legislature of 1947 and one institution, South Dakota State College, was given a $150,000 deficiency appropriation.¹ The record shows that it is to the credit of all the State colleges that during difficult times they were able to handle their programs and finances so as to require little extra help from the Legislature.

For many years Northern State Teachers' College had been operating a six-weeks Biology Camp at Lake Enemy Swim. The plan was to have one on-campus six-weeks summer school and a second specialized summer term of six weeks at the Lake. The camp which had been acquired in 1930 and paid for out of proceeds of certain extra-curricular activities consisted of twenty-five choice lots. Some years the camp had been operated in conjunction with the University of South Dakota. For some reason or other, such as the demand for two summer terms on campus, declining interest or something not entirely clear, the College in 1942 decided to sell the camp and the 1943 Legislature

¹South Dakota, Session Laws 1947, Chapter 345.
granted the necessary authority specifying that the minimum price was to be $1,000 and the proceeds to be deposited with the State Treasurer and the amount credited to Northern's Local and Endowment Fund.1 Had this happened today a minimum sale price of twenty-five times that amount or $1,000 a lot would have been reasonable. Because of the choice location of these lots they might bring from $2,000 to $3,000 per lot if sold today to people looking for a cottage site.

In the main, the curriculum pattern at Northern changed very little from 1945 down to the present time. There was authorization for two new degrees given and a graduate program in teacher education introduced. The 1946-1948 Biennial Report of the School shows that there were basically three programs for the preparation of teachers: (1) One-year program leading to the first-grade certificate; (2) Two-year program culminating in a two-year diploma which qualified for the State Certificate; (3) Two four-year programs—one for elementary and one for high school teachers—and qualifying the candidates for the Bachelor of Science Degree in Education. There were also a number of pre-professional courses and special two-year courses, such as those for: (1) Band and Choral Leaders; (2) Draftsmen and Engineers Assistants; (3) Laboratory Technicians; (4) Secretarial Practitioners; (5) Performers in Speech and Radio. This report also shows that one Division, that of Fine and Industrial Arts, was split into two divisions: Fine Arts and Industrial Arts.2 The next biennial report for the period ending

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1 South Dakota, Session Laws 1943, Chapter 263.
June 30, 1950, lists a new degree, a Bachelor of Science in General Studies and a new program leading to a B.S. degree in Nursing. This latter program was carried out in cooperation with St. Luke's Hospital of Aberdeen.\(^1\) There were also several more two-year programs listed along with four one-year terminal programs. The College now had seven divisions\(^2\) as it continued to have up until 1967 when an eighth division in Business Education and Secretarial Science was added. Even though there was a slump in enrollments in the colleges during the academic year from 1948 until the fall of 1954, Summer School enrollments continued to grow. This was particularly true at Northern beginning the summer of 1953 when a graduate program was started. Generally, enrollments during the first term of Summer School were running, at this time, about 200 more than enrollments during the academic year.\(^3\) This picture was soon to change, however, and as academic year enrollments picked up they had in a few years surpassed those of Summer School.

A new President was at the head of Northern State Teachers' College as the 1950-1952 biennium came to an end. Some significant things happened during the period. The institution was fully accredited by the North Central Association of Colleges and Secondary Schools and by the American Association of Colleges for Teacher Education.\(^4\) And, although enrollments dropped to


\(^2\)Ibid., Part I, p. 129.

\(^3\)Ibid., Part I, p. 131.

their lowest figure since the resumption of the post-War increased enrollments, 469, a Nursery School was started the fall of 1952. Northern was becoming acutely aware, as were the other colleges, that a great deal of money was needed for repair and to improve the salary schedule. To speak of a "salary schedule" for the state-supported institutions of higher education for more than two years is an error. Since each institution was dependent, each biennium (now each year), upon Legislative appropriations the salary schedules had to be rebuilt every one or two years. For the period from 1947 down to the present time most schools have raised the base for each category after each Legislative appropriation. Salaries for classified personnel have more nearly followed a salary schedule for several years than have those for professional staff members.

By the spring of 1953, with the Korean affair settled, students were returning to school and Northern's enrollment would continue to climb until the fall of 1969 when it was 3,400 or about five times the enrollment for the spring quarter of 1954.

Even though the enrollment at Northern was low the winter of 1953 (less than 600), the administration sought and was given authority to inaugurate a graduate program in Teacher Education which would lead to the

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1 Ibid., Part II, p. 484.
2 Ibid., Part II, pp. 486-487.
degree Master of Science in Education. The program was started the summer of 1953 with an initial enrollment of 83 which has grown to five times that number today.¹ The first master's degrees, seven of them, were conferred at the May commencement 1954.² The graduate program at Northern, as it was later at Black Hills State College, is pretty much a Summer School program. There are many times as many students, practically all teachers, pursuing graduate studies at these schools during the summer time than there are during the regular year. There are probably two reasons for this: first, the students are mostly teachers who have academic year jobs which they want to hold and second, these two schools have had little money to subsidize graduate students with either graduate fellowships or graduate assistantships so that the academic year enrollment could be built up.

During the 1954-1956 two-year period Northern was doing its best to get ready for an influx of students which was challenging all the institutions. Enrollments at both the undergraduate and graduate levels were on the increase. During the biennium, Northern continued its high rating with the NCA and was given initial accreditation by a new agency accrediting teacher education, NCATE, the National Council for Accreditation of Teacher Education.³ Northern would go through two inspections by these accrediting agencies following the one in 1955 and from each of these they would emerge as a

highly regarded and appropriately accredited institution. A slight change in
terminology was made during the period when the B.S. degree in General Studies
was changed to the B.S. degree in Special Fields.¹ Today there are no special
areas designated for the degrees without preparation in teacher education.
There are two such degrees available at Northern which the latest catalog
labels simply as (1) Bachelor of Arts and (2) Bachelor of Science.²

In 1955 a temporary State Building and Planning Commission was set up
and the state-supported colleges were to project a ten-year building program.³
This was not the first attempt made to project and plan the needs of the
colleges over a foreseeable period. But conditions were changing so rapidly
in 1955, and they have since, that a plan which looked good one year had to
be discarded the next. Today the Board of Regents proceed on the philosophy
of long-range planning and establishing of priorities.

Since neither the Normal School at Madison nor at Springfield had any
government contracts for carrying on war-training programs, their experiences
during the War period and the immediate post-War period were somewhat
different than those of the other state-supported colleges. These two Schools
went through the entire period as two-year institutions and were not returned,
by the Regents, to a four-year status until June of 1946.⁴ In addition to

¹Ibid., Part II, p. 523.
²Northern State College, Annual Bulletin (Catalog) 1970-1971, pp. 75-76.
⁴Regents of Education, Biennial Report, Biennial period ending June 30,
1946, Part I, p. 90.
this they suffered most as to enrollments on campus for the academic year
during the War and their incomes were reduced the most. Nor did these two
schools get the influx of G.I. students that came to the other schools
immediately following the War. This was certainly a handicap at the time.
However, later they weren't concerned so much as the others when the income
from government contracts stopped and later when the income from the tuition
of veteran students dropped perceptibly.

After the State schools at Madison and Springfield had regained four-
year status, it was important for them to regain accreditation as four-year
teachers' colleges. This was accomplished in 1947¹ and during the same year
the Legislature changed the names of the two schools officially to teachers' colleges. The school at Madison became General Beadle State Teachers'
College and the one at Springfield, Southern State Teachers' College.² No
college in the State has had as many different names as the one at Madison.
It had one name as a Territorial school and five different names since
statehood. In the early days of statehood it was known as the South Dakota
State Normal School at Madison. In 1921 it became the Eastern South Dakota
State Normal School. Then in 1947 it was renamed General Beadle State
Teachers' College and remained that until 1964 when, along with the other
teachers' colleges, it was renamed a State College, General Beadle State

¹South Dakota, Session Laws 1947, Chapter 58.
²Ibid., Chapter 59.
College. Then in 1969 the Legislature approved the institution's present name, Dakota State College.¹

The teachers' colleges of the State have usually carried on about the same types of programs. The school at Madison was in 1948 offering practically the same programs that were available at the Aberdeen school: (1) Four-year programs leading to a degree; (2) Two-year program for elementary teachers in towns and cities; (3) One-year program for teachers of rural schools; (4) Eleven-weeks summer program for those who wished to qualify in one summer to teach for only the following year. There were also some two-year pre-professional programs available along with some two-year and one-year terminal programs.² The principal job of this school, as well as the other schools in the State of the same kind, has always been to prepare teachers, most of whom remained to teach in the State. Rarely have more than twenty per cent of the students enrolled in any of these schools had any other goal in mind than teaching. The enrollees of the Trade and Vocational Department at Southern State College would be an exception.

Like Northern State Teachers' College, the school at Madison had spread its instructional work among six divisions: (1) Education and Psychology; (2) Language and Literature; (3) Science and Mathematics; (4) Fine and Applied Arts; (5) Health and Physical Education; (6) Social Studies and Business Education.³ General Beadle State Teachers' College


²Ibid., Part I, p. 92.

³Ibid., Part I, p. 92.
still had one of the better arranged facilities for student teaching and educational experimental work at the end of the 1948 biennium.¹

During the 1948 to 1950 biennium General Beadle was putting more emphasis on its two-year terminal and pre-professional courses which all of the teachers' colleges had.² Although enrollments were increasing, the President of the College pointed out that enrollment of veterans was dropping and that the Legislature would need to make larger appropriations to the State colleges to make up for this loss of income.³

During the 1950-1952 biennium there was not much change at the School. Programs were the same and enrollments had not started to come back. However, by the end of the next biennium, June 30, 1954, enrollments had begun to increase and there were enrolled for the 1953-1954 academic year 252 which compared with about the same figure at Southern State Teachers' College, 267.⁴ During the same period General Beadle became accredited by NCATE, National Council for Accreditation of Teacher Education.⁵ This recognition did not follow any exhaustive or detailed inspection of this school, but as was true in all cases, NCATE, at the start, accredited the colleges that had, at the time of transition, accreditation by the AATC which NCATE replaced. It was

¹Ibid., Part I, pp. 92-93.
³Ibid., Part I, p. 100.
⁵Ibid., Part I, p. 104.
also evident at this time that the Madison school was again assuming the stature of a four-year teachers' college since forty-five Bachelor of Science degrees in Education were conferred during the biennium.\(^1\) From 1954 to 1956 enrollments increased fifty per cent,\(^2\) up to 372 for the academic year of 1955-1956, and the College was approximately the same size it had enjoyed in the mid-twenties. This school with the others was about to experience a phenomenal change as the enrollments began to swell the fall of 1956.

The plant at Southern State Normal School was in 1945 in very poor condition. There were two reasons for this: one was that the Legislature never allowed anywhere near enough money for maintenance and repairs at the school and the second was that the man who was President of this school from 1935 to 1945 had been in poor health the last few years of his administration and the education part of the school was being run by one man and the business side by another. Both men were content to hold the school together without worrying about keeping the plant in good repair or taking progressive steps. What happened there is comprehensible when you understand that the mere struggle for existence required no little effort. It might also be added that relations between the two men who were keeping the school going ruled out the possibility of any great cooperative improvement.

In August 1945 a new administration took over at Southern. The first business was to get the faculty back to using college time for college purposes and, secondly, to plug up the holes and leaks in the buildings,\(^1\)

\(^1\)Ibid., Part I, p. 104.
\(^2\)Regents of Education, Biennial Report, Biennial period ending June 30, 1956, Part II.
clean up the campus and refurbish the buildings as much as was possible with the funds available. All money used for these purposes, upon approval of the Board of Regents, had to come from local funds. These were spent to such an extent that later a $6,000 deficit developed. To meet this a loan was received, under the statutes, from the State Treasury. When the loan was due a second loan had to be made to pay the first loan, but after the appropriations of 1947 the college had better funding and the second loan was paid. Income into local funds was also increasing so that more money was available for operating the College. A good enough job was done with pointing, painting and repair and remodeling of the plant that the President of the school could report to the Regents in 1948 that the buildings were in good repair.¹ It was also in 1948 that a Trade and Vocational Program was authorized and classes in this area of work were started in September of the academic year of 1948-1949.² Southern was rather a natural for the installation of a trade program. Its location, of course, is not good from the viewpoint of population or travel, but its dedication had caused the school to become involved in teaching drafting, carpentry, upholstery, cement work and cabinet making long before the trade courses were added.

The first year the trade program was in effect, very few new courses were offered—these being auto mechanics, body and fender work and electricity. It was not until three years later that courses in vocational electronics—that is, radio and TV—were added. At the outset, however, it was possible

²Ibid., Part I, p. 95.
to expand the previous programs in carpentry, upholstery and cabinet making.

The trade and vocational program had no more than gotten started at Southern than a few began to cry "foul" because the School had both Teacher Education and Trade Education programs. There was no "foul play" because the administration that accepted the program had never agreed to give up the Teacher Education program in exchange for a program in Trade Education. Actually, it is doubted that the School can survive as a healthy institution without both programs. The President of Southern wrote the following in the Thirty-first Biennial Report of the Board of Regents:¹

While the Trade Education at Southern is an important addition to the School's program, it must be remembered that the program is limited because of the prior establishment of trade and vocational courses in other State institutions. This need not hamper the program at Southern, however, if the institution continues on a dual-purpose basis; that is, both trade and teacher education.

Although there have been many programs added to the Trade and Vocational curricula at Southern in the last twenty years, the situation has not changed much since 1950.

After the introduction of the Trade Program, enrollments picked up some at Southern and held rather steady when many schools were getting a drop in enrollment from 1948 through 1953. In 1950 Southern's President, being optimistic about increased enrollments at the School, wrote that he felt enrollments would level off at about 450² which was more than the


²Ibid., Part I, p. 102.
School had ever enrolled before. The estimate was entirely too conservative, as were most enrollment prognostications of the time, since the enrollment went over that figure six years later and increased in later years to double the 1950 estimate.

Between 1950 and 1952 Southern tried to build up its student personnel programs against considerable obstacles. Although there were little funds for a specialist in counseling and guidance and no medical doctor in the community of Springfield, the School did work out a pretty fair student personnel program with a registered nurse on duty at all times, with a dedicated osteopath resident of Springfield and with a Director of Counseling and Guidance. The program covered (1) counseling, (2) testing and (3) health.\footnote{Regents of Education, Biennial Report, Biennial period ending June 30, 1952, Part II, p. 496.}

Southern State Teachers' College has always had to fight for its life and for that reason it is the writer's opinion that it has given greater service for each dollar expended than most schools. When on-campus enrollments were low, the faculty conducted off-campus extension classes. Of the teachers' colleges, it exploited this area of service to a greater extent than most any other school.

When the Legislature in 1939 gave the State Board of Regents the authority to determine which normal schools should have the four-year program restored, it had no intention of opening the "flood gates." True, the School at Spearfish was returned to its four-year status almost immediately, but the schools at Springfield and Madison had to wait until June 1946, another seven years. For this reason the Black Hills Teachers' College (name
changed 1941) was well established as a four-year school and ready to enter into military contracts when World War II was declared.

Generally, as has been pointed out, the programs at the four schools preparing teachers have been almost identical, except, of course, for the period from 1931 to 1946 when two of the schools could not go beyond the two-year level. When the War training programs at Black Hills ended in 1944 and before the veterans began to return in any numbers, the School had its problems of low enrollments and low income. However, its financial situation was always one of a large surplus in its local and endowment funds because its War contracts had proved lucrative and there was a reluctance on the part of the school's administration to spend much of its financial reserves.

At the end of the 1944-1946 biennial period the Black Hills School already accredited by the AATC as a four-year teachers' college began the procedures necessary to secure accreditation by the North Central Association of Colleges and Secondary Schools which was granted in March 1950.¹

Enrollments which were low at BHTC during the closing year of the War began to pick up the spring quarter of the 1945-1946 academic year. This trend continued until about the beginning of the 1948-1949 academic year when the attendance of G.I.s began to drop. In 1947-1948 the school reached a high enrollment of 398 college students, more than half of whom--196--were veterans.² It was during this year that the institution was actually sixty

years old as a college. The first college class had completed its work the spring of 1887.1

In 1952 the Spearfish school doubled the type of degrees it could offer by receiving authorization to confer the Bachelor of Science degree in subject matter fields or liberal arts.2 The one, two and four-year programs in business were also stressed as they have been at the three other teachers' colleges. Enrollments continued to drop in 1952 as they would until a change took place the fall of 1954. With declining enrollments and a desire for greater service, the administration at BHTC, in order to fully utilize the faculty, launched an ambitious program of off-campus extension courses during the academic year of 1951-1952.3 Classes were conducted at Rapid City, Weaver Air Base (now Ellsworth Air Force Base), Hot Springs, Igloo, Ft. Mead, Deadwood, Lead, and Belle Fourche. This program is still being carried on with a considerable block of courses constantly being taught at Ellsworth.

In 1954 the programs at Black Hills Teachers' College were still the same as they had been for several previous years. The Summer School program of ten weeks to produce teachers who could function on a permit from the Department of Public Instruction was still being carried on. The National Council for Accreditation of Teacher Education which had recently come into being included the Spearfish school on its accredited list since it had been

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1Ibid., Part I, p. 120.


3Ibid., Part II, p. 490.
fully accredited as a four-year teachers' college by the American Association of Colleges for Teacher Education (AACTE).

During the 1954-1956 biennium the School at Spearfish was busy putting its new programs in order and improving the excellence of its instruction. It was also getting ready for its diamond anniversary. During the academic year of 1957-1958 BHTC would commemorate seventy-five years of operation since it started in 1883. Actually, it was only seventy-four years since for one year 1884-1885, following its first year of operation, it was closed because of an unhappy start and the failure of the man who was chosen as the School's Principal for its first year of existence.¹

Black Hills State College (present name 1964) has had fewer presidents than any of the other state-supported institutions of higher education. The School's heads have been F. L. Cook, 1885 to 1919, a period of thirty-four years; E. C. Woodburn, 1919 to 1942, a period of twenty-three years; R. E. Jonas, 1942 to 1967, a period of twenty-five years.² The present head of the School has held the position of President since July 1, 1967.


²LeRoyer Crane Carlson, Eochia (College Yearbook) 1958, pp. 198, 253.
HIGHLIGHTS OF THE HISTORY
OF
PUBLIC HIGHER EDUCATION
IN
SOUTH DAKOTA

BY

J. HOWARD KRAMER

A Project Sponsored
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CHAPTER V

POLICIES AND PROCEDURES

The year 1955 was significant in the history of state-supported higher education because of the creation of a new educational office and a change in the number of members on the Board of Regents. Ever since statehood the Board of Regents had operated sometimes with a secretary who was not one of their number and who was hired to record the minutes and do the clerical work for the Board; at other times, and particularly during the more recent years, one of the members of the Board acted as the secretary receiving a small honorarium for the work or a nominal amount to pay for hired clerical help. When a regular Board member acted as secretary the work of getting out the minutes was usually "farmed out" to the institutions. The secretary would take the minutes of the meeting and then turn them over to one of the college presidents who would see that they were duplicated and sent to the proper persons and agencies. Each of the seven presidents took his turn at this job and, since the Regents did not meet as frequently as they do now, a president's turn at getting out the minutes occurred usually only once or twice a year.

In 1955, however, the procedures of the Regents changed considerably when the 1955 Legislature created the office of Executive Director\(^1\) and provided a budget for his employment and the creation and operation of the

\(^1\)South Dakota, Session Laws 1955, Chapter 293.
office. Although the Regents had, since the beginning, officially located their office at the Capitol, it was not until July 1, 1955, that a specific room in the Capitol was designated as the Office of the Board of Regents and an Executive Director and office secretary employed. The budget for this office for the first biennium 1955 to 1957 was $25,000 which is less than one-twelfth the amount budgeted for General Administration and this office in 1970. Another thing that happened in 1955 that was to prove of significance was increasing the membership on the Board of Regents from five to seven. In 1890 the Board of Regents had by Constitution included nine members, no more and no less, six of whom must not reside in a county where an institution over which the Board had control was located. The State Constitution was amended in the election of November 1896 and the size of the Board of Regents changed to a membership of from five to nine as determined by the Legislature. The Legislature of 1897 fixed the number at five and it remained that way for fifty-eight years. Under the first constitutional provision for a Board of Regents each school had been provided a Board of Trustees of five members who actually ran the institution subject to the approval of the Board of Regents. The amended Constitution did away with these Boards of Trustees and substituted Regents' committees for each institution.

1 Ibid., Chapter 293.
2 South Dakota, Session Laws 1970, Chapter 284.
4 South Dakota, Session Laws 1897, Chapter 58.
While there was some opposition to changing the size of the Board of Regents from five to seven, it would appear, from an observance of fifteen years, that this change has been an improvement. Greater representation has been included and the size of the collective judgment has been increased. Lately, there has been some talk that the size of the Board should be increased to its constitutional limit of nine members. Whether this will be done and, if done, whether it would improve the performance of the Board is a moot question at the present time. There are many reasons to believe that seven may be an optimum number for the size of the Board.

The Legislature of 1955 set other precedents, too. Previously, it took a special act of the Legislature each time before the Regents could accept a gift to any of the institutions. However, the 1955 Legislature authorized the Regents to accept gifts, except real property. 1 In 1957 this authority was expanded to include real property when the gift had been approved by the Governor of the State. 2 In any case the gift must not impose an obligation on the State.

At this time federal funds were becoming available for the construction of certain types of revenue-producing buildings. In order to take advantage of these low-interest loans, the first ones carried an interest rate of less than three per cent; the Legislature authorized the Regents, with the approval of the Governor and the Secretary of Finance to construct dormitories and student housing on a revenue-producing basis. 3 The first institution to take

1 South Dakota, Session Laws 1955, Chapter 45.
2 South Dakota, Session Laws 1957, Chapter 76.
advantage of this law was South Dakota State College which secured a loan to build an addition to its student union. It was soon seen that there was a need for other types of revenue-producing buildings besides housing, so the 1957 Legislature passed legislation which included housing, student unions, and dining halls.¹

It was apparent, as college enrollments began to increase at a phenomenal rate, that a great deal of building would need to be done which probably meant more campus land and the Regents were anxious that such lands could be procured at a reasonable price. In order to help the Board of Regents the 1957 Legislature gave it the power of eminent domain² which might be used for the purchase of land on which campus buildings were to be constructed but not for the condemnation and purchase of lands to be used for agricultural purposes. So far as the writer has been able to ascertain this law has never been used. And, while the Regents have purchased thousands of dollars of land since 1957, all deals have been consumated through friendly negotiations.

Because matters in the world of higher education were moving rapidly and more and more Federal funds were becoming available, each meeting of the South Dakota Legislature from 1955 on passed some legislation which dealt with policies to be observed in controlling financial matters. In 1959 not only was the authority to construct self-financing buildings continued but authority was given to the Regents to accept and control Federal and other


²South Dakota, Session Laws 1957, Chapter 77.
funds for the institutions.\textsuperscript{1}

Ever since the beginning of statehood the Regents and the college presidents have from time to time pointed out the error of not having a system of retirement for the professional employees of the colleges. The South Dakota Code 15.0709 had detailed the authority of the Board of Regents over college employees, pointing out what could be done but omitting any reference to authority to provide retirement plans. The 1961 Legislature amended the Code to give the Regents that authority.\textsuperscript{2} Following this legislative action the Regents proceeded to formulate a retirement plan and to secure an underwriter. A retirement system is now in operation. The plan and its benefits leave much to be desired, but it was a forward step. The next step is in the direction of considerable improvement in benefits.

One of the problems that had always bothered the institutions of higher education with regard to their biennial budgets was leeway to take care of an unexpected occurrence that required a considerable expenditure of funds. It was true that each institution had its Local and Endowment funds but these, too, were closely budgeted allowing for no great expenditures except those already itemized. This matter was taken care of in 1961 when the Legislature gave the Regents authority to allow each institution to set up a reserve or contingency fund in their budgets.\textsuperscript{3} This fund, however, could not be more than ten per cent of the total budget.

\begin{itemize}
  \item \textsuperscript{1}South Dakota, \textit{Session Laws 1959}, Chapters 75 and 78.
  \item \textsuperscript{2}South Dakota, \textit{Session Laws 1961}, Chapter 56.
  \item \textsuperscript{3}South Dakota, \textit{Session Laws 1961}, Chapter 57.
\end{itemize}
Ever since 1888 when the Territorial Board of Education submitted its First Biennial Report to Governor Louis K. Church on December 31, 1888, the Board of Regents has issued a biennial report which contained the reports of the college presidents, and sometimes other college officers, and the minutes of the proceedings of the Board. However, perhaps as an economy measure, the Biennial Report for the 1952-1954 Biennium did not include the Regents' Minutes in accordance with Chapter 279 of the Session Laws of 1953. These Minutes were placed on file with the State Comptroller. Of course, they were on file in the office of every college president and with the Secretary of the Board of Regents. From 1954 through 1960 the regular biennial reports again include a record of the college officers' reports and the proceedings of the Board of Regents. In the 1961 Legislative session, however, a law was passed again streamlining the Regents' reports to include only the reports of the college officials and new developments as well as major financial statements. The reports have been of this abbreviated nature since the report for the biennial period ending June 30, 1960.

During the 1961 Legislative session the Regents were authorized to receive and control Federal funds on behalf of the institutions. The Board was also authorized to enter into agreements with other states to help South Dakota students get an education in areas not offered in the State. There was no appropriation to make the act of any substantial help, but it was a

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1 South Dakota, Session Laws 1961, Chapter 58.
2 Ibid., Chapter 60.
3 Ibid., Chapter 87.
step in the right direction and led to more concrete and detailed action taken in 1970.¹

By 1963 the institutions of higher education under the control of the Board of Regents had received several millions of dollars in federal loans to construct self-liquidating projects. The 1961 Legislature approved nine such projects² and there had been a few projects previously approved. This meant that in the State Treasurer's office there were many separate funds and accounts. The 1963 Legislature passed legislation permitting a consolidation of all these separate project accounts in one overall account. In order to keep the accounting separate and eliminate confusion, each account bore the name of the institution and an identification number.³

The Higher Education Facilities Act was passed by Congress in 1963 and under Title I funds became available for grants for buildings devoted to science and mathematics study. Later the Act of 1963 was amended so that grants for other kinds of instructional facilities could be received. Under this federal legislation the Board of Regents took such steps as were necessary so that South Dakota could benefit from these federal grants.

In order to take advantage of the provisions of the Higher Education Facilities Act of 1963, Title I, the 1964 Legislature established a Commission on Higher Education Facilities.⁴ This Commission was charged with the responsibility of preparing plans for both public and private institutions of

¹South Dakota, Session Laws 1970, Chapter 130.
²South Dakota, Session Laws 1961, Chapter 59.
³South Dakota, Session Laws 1963, Chapter 335.
⁴South Dakota, Session Laws 1964, Chapter 50.
learning and having them approved by the Federal agency. The Commission was also charged with the responsibility of determining the distribution of funds. Public institutions were represented by four members from the Board of Regents and the private institutions were represented by three members appointed by the Governor.

In keeping with a national trend, all of the teachers' colleges of South Dakota became State Colleges by action of the 1964 Legislature. In another action the State's land-grant college, South Dakota State College of Agriculture and Mechanic Arts, became South Dakota State University. Although it appeared at earlier periods that there might be considerable opposition to this name change, little developed when the matter was presented for the disposition of the 1964 Legislature.

For many years the Federated Women's Clubs of South Dakota had been working on a project to build a South Dakota Memorial Art Center. This organization had worked hard to raise the necessary funds, but had not been able to get the job done. However, in 1967, Elmer Sexauer of Brookings, an alumnus of South Dakota State University and a community and State leader, was secured to spearhead a drive for funds to build the Art Center on the campus of South Dakota State University. The finance drive was successful and the South Dakota Memorial Art Center was completed at a total cost of $500,000 the summer of 1970. The decision to build the Art Center on the Brookings campus had been made many years before. This building is the most

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1Ibid., Chapter 36.
2Ibid., Chapter 54.
expensive ever to be built on a State educational institution campus entirely with private funds. The second most costly building built entirely with private funds and located on a State college campus is the Lake County Historical Museum at Dakota State College in Madison. This structure cost about $100,000 and was completed several years ago.

Two matters that had for many years caused great concern by the several legislatures were—where can the funds for buildings be secured and, secondly, how can we completely control the expenditure of local and endowment funds which are collected on the several campuses consisting of tuitions, fees, school land income and incidental receipts? While these funds had to be carefully accounted for and remitted frequently to the State Treasurer, nevertheless, they were by statute automatically appropriated to the State colleges for expenditure under the supervision of the Board of Regents. These funds were budgeted, just like appropriations, to such an extent that there was little leeway in expenditure. However, there were always a few legislators who fretted under the plan fearing that the colleges were "getting away with something." This was taken care of by the 1965 Legislature when an act was passed requiring all Land and Local & Endowment Funds to be turned in to the State Treasury as general receipts.¹ These funds were then appropriated back to the institutions at each session of the Legislature.

The problem of securing funds to finance campus buildings was partly solved by having the students pay for new facilities. In 1965 the Regents adopted a plan of raising tuition substantially and basing the fee on a

¹South Dakota, Session Laws 1965, Chapter 36.
credit hour rather than a flat sum. It was their idea that part of these tuition funds should be set aside in a Higher Education Facilities Fund for the benefit of all the state-supported institutions of higher education. These funds could be used for erecting buildings, building additions, carrying out repairs, rentals, employment of technical services or other matters involved with improving the physical plants of the colleges. In order to implement these intentions of the Regents, the 1965 Legislature passed an act setting aside in the Educational Facilities Fund twenty per cent of the tuitions collected. This step by the 1965 Legislature was given further and more detailed definition by the Legislature of 1968, but its purposes were altered but little. This latter act made it possible for the Regents to pledge these funds and future income to amortize loans received to construct buildings.

Along the way the 1965 Legislature amended Chapter 50 of the Session Laws of 1964 and the Legislature of 1966 amended both the 1965 Act, Chapter 60, and the 1964 Act in order that the State plan would continue to be such that the institutions of higher education of the State, both public and private, might continue to receive grants under the Higher Educational Facilities Act of 1963, Title I.

The National Defense Student Loan Program was a boon to students who wanted a college education but lacked the necessary funds. This program

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1Ibid., Chapter 68.
2South Dakota, Session Laws 1968, Chapter 60.
3South Dakota, Session Laws 1966, Chapter 47.
started in 1958 made money grants to the institutions of higher education which, in turn, loaned these funds to students who could qualify under the regulations. The institutions, however, must provide one-ninth matching funds. At first, these matching funds were provided out of institutional loan funds, certain activity accounts and overhead charges which had accumulated. It was not long, however, until the program became so big that most institutions were hard-put to come up with the necessary matching funds. At this juncture the State colleges were greatly aided by the beginning of a practice on the part of the State Legislature of appropriating funds to help the institutions provide the necessary matching monies. This shows up for the first time in the General Appropriation Act of 1965 in the amount of $60,000.\textsuperscript{1} It has been continued since that time as an appropriation to the Board of Regents. The colleges were pretty much in the same boat when it came to participating in the United Student Aid Fund project. Matching money was required. Here again the schools went as far as they could, but in 1966 the State Legislature was called on and it came through with an appropriation of $50,000 to help the State colleges avail themselves of the United Student Aid Fund (USAF) program. During the same legislative session, the legislators were made aware of their responsibility to students who wanted programs not offered by the state-supported educational institutions.\textsuperscript{2} In response to that responsibility an appropriation of $5,000 was made to

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\textsuperscript{1} South Dakota, Session Laws 1965, Chapter 277. \\
\textsuperscript{2} South Dakota, Session Laws 1966, Chapter 210. 
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assist students who, to pursue their desired objectives, must attend college outside the borders of South Dakota.¹ This was the beginning of more comprehensive assistance to students who wanted to study in areas not offered within the State. In 1970 two acts were passed by the Legislature to make specific the amounts and kind of assistance that would be available to South Dakota students enrolled outside the State in programs not offered in the state-supported institutions of higher education. Chapter 128 of the Session Laws of that year authorized the Regents to contract with dental schools for the education of South Dakota students. The Regents were authorized to guarantee payment for the reservation of a certain number of spaces each year. An act which followed this one, Chapter 130 of the 1970 Session Laws, provided a Scholarship and Loan Program for resident students studying medicine, osteopathic medicine, veterinary medicine or dentistry outside the State. The amount any one student could receive was limited to $2,000 per year, twenty per cent of which would be cancelled if the person returned to South Dakota to practice for a specified number of years. An appropriation of $105,000 was made to implement the Law and an Advisory Committee provided for. This Committee was to consist of the Secretaries of the South Dakota Associations of Practitioners of Dentistry, Medicine, Osteopathy, and Veterinary Medicine.

Despite the large funds which became available to the institutions on a loan basis and the generous grants made by the Federal Government for

¹Ibid., Chapter 212.
building construction, it became obvious in 1966 that the State Treasury could not provide the funds required to build all the college buildings being requested. In order to secure more funds for building construction on the State college campuses, the Regents hit on the idea of creating a building authority which could issue bonds to secure capital funds. Accordingly, the Legislative Session of 1967 passed an act which established a South Dakota Building Authority legalized to issue up to $7,500,000 in bonds secured by funds from appropriations and from the Higher Education Facilities Account. The promoters of the building authority act wished to have the bonding authority considerably larger than the act provided. It was held at the figure given above because it was feared the Legislature would never approve a larger amount. In addition to specifying the limit of the bonding authority, the act created a seven-member commission to be appointed by the Governor with the advice and consent of the Senate. The Governor was authorized to appoint a chairman and the term of office was set at seven years. At the start, the Commission members were appointed for terms of one, two, three, four, five, six and seven years. By 1970 the building authority had issued bonds to construct two major college projects, one at Northern State College for $1,000,000 and one at South Dakota State University costing $3,685,000.

Also in 1967 the Legislature established a State Retirement System to cover all State employees not included in some other plan. College professional employees already had a plan provided by the Regents of Education and given Legislative sanction in 1961. The program for retirement authorized in 1967

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1South Dakota, Session Laws 1967, Chapter 276.
included those college employees designated as classified personnel, such as clerks, secretaries, stenographers, custodians, groundsmen and the like.

Ever since the beginning, there were people who severely criticized the plan of higher education for South Dakota and the location of the institutions. As early as 1918 studies of higher education in the State pointed out that there was no central purpose to higher education and that the colleges were all going their own individual ways. To a certain degree this was true and was especially evident as the institutions sought legislative appropriations. For many years the Regents accepted this state of affairs, but in 1955, realizing that something ought to be done to bring the schools together, asked for legislation for that purpose. This resulted in the creation of the office of Executive Director of the Board of Regents. For a period of thirteen years this office carried on the clerical and secretarial affairs of the Board and coordinated the activities of the colleges. However, the Board felt that there should be some stronger direction of the affairs of the State educational institutions, so in 1968 the Legislature was asked to pass an act creating the office of Commissioner of Education. Previous studies had in some instances recommended a chancellor system for South Dakota higher education and the commissioner idea was the next thing to it, if not actually another name for it. The change-over from Executive Director to Commissioner took place as soon as the legislative act had been signed. The man who had been Executive Director of the Regents from 1958 finished his services to the

1South Dakota, Session Laws 1968, Chapter 33.
Board as a Commissioner on June 30, 1968. It was for approximately four months that he bore the title. A new Commissioner took office on July 1, 1968. The law which created the office of Commissioner spelled out two large responsibilities for the Commissioner to discharge: (1) Develop a master plan pertaining to all public institutions of higher learning; (2) Provide a public education facilities master plan. The Commissioner is employed by the Board of Regents and may be dismissed by them under the provisions of the law. The Commissioner began to work after a year of study and orientation on the institutional master plan and it was revealed to the public at Sioux Falls on December 16, 1970.

The Board of Regents has always under constitutional law and by statute had broad authority in controlling the institutions of higher education. One power that they must necessarily have and have had is the authority to set tuition rates and fees. Sometimes questions arise as to the meaning of statutes granting this authority and additional legislation is desired to effect clarification. This was done in 1969 when an act was passed into law stating specifically that the Board of Regents shall fix all rates of tuition and other fees to be paid by the students.¹ It should be noted that the act said all which would be interpreted to include, in addition to college tuitions and academic fees, all other charges which the students are required to pay, such as Union fees, class dues, board and room rates and similar fees. The Board, of course, usually acts on the recommendations of

¹South Dakota, Session Laws 1969, Chapter 35.
the chief college administrator.

In the beginning the appropriations were not large and they were made as line items to each institution. Even after the office of Executive Director of the Board of Regents was established the method of making appropriations changed little and each institution struggled individually for what it could get. This was never intended and, at certain times, the Regents did "take the bull by the horns" and speak for the institutions before the Appropriations Committee of the Legislature. These occasions were infrequent, however, and generally each institution made its own presentation to this important committee. This began to change some in 1963 and in 1965 a considerable amount of the funds the colleges would use was appropriated in lump sums to the Board of Regents which would make the division among the institutions. It was about this time, too, that the Regents took over completely the responsibility of speaking to the Appropriations Committee for the colleges supported by the State. Institutional presidents no longer appeared to plead their cases, but showed up only at the invitation of the Committee and then only for the purpose of making general statements rather than arguing in support of their monetary requests. Of course, there was still a considerable amount of contact of legislators before each session and some "button-holing" even after the session began. Generally, the institutions relied on the legislators from the home-town area to safeguard the interests of its institutions.

With the creation of the office of Commissioner of Higher Education, there was considerably more centralization of administration and an
appropriation of all funds to the Board of Regents.\textsuperscript{1} There were only seven line items in the act which made available for 1970-1971 the funds for the work of the Regents and the operation of the colleges. One line contained the total sums for college operations.

Five years after the turn of the century national sororities and later fraternities of a social nature appeared on the campus of the University of South Dakota. For almost sixty years no other state-supported institution had such organizations on its campus. In the early sixties, however, groups of students at South Dakota State College began to give the matter of national social sororities and fraternities on that campus serious consideration. The establishment of such was authorized by the Regents in February 1964 and, subsequently, several such organizations were organized at what was by that time South Dakota State University. In 1970, in order to help such organizations get their own houses, the Legislature passed an act authorizing the Regents to lease for not more than ninety-nine years a portion of the campus to non-profit corporations which develop areas for student housing.\textsuperscript{2}

This was to be done, of course, at no cost to the State for development or operation.

Not only was the period of 1955 down to 1970 one of great change in character of the institutions and the Regents' policies of procedure but it was also one of tremendous expansion in the instructional programs and the acquisition of instructional equipment, devices and materials. The self-insurance which the State carried on its buildings did not seem to cover the

\textsuperscript{1}South Dakota, \textit{Session Laws 1970}, Chapter 284.

\textsuperscript{2}South Dakota, \textit{Session Laws 1970}, Chapter 125.
contents of a building when a fire loss occurred and the Legislature even
hesitated to appropriate enough funds to replace the square footage of
buildings destroyed. Of course, the institutions were required to carry
insurance on the self-financing buildings. These would not technically belong
to the State until the last payment was made and the State took title.
Because the moveable property on the campus was becoming more valuable and
because of the danger of loss by arsonists, rioters, vandals and thieves,
the Regents were authorized by the 1970 Legislature to purchase insurance
covering these risks and to pay the premiums out of any funds the colleges
had for operation.¹

As the institutions became larger, the more clearly defined the
Regents' policies became, and the tighter the centralized control. In 1970
complete authority for out-of-state travel was delegated to the Commissioner
of Education. Travel requests were no longer listed in detail in the Regents'
Minutes but only summarized.² The Regents' procedures were also circumscribed
by this session of the Legislature when an act was passed giving the State
Budget Officer authority to provide the rules and regulations under which
the Regents could pay out routine funds.³

Growth and Expansion

In the beginning the state-supported institutions of higher education
were built on land sites donated by the people of the community in which the

¹Ibid., Chapter 129.
²Ibid., Chapter 23.
³Ibid., Chapter 32.
institution was located. This practice prevailed for so long that the
Legislatures were reluctant to appropriate any funds for land acquisition and
in 1947, when an appropriation of $25,000 was made to purchase land for the
University of South Dakota,\textsuperscript{1} there was quite a stir in the legislative halls
at Pierre. No more appropriations to buy land for the colleges was made until
1957 when $10,800 was appropriated to General Beadle State Teachers' College
to extend its campus\textsuperscript{2} and $67,500 to the University for the same purpose.\textsuperscript{3}
After that it was common for most legislatures to appropriate some money to
buy land to enlarge the State educational institutions' campuses. After 1963
the appropriations were made not to the institutions but in lump sums to the
Board of Regents which would buy land for the benefit of the colleges. The
last such appropriation of this nature was made by the 1970 Legislature in
the amount of $82,500 out of the State's Higher Educational Facilities Fund.\textsuperscript{4}
In all, from 1957 through 1970, the State had set aside more than three
quarters of a million dollars to enlarge the campuses of its state-supported
institutions of higher learning.

\textit{Self-Liquidating Construction}

By 1955 it was clear that there would be a substantial increase in
enrollments at all the state-supported institutions of higher education in

\textsuperscript{1}South Dakota, \textit{Session Laws 1947}, Chapter 375.
\textsuperscript{2}South Dakota, \textit{Session Laws 1957}, Chapter 336.
\textsuperscript{3}Ibid., Chapter 445.
\textsuperscript{4}South Dakota, \textit{Session Laws 1970}, Chapter 118.
South Dakota. Of course, this same wave of increased student enrollments was nation-wide and affected the private as well as the public institutions. In South Dakota enrollments were to increase from two and one-half times in some institutions to almost four times in others. With the arrival of the many new students the colleges were hard-pressed to find space for anything and everything. There was a shortage of living quarters, dining halls and classrooms. Perhaps the greatest "squeeze" was with living quarters. The "new breed" of college student was older, more mature, and many of them married. They needed not a room just for themselves, but living quarters for their wives and families. Almost immediately the Federal Government furnished help by supplying the colleges with surplus Army barracks, trailer houses, and portable classrooms. Then the Housing and Home Finance Agency became active followed by the Department of Housing and Urban Development.

During the Depression period some of the colleges had built dormitories and library additions on a self-financing plan under the Public Works Administration (PWA). These projects had all worked out well and the Board of Regents, as well as the college administrators, were favorable to this kind of financing for capital construction.

In 1948 the School of Mines had completed a self-financing dormitory at a cost of $195,000 and in 1965 an addition to this dormitory costing $226,000 was completed. The real beginning of the wave of Federal loans for capital construction began in 1955 when South Dakota State University at Brookings applied for a loan to build an addition to its already existing Pugsley Union. This building was completed in 1957 at a cost of $387,000. The Federal loan, however, was $27,000 less than the total cost of the
project. From this date down to the beginning of 1971 the Legislature and
the Department of Housing and Urban Development, as well as the Board of
Regents, had approved forty-six different projects at a total cost of almost
$38,000,000.00. The period of the loans varied from twenty-eight years on
the early loans for Union buildings to forty and then fifty years for loans
to construct dormitories and student apartment complexes. Although there
were only forty-six project approvals there were more than forty-six units
constructed. Several of the projects had multiple phases, such as a dormitory
and a dining hall or a married student housing complex. In some cases the
project designation or number covered a Union building and a dormitory.

There were at least seven kinds of combinations observable among the
projects for which the institutions sought approval. These were divided into
the following project combinations: (1) Dormitories, (2) Dormitory and
Married Student Housing, (3) Married Student Housing, (4) Dormitory--Dining
Hall combination, (5) Unions and Union Additions, (6) Dormitory and Union
combinations, and (7) Dining Halls.

By far the largest number of the self-liquidating projects were for
dormitories. Twenty-four of these were completed or under construction in
January of 1971. In addition to this there were three other projects for
dormitories and one for a combination dormitory--dining hall which had not
secured the "go-ahead" sign from the Board of Regents. The total cost of
these projects was estimated at $6,180,000.00. There is a good chance that
some or all of these may never be constructed. The reasons for holding these
projects in abeyance are three: (1)
(1) The structure of the State system of higher education is still in doubt;

(2) Enrollments are not increasing and probably will not increase substantially in the next ten years; and

(3) The reluctance of students to live in college housing with its rules and regulations plus an important legal question as to whether a public college can force students to live in college housing.

With all of the dormitories constructed either as an individual project or as a part of a multiple project there are a total of thirty-four which is ten more than the twenty-four projects which included dormitories only. The total amount spent or committed for dormitories is $17,813,000 which, of course, will be augmented considerably if any of the dormitory projects now held in abeyance or for which full approval has not been given, are activated. South Dakota State University built the most dormitories and spent the most money. Seven dormitory units were constructed at this institution. The University of South Dakota stands second with six units; Northern State College and Dakota State College are tied with five each; the School of Mines and Southern State College are tied with four each and the Black Hills State College has constructed three.

The most frequent project after dormitories was unions and union additions. The session laws from 1955 down to the present show that there were ten of these which, when they are all completed, will mean an investment of $6,677,000.
In 1955 the Student Union was relatively new in South Dakota. There were separate Student Union buildings at the University of South Dakota and at South Dakota State University. The other five schools considered themselves fortunate to have one room for a snack center, a room for a book store and possibly a small room to hold one or two ping pong tables. That all began to change, however, in the middle and late fifties and the early sixties. Southern State College completed a small self-financed Union about 1956. The funds borrowed were non-Federal. By 1966 all of the colleges had fairly respectable Unions and some had already added to a building recently built. The University had outgrown its first Union building and had constructed a fine new Union building on the north side of the campus. South Dakota State University, the other institution to have an early Union, was selling this structure to the State of South Dakota for a classroom-office building in preparation for the construction of a new Union building on the northeast corner of its campus to cost almost $3,000,000.00.

The third most common self-liquidating project was the combination dining hall--dormitory. There were three of these projects plus three others for dining halls only. The largest of these combinations was built with a loan amounting to $1,925,000 and was constructed on the campus of South Dakota State University. The most costly of the single dining halls was also on the campus of South Dakota State University and was built with a loan of $750,000.

There were three projects for dormitories and student apartments. The most costly amounted to $2,120,000 and was located on the campus of the
University at Brookings. There was a single combination project for a Union and a dorm. The two units of this project to cost $725,000. At South Dakota State University there was a single planned apartment housing project to cost $620,000.

In the beginning the administrations of the colleges and the Board of Regents, not believing that the high projected enrollments would really come, were inclined to plan too small. Many of the early projects were for less than a half-million dollars while several of the projects in the late sixties and early seventies were to cost more than a million and one-half dollars. Three projects which are now dormant but still "on the books" range in amount from $1,400,000 for a dormitory to house 300 students at Northern State College to $1,800,000 for a combination dormitory--dining hall at Black Hills State College.

The number of projects, not the number of units because some projects were multiple units, range from nine at South Dakota State University to four at Black Hills State College. The number of projects on each campus and a close approximation of the amount of loans are as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Projects</th>
<th>Amount of Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSC</td>
<td>9</td>
<td>$14,692,000</td>
</tr>
<tr>
<td>NSC</td>
<td>8</td>
<td>3,710,000</td>
</tr>
<tr>
<td>USD</td>
<td>7</td>
<td>8,325,000</td>
</tr>
<tr>
<td>DSC</td>
<td>7</td>
<td>2,797,000</td>
</tr>
<tr>
<td>SDSM&amp;T</td>
<td>5</td>
<td>2,636,000</td>
</tr>
<tr>
<td>SSC</td>
<td>5</td>
<td>2,335,000</td>
</tr>
<tr>
<td>BHSC</td>
<td>4</td>
<td>1,825,000</td>
</tr>
</tbody>
</table>

At the outset the Housing and Home Finance Agency, later the Department of Housing and Urban Development, made loans directly to the college by
purchasing the bonds of the institution (actually the Board of Regents issued the bonds) if there was no private bidder who could offer the same low-interest, long-time advantages that the Federal Government could offer. Later in the program the Department of Housing and Urban Development (DHUD) offered two options; the Department could buy the bonds if funds were available to HUD or if not the Department could underwrite the interest so that the borrower was guaranteed an interest rate of three per cent when bonds were sold on the private bond market.  

Appropriations - Building Authority - Federal Grants

A building inventory completed in September 1969 showed that up to that date there were 641 buildings on the State college campuses. Since that time approximately ten new buildings have been completed or are under construction. Of course, there are, no doubt, some of the buildings included in the 1969 figure that have been razed or sold and moved off. The 1969 figure is further misleading to the uninitiated because it included every observable structure, such as quonsets, war surplus classrooms, trailer houses, any and everything that had four walls and a roof. Most of them also had floors. The inventory showed that before 1930 there had been constructed

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1Authority for discussion of Self-Financing Projects given in Regents' Minutes, South Dakota Session Laws and Institutional Reports made to the writer.

169 buildings, but this figure, too, must include sheds, barns, storage houses and other frame and temporary buildings. At Southern State College there were in 1930 three permanent buildings. The school at Spearfish had four; Eastern Normal at Madison had six; and the school at Aberdeen had eight permanent-type buildings. On the campus of the University there were not more than a dozen and probably only a few more at South Dakota State College. At least two-thirds of the buildings constructed up to 1939 were small, mostly frame and quite a number for temporary use only.

The Inventory\(^1\) shows that the period 1930 to 1959 was a period of great building construction on the state-supported college campuses. There were, according to the report, 323 buildings constructed during this twenty-nine-year period. This figure is likewise misleading since most of the structures that appeared on the campuses during this period began arriving in 1945 and consisted of quonsets, trailers, classrooms and other war surplus buildings. The real period of building construction of permanent-type and costly buildings was from 1957 to 1971. The report points out that from 1960 to 1969 there were 149 buildings erected. However, if we begin counting from 1957 when the real building bulge started and add the ten buildings constructed since the report was made, we arrive at a figure of 184 for the construction of modern and costly buildings which have been erected in the past fifteen years. These 184 buildings have been financed by appropriations, bonds issued by the South Dakota Building Authority, Federal grants and by the sale of self-liquidating bonds to the Federal Government and to private buyers.

\(^{1}\)Ibid., p. 23.
Reports submitted by the colleges to the writer in January 1971 showed that from 1957 to 1971 there had been constructed on the campuses of the state-supported institutions of higher education forty-eight non-self-liquidating buildings and forty-six projects for self-liquidating buildings. There were more than forty-six buildings constructed, however, since a few of the projects included two or more buildings or combinations of buildings.

As reported earlier, it was a long time before a million dollar building was constructed on any of the State campuses. As late as 1945 it was considered that $100,000 was a sizeable appropriation for a building and few were made before that date which were much larger. However, by 1960 planned construction calling for a million dollars or more were being approved. The largest amount ever allocated for a single structure or even a complex was approved by the 1970 Legislature.\(^1\) The act passed authorized the South Dakota Building Authority to construct and finance a multi-use physical education center at South Dakota State University at a cost of $3,685,000.00. To get the funds needed the Building Authority issued bonds which were sold to private investors.

According to individual reports\(^2\) furnished by the institutions there was spent on the individual campuses, from 1957 through 1970, a total of $34,457,461.96 for non-self-financing buildings. During the same years a total of $36,320,000.00 was expended for self-financing construction, even allowing for error, since an interpretation of the forms furnished or the

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\(^1\)South Dakota, *Session Laws 1970*, Chapter 42.

\(^2\)Reports sent the writer from each institution.
data required may have not been the same for all, the total expenditures for capital construction during the fifteen-year period considered, results in a rather respectable figure of $70,777,461.96. Not all of the projects have been completed; some are still in process of construction or plans being finalized and bids taken.

In considering the individual college campuses the most and the largest buildings were constructed at South Dakota State University. There were fifteen non-self-financing projects built on this campus costing a total of $12,540,578.00. Of this total amount $1,248,924.00 was contributed in Federal grants and $909,654.00 in private grants or from other sources.

The University of South Dakota is second in the number of buildings constructed on a paid-up basis. At this institution there were fourteen buildings erected at a total cost of $7,664,355.96. Of this total amount $1,172,815.00 was contributed in Federal grants and $100,000 in private grants.

Northern State College occupies third position in the amount spent for non-self-financing buildings. During the period here considered the financial outlay amounted to $3,856,269.00 of which $596,269 was Federal contribution and $30,000 private contribution. It should also be kept in mind that the totals given include the construction of some facilities and service units such as tunnels and electrical distribution lines. Of the total of $34,457,461.96 spent on capital construction $584,000.00 was spent on these items. Four institutions--the University, Northern State, Mines, and Dakota State--had such expenditures made on their campuses.

Dakota State College ranks number four in the total amount of paid-up capital expenditures with $3,849,459.00 being invested in the period. Federal
contributions amounted to $740,239.00 and private contributions totaled $169,765.00.

The South Dakota School of Mines and Technology stands in fifth place followed by Black Hills State College in a sixth position and Southern State College standing last or in seventh position.

At the School of Mines non-self-financing expenditures were made in the amount of $2,437,840.00. For some unexplained reason there were no Federal contributions listed and there were no private or other contributions mentioned. On the campus at Black Hills State College expenditures amounted to $2,274,762.00 of which $719,762.00 was in Federal contributions and $50,000.00 in private or other types of donations. Southern State spent $1,834,198.00 for paid-up capital construction with a Federal contribution of $508,198.00. This was the smallest Federal contribution received by any of the institutions, except the School of Mines which received none. Southern reported no contributions other than Federal as being made on this type of project.

While the figure of more than $70,000,000.00 seems a large one, nevertheless, perhaps another seven to ten million should be added if all of the physical plant and campus improvements and special equipment was included. It is fairly safe to say that from 1957 to 1971 there was $80,000,000.00 invested in campus permanent improvements, such as buildings, tunnels, heating lines, campus lighting, electrical distribution systems, heating plants and equipment of many kinds.

The biggest item to be added to the approximately seventy-one million for building construction was in the category called "deferred maintenance."
Many good and necessary improvements and plant services were paid out of deferred maintenance funds appropriated to the Board of Regents. The back-log of repairs, remodeling, painting, refurbishing needed on the physical plants of the state-supported institutions of higher education was tremendous. In 1948 the Regents and the Budget Board tried to build into the budget a one per cent of college building value for repairs. This was done for a while and then it was reduced to one-half of one per cent. This was a step in the right direction, but even at its full amount it was only a "drop in the bucket." It was not until 1963 that the Budget Board agreed to approving an appropriation to the Board of Regents for a sizeable amount for deferred maintenance. The amount included in the General Appropriations Bill that session was $300,000.00. Since the Legislature started meeting annually in 1964 these funds were only for one year. In 1964 a million dollars was set aside; in 1965 it was $1,232,000. The next year, 1966, the sum was cut to $569,000; increased to $654,000 in 1967 and reduced the next year, 1968, to $560,000. In 1969 the deferred maintenance item was raised to $700,000 and dropped back to $575,000 the following year. In all, since the practice started of designating funds for deferred maintenance, a total of $5,590,000 has been appropriated and wisely spent. Projects completed using deferred maintenance funds have ranged in size from those costing a few thousand dollars to major items, such as new heating plant equipment at Northern State College costing $100,000 and also an electrical distribution system at the same school costing $130,911.91. Perhaps the largest single cost item paid from these funds was the $415,168.00 used at Black Hills State College to refurbish and remodel Wenona Cook Hall, the first dormitory ever to be built on that campus.
The biennial period which began July 1, 1956, and ended June 30, 1958, was, according to Lem Overpeck, President of the Board of Regents which was responsible for the Biennial Report, a very satisfying period. In his Letter of Transmittal Mr. Overpeck pointed out that the colleges had received adequate funds for the 1957 to 1959 biennial period. Most of the college administrators at that time would have agreed with Mr. Overpeck. Probably no other legislature has made as large an increase in college appropriations from one session to another as was made by the 1957 Legislature. The increase in State appropriations for the support of higher education for 1957 over 1955 was only a little short of fifty per cent. With these funds Mr. Overpeck pointed out that there had been a substantial increase in salaries and that the institutions had been able to handle the increased enrollments. He also mentioned the amount of funds, other than those for operation, that had been spent on repairs and capital construction, both out of state appropriations and funds received for self-financing projects. The President of the Board expressed the opinion that what was done by the 1957 Legislature ought to be continued. College administrators were hopeful but their hopes were put at an end when the 1959 Legislature increased the funds for operation a negligible amount.

The curriculum plans of the seven state-supported institutions of higher education in South Dakota were pretty well established by the end of

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the 1956 biennial period. Few new departments, colleges or divisions were added during the next fourteen years. While there were, no doubt, many courses and perhaps organizations of major and minors added to the college programs, these did not begin to appear in the Regents' Minutes to any great extent until after the establishment of the Interinstitutional Committee on Educational Coordination created in 1964.\(^1\) After the Interinstitutional Committee began to function even the most minor curriculum changes came to the attention of the Board of Regents. Before that time courses were rarely, if ever, approved by the Regents. And, of course, if courses are added from time to time, there could develop a new minor, major or even a new program.

In 1958 the Regents approved a new Bachelor of Science Degree at the School of Mines.\(^2\) During the same year a committee was appointed to determine whether the University of South Dakota and the Black Hills Teachers' College should continue to operate on a cooperative plan for the Master's Degree in Education.\(^3\) As a result of their deliberations and subsequent developments, the Spearfish school undertook to offer graduate work at the master's level on its own.

It was during this period of time that many college students were becoming interested in flying. None of the state-supported colleges had the

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\(^1\)Regents of Education, Biennial Report, Biennial period ending June 30, 1964, Special Resolution No. 1--1964.


\(^3\)Ibid., p. 108.
means to provide the facilities and instruction at that time, although South Dakota State University was handling its own program very soon. The University of South Dakota provided for the instruction of its students who wanted to learn to fly by entering into a contract with the Yankton Air Service\(^1\) and South Dakota State College, for the same purpose, had a contract with the Dyer Flying Service of Brookings. Costs of education were on the increase and, although the Legislature of 1957 had been exceedingly generous, the Regents of Education found it necessary to raise tuition, to care for the additional classes and the extra services the increased enrollments required, to $108.00 per academic year for resident students and to $180.00 for non-resident students.\(^2\) The Regents adopted a ratio between resident and non-resident tuition to the effect that non-resident tuition should be sixty-six and two-thirds per cent higher than resident. It was during this biennium that a policy of a higher tuition rate was established for the schools of law and medicine. Resident tuition in the University Medical School was fixed at $160.00 per semester and non-resident, $275.00. Tuition in the School of Law was raised to $80.00 per semester for resident students and $120.00 for out-of-staters.\(^3\) The University also established a General College Fee of $50.00\(^4\) per semester. Most of the colleges were abolishing the

\(^1\)Ibid., p. 470.


\(^3\)Ibid., p. 547.

\(^4\)Ibid., p. 548.
numerous college fees that had been established and were charging a single college fee to cover laboratory fees and many other special fees which had been charged.

In the fall of 1957 Northern State Teachers' College was authorized to confer a Bachelor of Science degree in Special Fields with a major in Medical Technology. There were never many enrolled in this program, but it served some and required no additional courses, extra instructors or small classes.¹

The flood of enrollments under the G.I. Bill which started at the conclusion of World War II was considerably reduced by 1957. The veterans were still coming to college, but some of these had exhausted their rights under the G.I. Bill and others had never had such rights. All, however, if they were South Dakota residents, were entitled to free tuition at the State's seven colleges under the South Dakota Veterans Free Tuition Law which was enacted immediately following World War I and which had been amended to meet changing times. The number of students taking advantage of this legal provision was building up at all the state-supported colleges. The University enrolled seventy-two such students the fall semester of 1957.²

By the beginning of 1958 the controversy at South Dakota State College in which a great deal of the State was interested, if not involved, was quieting down. The Board of Regents, after appraising the whole situation, decided in January 1958 that the Dean-Director system should be established

¹Ibid., p. 571.
²Ibid., p. 579.
in the Agriculture Division of South Dakota State College.¹ The contention in the Agricultural Division which started about ten years prior was settled by the dismissing of the first Dean-Director and the firing of the Head of the Agronomy Department. Others involved in the dispute, because of age, retired by the end of the 1957-1958 fiscal year. The new President who took over in July 1958 found conditions relatively calm at the College. The Dean of the Division of Engineering was, however, still to be replaced. Since the reorganization of the Division of Agriculture at the end of the 1957-58 academic year, there has been calm and cooperation not only in this area but in the remainder of the instructional divisions. There never had been any major controversy in recent times in the other Divisions of the institution.

Mr. E. B. Coacher was employed as Executive Director of the Board of Regents in January 1958. He was the second person to hold this office. A. E. Mead who was, at the time, on the staff of the University of South Dakota was the first Director. He assumed office July 1, 1955, and remained in office until he was hired as Commissioner of Higher Education for the State of North Dakota. Mr. Coacher served for ten years, the last four months of which he was designated as Commissioner of Higher Education. That office having replaced the Executive Director's office as a result of action taken by the 1968 Legislature.

It was during this period of time that the National Science Foundation began to make awards for special programs. The University of South Dakota

was one of the first, if not the first, State college to be awarded such a grant. It received $57,700.00 for a summer institute for the preparation of high school science and mathematics teachers. In the following years several NSF-sponsored projects were conducted at the University, South Dakota State University, School of Mines and one at Northern State College.

The School of Mines and Technology decided that its curriculum in General Engineering was not appropriate to its needs and requested that the Regents approve a request to phase out this program during the 1958-1959 academic year. The institution's request was approved. Dr. R. E. Jonas, President of the Black Hills Teachers' College, reported that there was considerable demand for graduate study at his institution. Such study had been carried on in cooperation with the University, but the inference of the 1958 report was that the Hill's school wanted to promote its own program. Graduate study was building up at the School of Mines and a faculty member was designated as Director of Graduate Studies. President Partlo of the School also reported that there was a need for a program in Nuclear Engineering.

Perhaps the greatest change in the direction of progress was made during the biennium in the programs at the University of South Dakota. The President of this school in his biennial report to the Board of Regents listed

\[1\] Ibid., p. 641.

nine developments that had educational implications.¹ For the first time the University, and it alone, was granted the authority to confer the Doctor of Education degree. This was a much needed development in the State. Since its inception a number of able school men have received this degree from the institution. Also authorized at the University were a Master's Degree in Business Administration, one in Natural Science and one in the Humanities. The Regents likewise gave the school approval to organize a major in Industrial Engineering and establish a Research Foundation. Three other accomplishments of the two-year period were the establishment of the first closed circuit TV at any of the state-supported institutions of higher education, the starting of an honors seminar for superior undergraduate students and the expansion of the Extension Department. The establishment of an honors seminar was in keeping with the times. Educators are faddists and the curriculum fad of the fifties was an "honors program." The colleges and universities either developed an honors program, pretended they had one or were embarrassed. Later years there has been little talk about special honors programs, although the superior student has not been forgotten in other programs.

The biennial period ending June 30, 1960, was one of increased responsibilities both for the college administrators and the Board of Regents. Enrollments were increasing rapidly; the requests for authority to construct self-financing buildings were multiplying and the demands for more classroom-laboratory buildings and instructional facilities were building up. In

¹Ibid., p. 979.
addition to this inflation in the country was causing a rise in salaries to the extent that South Dakota was not keeping up. On almost every national or area salary study that was made, the state-supported institutions of higher education were either last or nearly last in the scale of pay allowed for college faculty. Naturally, under such circumstances the college faculties were requesting more pay. In addition to more pay they were also concerned about a retirement system. South Dakota was the only state in the Union that did not have, in addition to Social Security, a retirement system for college faculties and administrators. The things the college people were demanding cost money and, as is frequently the case when increased funds are requested, a delay, at least, could be obtained by making a study. The Thirty-Sixth Legislature which was the 1959 Session passed Senate Concurrent Resolution No. 3 directing the Legislative Research Council to conduct a study of higher education in the State. The study that was subsequently made was sponsored cooperatively by the LRC and the Board of Regents.\(^1\) The costs were primarily paid by the State institutions out of their Local & Endowment Funds. Subsequently, the United States Office of Education was contracted to do the study. The study which was carried out during 1960 was called a Survey of Higher Education in South Dakota. It included both the public and private institutions of higher education and was directed by Dr. S. V. Martorana. The recommendations were ready for the 1961 Legislature.

During this biennium the University conferred its first Doctor of Education degree. Four were conferred at the June 1959 commencement. The

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\(^1\)Regents of Education, Official Minutes, November 19, 1959.
two engineering schools in the State that had been having some accreditation problems were reviewed by the Engineering Council for Professional Development (ECPD) and most of the programs were approved or would be approved with some strengthening. Nursing at South Dakota State College was fully accredited and the school boasted that it had the only program in the State so favorably recognized. This institution also reported that after the problems it had encountered in the Agriculture and Engineering Divisions that these Divisions by 1959 had effective leadership and were functioning effectively.¹

In 1959 South Dakota State College observed its seventy-fifth anniversary having opened its doors to students the fall of 1884. There were activities at the College during the year commemorating the occasion. Dr. Charles L. Sewrey who was Associate Professor of History at State College in 1959 and is now Professor of History wrote a ninety-eight-page history of the institution called *A History of South Dakota State College 1884-1959.*²

In all the State institutions which had a graduate program the advanced work was assuming more and more importance. At South Dakota State College a Graduate Dean who was directly responsible to the President was appointed for the first time.³ Before this, the heading up of the graduate work was loosely

done by a staff member who was appointed Chairman of Graduate Studies. The people appointed were changed frequently and the work of handling the administration of the graduate program was in addition to another full-time job.

Although Northern State Teachers' College and Black Hills Teachers' College were fairly safe with accreditation by both the North Central Association of Colleges and Secondary Schools and the National Council for the Accreditation of Teacher Education, Southern State Teachers' College and General Beadle State Teachers' College were still working to improve their standing with these two agencies. Northern, which conferred its first Master's Degrees in 1954, was seeing a strong increase in enrollments in its graduate program for teachers. While the number of Master's Degrees conferred in 1954 was only seven, the number conferred in 1959 was 66. The number of Master's Degrees awarded at the School of Mines and Technology was increasing and the Black Hills Teachers' College started its own Master of Education Degree program in the summer of 1959.

Considerable building was being carried on at all the State colleges. At Madison a gift to the college made possible the construction of a building costing approximately $100,000.00 to house the Museum of the Lake County Historical Society.

Almost from the beginning the heads of the state-supported colleges had pointed out to the Boards of Regents the need for a retirement system for college faculties. And while this subject had been discussed with the Regents, who were generally sympathetic, no action had been taken. However, at the meeting of the Board of Regents on July 18 and 19, 1958, Professor Glen R. Driscoll of the University of South Dakota, on behalf of a Joint College and
University Faculty Welfare Committee asked for full endorsement for a retirement program. This endorsement was readily given. It provided for a minimum staff contribution of three per cent.\(^1\) This led to action by the State Legislature in 1961 which gave the Regents authority to provide a retirement program for its professional employees.\(^2\)

At this time six of the seven state-supported schools were operating on the quarter plan and one, the University of South Dakota, used the semester calendar. In October 1958 the School of Mines requested and the Regents gave permission for this school to go on the semester plan with the opening of school the fall of 1960. Later the Regents required all of the higher education institutions under its direction to adopt the semester plan and a uniform calendar.

The Board of Regents were, in 1958, beginning to find little leisure attendant upon their meetings which were sometimes called oftener than once a month. Every meeting was filled with considerable business and the time allocated for a meeting was not always adequate. Occasionally a college president would find, as the Regents' meeting neared a conclusion, that he had only five or ten minutes to present for approval his routine business. Being a Regent in these days required competence, patience and enough freedom to spend the time required on the business of the State institutions of higher education.


Back in 1881 when the Territorial Assembly meeting at Yankton was creating educational institutions in the part of Dakota Territory that is now South Dakota, it established by statute normal schools at Alexandria in Hanson County and Watertown in Codington County. However, when the Assembly met for the last time at Yankton in 1883 and reaffirmed the schools established at Brookings, Spearfish, Madison and Springfield, nothing was said about the normals at Watertown and Alexandria, nor has any legislation been passed since that time to establish State colleges at either of these two locations. Watertown has since 1881 felt that it was cheated in not getting a State institution since all the major towns had something of either a public or private nature. For this reason the promoters of Watertown have frequently tried to get the Legislature to locate some type of educational institution there or they have tried to get the Board of Regents to go on record supporting such a project. When the Regents met in December 1958 a group from Watertown appeared before them to discuss the feasibility of establishing a junior college at Watertown. Generally, in response to such requests, the Board of Regents and the legislators took the position that the State already had all the institutions of higher education it could support.

As has been pointed out, the college presidents and the Board of Regents were very pleased by the appropriations for higher education made by the 1957 Legislature. It may be that rapport between the Regents and the Appropriations Committee were the best during this session they have ever

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1Regents of Education, Official Minutes, December 5 and 6, 1958.
been. At least, at the end of the session, the legislators were proud and the Regents and school people pleased. During the 1957-1959 biennium the State colleges were relatively affluent. However, this condition did not last long since the 1959 appropriations for support of the State colleges showed the smallest increase of any appropriation since World War II.
The colleges found themselves short of funds to fully reward their faculty members during the 1959-1961 biennium. There was a great deal of "belt tightening" and wherever staff could be shifted from State payrolls to auxiliary enterprises this was done. The amount of money thus released for the faculties salaries by this tactic was not much, but it helped. One thing that was done which was probably a mistake was to "freeze" the salaries of staff members who were sixty-five or over. This was done as a recommendation of the Presidents' Council\(^1\) and continued in effect until about 1965. Not many of these older people left under the circumstances because it was difficult for people of this age to get another job. A few, however, did and went to better jobs than they left. There was an injustice done, of course, to those over sixty-five who were in good health, vigorous and perhaps doing the best job of their lives. In order to reduce the cost of college expansion the Regents also put a damper on the recruitment of students. At its April 1959 meeting the Board directed that all out-of-state pre-college counseling of students (another name for recruitment) be stopped until further advised by the Board itself.\(^2\) This regulation is still in effect with 


\(^2\) Ibid., April 27 and 28, 1959.
a few modifications. Today, if there is to be out-of-state pre-college
counseling, an invitation must come from the agency wanting it done and no
State funds may be spent for the purpose.

Although extension work had been carried on almost since the State
colleges were created, there was a considerable build-up of this kind of
education during and following World War II. This work expanded to the point
where today each of the seven state-supported institutions of higher education
carry on extension classes from time to time. Generally, instructors were
paid a certain amount for each class plus traveling expenses according to the
State rate. However, it was reasoned that some remuneration should be given
for travel time and this was provided by the Regents at the University in
1959. The first rate set was five cents per mile. This was soon raised to
six cents. About the same time the University was given authority to take
the necessary steps to establish a television station on its campus.

When the Regents adopted a policy of sabbatical leaves for professional
staff, it was not clear as to whether senior sabbatical leave for a year
meant an academic year or a calendar year. It was also not clear as to
whether a staff member might be on sabbatical leave for a full year at half
pay or a half year at full pay. During the period from the beginning of the
sabbatical leave until July 1959, some college administrators interpreted the
policy one way, some another. Consequently, there were cases where a staff
member had a full sabbatical for a calendar year and in other schools such

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2 Ibid., May 25, 1959.
leave could be obtained only for nine months. Discussion among the Regents at the time brought out the fact that the Board had never intended to make available a twelve-months sabbatical, so on July 23 and 24, 1959, action was taken to limit sabbaticals to two semesters or three quarters.¹ No provision was made for part-year leave at full pay. The policy remained as the Regents applied it at this time until July 18 and 19, 1968, when the policy was changed to allow twelve-months sabbaticals for people on twelve-months contracts and nine-months sabbaticals for those whose contracts ran for nine months. The Regents also made it possible for those who wished to take half sabbaticals—that is, sabbaticals for a half year instead of a full year—to receive full pay for the period. Summer School was not considered as being a part of a twelve-months contract.²

As enrollments at the state-supported colleges increased, so did the number of cars on campus. A few legislators were much disturbed over this phenomenon and at their goading the Board of Regents had to become concerned. The number of students leaving the campus each weekend, the effect this might have on college esprit-de-corps, and its impact on scholarship seemed to be the chief matters attracting the Regents' attention. Some legislators seemed to feel that if the students had so much money for cars perhaps tuitions could be raised and the State called upon for lesser amounts in appropriations. Some legislators even talked of introducing legislation to ban students' cars

on the campuses of the public colleges of the State. The Regents wisely turned the matter over to the college administrators with a warning that the matter had to be handled and to study it carefully. It is certain that every college president was concerned and something was done (usually a study) on each college campus. The writer was President at Northern State College at the time and here a careful study was made of how the students who lived in campus dormitories used their cars. The results showed that, although students' cars were an annoyance and that some students did a lot of running around, the car probably did not affect the student's going home or his scholarship. The study showed the following: (1) the dormitory having the most cars per student went home the least; (2) the dormitory having the fewest cars per student went home the most; (3) the dormitory where the students went home the most had the highest average scholarship. After this year of study the student-car phenomenon was looked upon as a "sign of the times" and as much a part of going to college as the "trunk" was a half century before. However, even though the "cars on campus" were no longer looked on as a vicious influence, it was still something that could not be ignored. Very shortly the colleges began to make parking room for the students' cars and to impose a parking fee so more land for parking could be acquired and traffic controls set up.

As the institutions of higher education supported by the State became older and the Boards of Regents more sophisticated in the administration of the colleges, there was a greater tendency to plan ahead. This is evidenced by ten-year building plans requested by the Board on occasion and especially by a ten-point public relations program adopted in August 1959. This program
was designed to help South Dakotans learn about their colleges and universities and to furnish information for the legislators. In preparing this ten-point program one college president, one member of the Board of Regents and one college faculty member made up the three-person committee.

Near the close of the biennium it was clear that the activities of the colleges and universities were expanding beyond the work traditionally carried on in the college classroom and laboratory. The Regents, who had already approved the establishment of a TV station on the campus of the University moved to restrict any channels allocated to the South Dakota educational institutions to educational purposes. The Board also approved the construction of a micro-wave tower on the University campus to operate between the University and a commercial station, KORN, at Mitchell, South Dakota, under an agreement with the Mitchell Broadcasting Company. The compact was finally approved by both parties on November 15, 1959. At the same meeting at which the micro-wave tower was approved an Institute of Atmospheric Sciences was authorized for the School of Mines and Technology.

By the late fall of 1959 it was clear that the Regents were faced with a new problem. A faculty member at the School of Mines wanted to run for political office—namely, the national House of Representatives from the Second South Dakota Congressional District. Naturally, he did not want to give up his college job until he was certain of another. Considerable

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3Ibid.
controversy surrounded the case on which the Regents took a firm position by passing Resolution No. 2-1960.¹ This resolution applied to State, national, and county offices, but not city. It provided that any of their employees who were candidates for the offices specified in the resolution must resign or take a leave of absence, without pay, sixty days before the election. If they were elected a resignation was mandatory.

As education moved into the sixties there was more of everything with the possible exception of State appropriations. There were even more of these, but seemingly never enough. There were more students, more costs, more buildings, more Federal grants, more internal problems and more challenges for the college administrators and the Board of Regents, all of which were met in a rather satisfactory and admirable manner.

At the end of the biennium concluded on June 30, 1962, Dr. Roland Hubner, President of the Board of Regents, in his letter of transmittal to the Governor of the Regents’ Biennial Report enumerated what he called the major actions of the Board from July 1, 1960, to June 30, 1962. These actions are fairly typical of some of the actions engaging the Regents’ time and are listed below:

(1) Adopted a 10-point program for public relations.
(2) Prepared a list of special appropriation requests for the Legislature.
(3) Adopted a policy on inventions by employees.

(4) The Executive-Director appointed to the State Committee on Educational Television.

(5) Established a system of uniform accounting.

(6) Required the educational institution to prepare a list of capital needs.

(7) Approved a two-degree plan at the School of Mines and South Dakota State College.

(8) Approved the capital needs for the 1963 Legislature.

It should be explained that the "two-degree" program mentioned in the Regents' Report was an arrangement wherein a student could study in two fields and with the accumulation of enough credit hours, some of which could be transferred from one field to another, he could receive two degrees. This might work out, as it did at one time at the University, wherein a student could study for three years in Liberal Arts and three years in Law and receive a Bachelor of Arts Degree and an LL.B. Degree. At the present time the two-degree plan is operating at some of the state-supported colleges.

The fall of 1963 all of the state-supported colleges were placed on the semester plan although at the time five of them were on the quarter calendar and the trend for change throughout the United States was from the semester plan to the quarter or trimester plan. There are arguments for all plans but the Regents were interested in uniformity because lack of it caused some problems. The biggest difficulty was with transfers. The quarter usually ended about Christmas and the semester the end of the following January. Students who wished to transfer from a college on the quarter system to the spring semester had a month of waiting and a transfer from a school on the
semester plan to one on the quarter plan was a month late. Calendar uniformity would cure this problem and make it possible for siblings attending two different State colleges to have their vacations at home at the same time.

The programs at the teachers' college which became essentially the same about 1927 were further developing similar programs for teacher education with some specialties. At Northern State Teachers' College the graduate program for teachers was growing successfully, especially during the summer sessions. A program in Special Education was being developed and the enrollments in business education were beginning to challenge those in teacher education. Black Hills Teachers' College, in addition to its basic teacher education program, had started its own graduate program for teachers and was also offering courses in Special Education. At Southern the chief specialty was Trade and Vocational Education. Not only were enrollments increasing in this area but the number of offerings and the facilities for this type of education were being expanded. General Beadle State College was, over and above its basic program, emphasizing the preparation of kindergarten and primary school teachers. All of the state-supported colleges were in good position as far as accreditation was concerned.

As the higher education institutions grew administrative staffs were enlarged at most institutions. South Dakota State College, which had employed an Assistant to the President for several years, named an official to be not only Assistant to the President but also Director of Development. The College also created and filled the office of Dean of Academic Affairs and added an Internal Auditor and Chief Accountant to its Business Office staff. State College reported at the end of the 1960-1962 biennium that it was
offering Master of Education Degrees in eight fields, Master of Science Degrees in thirty-five and Ph.D. Degrees in seven areas. At the University the graduate program was also expanding particularly in education. By 1962 this institution was fully accredited by the National Council for Accreditation of Teacher Education at the bachelor's and master's level. Accreditation for the Ed.D. Degree was only provisional.

During the period under consideration here there was considerable discussion concerning the establishment of a sixth-year program for the preparation of school superintendents and school service personnel. Some of the local superintendents were urging that such programs be developed at Northern State Teachers' College, South Dakota State College and the University of South Dakota. Other areas of study over which there was some controversy was Home Economics and Nursing. In order to obtain an answer to some of the issues the Board of Regents passed Resolution No. 33-1961. This resolution provided that the college presidents, or their representatives, with the Executive Director were to study and make recommendations on the advisability of a sixth-year program and also what the Home Economics and Nursing programs should be at the University. The committee was supposed to have its report ready in three months. The committee met on September 26 and 27, 1961. Subsequently, a report was made to the Regents, who by resolutions numbered 62, 64 and 65-1961, made the following pronouncements: 2

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2 Ibid., November 17 and 18, 1961.
(1) The State institutions which prepared teachers were to develop a cooperative program leading to the Specialist's Diploma.

(2) The Specialist's Diploma would be granted by the University of South Dakota which would allow a transfer of twenty-two semester hours credit of graduate work in professional fields and eighteen hours in areas other than Professional Education.

(3) The University alone would give the Doctor of Education degree.

(4) Five-year programs of teacher training were to be developed:

(a) General Beadle State Teachers' College would work with South Dakota State College.*

(b) Southern State Teachers' College would work with the University, except in the field of Industrial Education where it would work with South Dakota State College.

(5) Nursing at the University was established as a two-year program.

*General Beadle State Teachers' College would cooperate with SDSC in the training of high school teachers and with USD in the preparation of elementary teachers.
(6) Home Economics was to continue at the University as a small, well-equipped non-vocational department.

(7) The training of Vocational Home Economics teachers was limited to South Dakota State College.

At the same time the previous curriculum decisions were being made, the administration at Northern State Teachers' College was given authority to discontinue its five-year nursing program which was being carried on in conjunction with St. Luke's Hospital of Aberdeen, South Dakota, and which was started during World War II.¹ The decision to drop the program was prompted by low enrollments and the desire to help solve the problems of unnecessary duplication.

Pre-college counseling and the predicting of college success has always been a problem; it was much more so before 1960. Prior to this time the University of Iowa had worked out what was claimed to be a highly valid and reliable test to help colleges and high school seniors plan post-high school educational programs. Several states were using this testing program called the American College Testing program (ACT) and South Dakota colleges, both public and private, were anxious to be included with the other states using it. At the outset a fee of $3.00 had to be charged each high school senior who took the test. A fee has always been charged and today, because of the increasing costs of giving the tests, it has been set at $5.00. When the request to administer the test was first proposed, one or two of the

Regents were opposed to the plan because of the fee to be charged and because this was another test in the multitude of tests high school seniors were required or at least found advantageous to take. However, the Board at its July 1960 meeting did give the necessary approval.¹

As the Federal Government got more and more into the picture of giving categorical rather than general aid to both public schools and higher education, college faculties were receiving research grants and considerable investigation was being carried on at South Dakota State College, the University of South Dakota and the South Dakota School of Mines and Technology. The mining school at Rapid City was particularly active in receiving federal grants and in carrying on scientific research. Since out of these endeavors might come important inventions or discoveries of commercial value the three institutions mentioned earlier were anxious to develop a policy which would lay down some ground rules for such an eventuality. In November 1960 the Regents at their regular meeting adopted a policy relating to patents by staff members from South Dakota colleges that was designed to protect the interests of the institutions whose facilities had been used and the rights of the staff member who made the invention or discovery.²

Financing of inter-collegiate athletics has always been a problem for the State schools. Not until recently has the Board of Regents taken the position that athletics is a part of the total educational program and that it should receive appropriate financial support. As recent as 1945 a

state-supported college was fortunate to be able to purchase a few basketballs and footballs and pay for them with State funds. Today the matter is up to the institution. It can buy all of its athletic equipment from State funds if the funds are available.

Another matter that bothered the schools was scholarships, subsidies and grants-in-aid for scholar-athletes. There were a few scholarships and a few jobs available for the student-athlete and that was about all. In 1961, however, the athletic directors and the presidents of the state-supported colleges came to an understanding approved by the Regents that a certain per cent of gate receipts and guarantees could be used to support athletes with scholarships, room expenses and later grants-in-aid. A ceiling figure has always been kept for South Dakota State University and the University of South Dakota members of the North Central Conference that today includes schools in four states and a lower figure for the State colleges that are members of the South Dakota Intercollegiate Conference (SDIC).

Housing and feeding boarding school students have always been an institutional problem. No institution seemed to be free of student complaints, no matter how good the food served the boarding student was. No doubt, in some cases, there was cause for complaint because there is a close relationship between quality and cost and the students expected to be fed at the lowest possible cost. Some schools outside of South Dakota and Sioux Falls College within the State had adopted a plan new to the State and that was

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contracting with a professional food service company. The first company in the State was the Prophet Company of Detroit, Michigan, which first held the contract for Sioux Falls College. However, since there had been some complaints about the food served in the dining hall at Northern State Teachers' College and since the long-time steward and chef was within a year of complete retirement, this school entered into an agreement with the Prophet Company of Detroit, Michigan. This company began serving college meals with the opening of school in September 1961. At first there were a few problems but with the coming of a highly competent manager the Company has operated with satisfaction to the school ever since the opening date. A few years later Southern State College entered into a contract with this Company. South Dakota State University, however, after worrying with the food service for many years, entered a contract with the Saga Food Service, Incorporated, of Menlo Park, California. The Company would have charge of the food preparation and service in all its dining halls and the Pugsley Union.

Early in 1960 the Board of Regents passed a resolution providing that a staff member could take a leave of absence from his job without pay during the time he was seeking a national, State or county office. Only upon his election to office was resignation mandatory. However, in March 1961 this resolution was amended by another resolution which required the staff member to resign at the time he announced himself as a candidate. In this resolution only candidacy for State and national offices was mentioned.¹

Early in 1961 the Board of Regents became aware of the fact that within the next seven years six of the State's college presidents would reach the age of sixty-five. Previously the Board had followed no policy on the age at which the institutional heads should step down and several of the chief administrators served well beyond the age at which executives commonly relinquish their administrative duties. However, at the April meeting the Board of Regents adopted the following policy which has been altered but little:

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1 (1) The Board may relieve the several college staffs at age 65.

2 (2) Following age 65, the Board may keep a staff member employed on a year-to-year basis until the age 70.

3 (3) At age 70 a staff member must relinquish all duties.

4 (4) At age 70 the Board then will endeavor to assign the staff member more limited employment.

5 (5) Age shall be determined by the birthday nearest the beginning of each fiscal year, July 1.

(This provision was later changed so that the retirement date was the end of the fiscal year, July 1, in which the staff member became of retirement age.)

6 (6) Resolution is to become effective July 1, 1961.

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1Board of Regents, Official Minutes, Special Resolution No. 16-1961, April 20, 21 and 22, 1961.
Effective July 1, 1962, all presidents and superintendents must retire and the Board will endeavor to find more limited employment.

The first two presidents to retire under the new policy of the Board of Regents was Dr. W. W. Ludeman of Southern State Teachers' College and Dr. V. A. Lowry of General Beadle State Teachers' College. Actually, Dr. Ludeman was sixty-five by July 1, 1961, but because of the lateness of the adoption of the policy, he was permitted to remain in office until July 1, 1962, when he and Lowry were both retired. The next two presidents to retire were Dr. I. D. Weeks of the University and Faye Partlo of the School of Mines, both of whom retired July 1, 1966. Dr. Weeks had not reached the mandatory retirement age at this time but chose to step down, nevertheless. Dr. R. E. Jonas gave up the presidency of Black Hills State College on July 1, 1967, and the last of the six presidents to retire was Dr. J. Howard Kramer of Northern who turned over the administration of the institution to a new president on July 1, 1968. It will not be until about 1977 that another of the State's college presidents will reach the age of mandatory retirement.

Near the end of 1961 the war in Southeast Asia was being stepped up and the United States, in order to keep its commitments, was stepping up the call of young men under the Selective Service Act. In some cases National Guard units were being called to active duty. This meant that some college employees would have to give up their jobs and some students would have to leave school before a quarter or a semester was completed. In order to
protect these people the Regents approved Special Resolution No. 56-1961 which guaranteed an employee his old job back if he reapplied not more than ninety days following his discharge.¹ Later the Board approved Special Resolution No. 56-1961 which guaranteed the student who was doing average scholastic work his credit if he did not leave too soon before the end of the term—three weeks prior to the end of a quarter and four weeks prior to the end of a semester. Those who had satisfactorily completed seventy-five percent of an extension course were also allowed credit.² The above provisions were very similar to those observed during the Korean War. They are still in effect.

As far back as 1948 the Secretary of Finance had been calling meetings of the State institution business officers more-or-less regularly. These meetings sometimes included the Regents and the institutional heads. The result of the meetings was the formation of a Council of Business Officers of the South Dakota Institutions of Higher Education which organization met from time to time to discuss business procedures in the several institutions and to make recommendations. Business procedures and record keeping had not been uniform in the educational institutions and this made reporting of financial activities and institutional comparisons on a State and national basis difficult, if not impossible. In the late fall of 1961 the Council of Business Officers met with the Executive Director of the Board of Regents to consider the adopting of a uniform system of financial accounting.³ This

²Ibid., October 19, 20 and 21, 1961.
meeting was the beginning of a process which ended up with the State's colleges adopting the accounting system recommended by the American Council on Education. Since this Council of Business Officers had operated so constructively, the college admissions officers, encountering similar problems in record keeping, student accounting and reporting, formulated a Council of Admissions Officers for State colleges.¹

As a result of the study of higher education in South Dakota by the U. S. Office of Education in 1960 certain recommendations were made. Many of these suggestions were non-controversial, but a few were two-sided with strong proponents on each side. The geology programs at the University and the School of Mines came in for consideration as they have since. The study had recommended that the Regents consolidate both programs into one and locate it at one of the schools, probably the School of Mines. After studying the recommendation the Regents decided that the geology programs at the two schools served different purposes and that both programs were needed.² This arrangement continues down to the present time. However, a Master Plan for Public Higher Education in South Dakota again in 1970 recommended only one geology department and proposed that it should be located at the School of Mines.³

As the schools grew in size and the demands increased on the graduate schools for more and better programs, there was also a need for additional

instructional help on most of the college faculties. These two demands tended to go hand-in-hand. If the graduate schools could attract enough able students the need for teaching and laboratory assistants could also be handled. However, teaching assistants and laboratory assistants expected to be paid and most of them were. The pay, however, was modest since most of the institutions did not have all the funds they could use to pay graduate assistants. To make these posts more attractive, the Board of Regents passed a resolution in January 1962 declaring that all graduate students under contract were to be considered regular staff members and would, therefore, not be required to pay more than resident tuition.¹ Later, a greater advantage was given these people when the Regents reduced the rate of tuition for them to one-third of the regular resident rate.

For many years, and as late as the middle fifties, there was an unwritten policy of the Board of Regents that its April meeting would be on the campus of the University in Vermillion. This was the meeting at which the recommendations of the college presidents were presented for staff appointments and salaries for the next academic and fiscal year. It was also traditional that the July meeting of the Board, the designated annual meeting for the election of officers, was held in the Black Hills. Half of the time of the July meeting was spent on the campus of the Spearfish school and half on the State school in Rapid City. However, as times changed and the size of the Board changed, these meetings were not always held on the traditional

dates or at the traditional places. Although the place for the April meeting was likely to be any place other than the University, the Regents did feel that because of the date of the adjournment of the Legislature, the best time for the "hiring and firing" meeting was April. To establish this as a policy a resolution in April 1962 stated: "That as a matter of policy, salary lists will be considered by the Board of Regents at the April meeting each year."¹

At the end of World War II there was soon a large contingent of men at what is now Ellsworth Air Force Base northeast of Rapid City. These men and their officers were anxious in many cases to start or advance their college education. The Black Hills State College was first to move in with a large offering of extension courses. This institution still carries on a comprehensive program at this Air Force base. However, some of the men had their undergraduate degrees and wanted to pursue a master's degree. None of the South Dakota schools at first seemed interested, so Ohio State University moved in with a program of graduate offerings. This did not work out as well as expected so the program was finally taken over by South Dakota State University first on a contract basis and later operated as an extension program from the University.

One of the concerns of the Regents or other types of governing boards for the institutions of higher education, first in Dakota Territory and later in the State of South Dakota, was to see that each school confined itself

¹Regents of Education, Official Minutes, Special Resolution No. 5-1962, April 6 and 7, 1962.
within the limits of its institutional objectives. In the Biennial Report of the Board of Regents for the period ending June 30, 1964, the Board again, as it had over the years, specifically stated that there was to be no curriculum extension beyond institutional objectives. The Regents also did two other things designed to keep the expansion of the institutions under control.

At its meeting September 20, 1963, right after hearing an oral report from Dr. Harvey Davis, the Board created an "Inter-Institutional Committee on Educational Coordination" and adopted a uniform policy on extension centers.

Dr. Davis explained to the Regents how the new Committee was to operate. Schools which wanted to alter their curriculums in any way were to prepare a written proposal for each change. These reports were then presented to the Board which, in turn, referred them to the Inter-Institutional Committee on Educational Coordination. The Committee studied the proposals and made recommendations back to the Board which then took action. This new Committee was made up of seven members, one from each institution nominated by the president of each respective college. The members appointed served for three-year terms and were eligible for reappointment. The first Committee was composed of five deans and two members with faculty rank.

Extension programs had existed in the two universities almost since the beginning and had showed up occasionally at some of the other institutions. By 1960 all of the colleges carried on extension programs of one kind or another and frequently one college would be teaching a course in a community...
when another moved in with a course more or less in competition. The greatest abuses, however, were in the schools where instructors were paid on the basis of the size of their extension classes. This was extra pay for the teacher and led to active recruitment by the teacher to swell extension class enrollments. Since extension class teaching was usually over and beyond the staff member's full campus load, this led to the danger that regular on-campus teaching would be neglected. In September 1963 the Regents approved a nine-point policy designed to eliminate some of the abuses in the extension teaching programs. The Board also insisted the schools cooperate and by gentleman's agreement described areas in which each school would operate. Any indication of conflict was to be ironed out by the colleges themselves. The nine areas of the new policy controlling extension classes were:

1. Purposes of extension teaching.
2. Administration of the program.
3. Staffing extension classes.
4. Restrictions on the program.
5. Finance of extension programs.
6. Class schedules.
7. Instructional standards.
8. Student load limitation.

During the biennial period which began July 1, 1962, several noteworthy events took place. The Laboratory School at Black Hills Teachers' College was closed out at the end of the 1963-1964 academic year. This school had been in operation since 1883, a period of eighty years, and was the last of the college laboratory schools at the State institutions to close its doors. Now, the colleges were working with the public schools which provided laboratory experiences for the pre-service teacher. By 1964 all of the State colleges, except the School of Mines, were giving at least one degree in a non-professional or liberal arts field. More women were attending the School of Mines and the President of this institution was urging the Regents to establish a two-year General Studies or Liberal Arts program at the school. He was also suggesting that the time was near at hand to provide, at the School of Mines, on-campus housing for women. Pharmacy at South Dakota State University had become a five-year program in 1960 and the fall of 1963 Wildlife Management was established as a separate department at the school in the College of Agriculture and Biological Sciences. Graduate schools were expanding and, particularly at the University, there was a need for more funds to strengthen graduate programs. Although the number of Doctor of Education degrees conferred at the University was increasing, accreditation of the work by the National Association for Accreditation of Teacher Education (NCATE) had not been secured.

Early in 1964 the Board of Regents put the finishing touches on the establishment of a Retirement System for Professional Employees. In March of that year the Board President and the Secretary were authorized to sign a
contract with the Bankers Life Insurance Company of Des Moines, Iowa.¹ This program was ready for staff members to sign up the fall of 1964. At first, the plan provided for a three per cent contribution by the staff member and a three per cent by the institution on a base of $4,800. Later this was changed to provide for three and one-half per cent contributions on a base of $6,000.00.

As the colleges matured they became more and more concerned over the personal welfare of the students. This led to the creation of departments of Student Personnel and Guidance Services on each campus. One of the functions cared for in these departments was the health of the students. The University, in connection with the local hospital, was the first to offer its students a comprehensive health plan. The School of Mines and South Dakota State University were next in line with plans providing fairly good coverage. State University, however, was using a plan provided by Blue Cross--Blue Shield to round out its plan. The other institutions were anxious to make their plans as good as they could and sought outside underwriters to help them do the job. Blue Cross--Blue Shield offered plans to any college that wanted to participate. These underwriters--there were others--wanted to make their plans compulsory for all students. This, of course, would have been better for the underwriters and for the students. The Regents, however, shied away from the concept of "compulsory" and to cover the matter passed Special Resolution No. 50-1962.² This resolution provided that the institutions might

adopt a voluntary insurance or health plan participation by the students, must be purely voluntary and the plan must have the approval of the Regents before implementation.

While the state-supported colleges of South Dakota provided preparation in several fields, there were also several fields in which no programs were to be found within the State. One of these areas was dental hygiene. The South Dakota Dental Association was acutely aware of the need for dental hygienists and also conscious of the help they could get if these para-professionals could be prepared within the State. At the November 16 and 17, 1962, meeting of the Board of Regents a committee from the State Dental Association met with the Board to request the establishment of a two-year program in dental hygiene at one of the State's public colleges. The Board took action by appointing a committee to study the feasibility of such a program. After nearly five years a decision was made to institute a curriculum in Dental Hygiene in the School of Medicine at the University. The first classes in this program began in September 1967.¹

Ever since 1953 there had been a Presidents' Council composed of the presidents of the state-supported institutions of higher education. The method of electing officers in this group was rather unique since the first president of the group was the college head who had been in his position longest and the secretary was the college president whose tenure had been the briefest. Officers served for one year. This group originated many matters

for the consideration of the Regents and on several occasions the Board referred matters to this group for study and report or recommendation. The college presidents felt that this was a good organization and so did the Regents. Frequently, when the Board met, there would be a joint meeting of Board and Presidents' Council to consider certain items. It was, of course, important that all presidents be present when the Presidents' Council met since the body had no authority and could not by majority vote impose its will on any of the institutions. For several years there was no problem of attendance at the meetings of this group, but as new institutional heads replaced those retiring it became difficult, sometimes, because of attendance, to transact any business or arrive at a consensus. Those absent usually wanted to "rehash" any matters discussed at the meetings they missed when they finally did decide to attend. One school head in particular seemed to always have business elsewhere when the Presidents' Council met. However, the Regents were favorable to the organization and its work and, knowing full-well the futility of some of the attempted meetings, took action to bring about full attendance at future meetings of the Presidents' Council. At its meeting in April 1967 the Board passed a regulation directing that the Presidents' Council meet on Thursday of the week of the monthly meeting of the Regents. It was made mandatory that all presidents attend.1

Beginning shortly after the end of World War II there was a trend in the United States for land-grant colleges to become universities and for

1Regents of Education, Official Minutes, April 16 and 17, 1967.
teachers' colleges to become State colleges or, as happened in some cases, universities. That this would happen in South Dakota was inevitable. However, the University at Vermillion was not anxious to have more than one university in the State and, since the land-grant college turned university was usually called "The State University of," officials took to calling the Vermillion institution "The State University of South Dakota." Catalogues, publications, and letterheads all used the new title. Although there may have been some basis for calling the University of South Dakota the State University of South Dakota, it had to be by interpretation. The contention continued until the Regents at their meeting in February 1963 stated that the names of all of the institutions were set by law. Then, by Special Resolution No. 59-1963 in April, the Board said the name of the institution at Vermillion was the University of South Dakota. This action by the Regents settled the argument. Then, less than a year later, the Legislature officially changed the name of South Dakota State College to South Dakota State University.

From time to time, areas of the State that did not have a state-supported institution of higher education appealed to the Regents to recommend to the Legislature such an institution for their part of the State. Sometimes the area just wanted a different kind of institution than the one existing. Even though there were state-supported colleges at Rapid City and at Spearfish, a group of five from Sturgis appeared before the Regents at their April 1963 meeting to urge the establishment of a trade school for the

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West River area. After studying the situation, and in view of the fact that Southern State College was developing as a vocational-technical school, no action was taken.

The Legislature of 1964 changed the name of South Dakota State College to South Dakota State University and this made it advisable to rename the several divisions of the institution. The name "Division" was traded for the name "College." Six of these were organized along with a Graduate School. The six Colleges were as follows: (1) College of Agriculture and Biological Sciences; (2) College of Engineering; (3) College of Home Economics; (4) College of Nursing; (5) College of Pharmacy; (6) College of Arts and Sciences.

In August 1954 South Dakota State College, through the Alumni Division of the State College Foundation, secured control of the Volga Tribune. This was to be a laboratory for the practical training of printers and journalists. In addition to other things the students learned how to publish a weekly newspaper. However, as ideal as the experiment appeared on paper, it did not work out to the satisfaction of the people in the Department of Journalism and Mass Communication at the institution. It was sold in December 1968. Students do, however, still go to Volga to learn their trade or profession by working on the Volga Tribune.

There never seemed to be enough money and there always seemed to be too many students, particularly non-resident students. Some Legislatures


constantly kept pressure on the Regents to further restrict the number of out-of-state students, ignoring the fact that if other states did the same thing many of our young people could not get the kind of education they wanted. The Regents, on the other hand, realized that it was good for the colleges to have a liberal sprinkling of non-resident students among their number. To try to make a sensible approach to the problem, the Board used tuition charges to control to some extent an influx of out-of-staters and to increase the local income to the colleges. In line with this policy the Board, at its meeting December 1963, raised non-resident tuition $100.00 per year. Effective for the academic year 1964-1965, non-resident tuition in all programs, except medicine and law, would become $466.00 and medicine and law $800.00 per year.\(^1\)

Just at the close of the biennium several acts of especial interest were taken by the Regents. Dr. Max Myers was appointed consultant to the Board of Regents to do a study on state-supported higher education which was to be completed in October 1964. Professors of Law at the University were given the same privilege as other staff members had to act as consultants to private persons and industry. The President of South Dakota State University was authorized to apply to the Federal Communications Commission for a license to build and operate a television station on the campus. This was the beginning of station KESD.

The action of the Regents which caused the most discussion among the coaches of the South Dakota Intercollegiate Conference on athletics decreed

that after June 18 and 19, 1964, no expense money could be allowed for out-of-
state travel for conference meetings.¹

For many years it had been customary, at the end of the football season, for the Conference to hold a meeting in Minneapolis. Business would be
conducted on Friday evening and Saturday morning and on Saturday afternoon
most, if not all, of the coaches would attend a Big Ten football game on the
University of Minnesota campus. There was much to commend this practice and
certainly some objection. Faye Partlo, President of the School of Mines, objected strenuously to the practice on the basis of principle and cost.
President Partlo tried to get a majority of the Conference presidents to vote
a recommendation to the Regents to discontinue the practice. Failing in
this, he took the matter directly to the Regents who took the action reported
above.

As the decade of the sixties moved to a mid-point and to its conclusion,
the problems facing the state-supported institutions of higher education
increased and the important decisions to be made by the Board of Regents
multiplied. Several studies and surveys were made during the period
culminating with the revealing of the Master Plan made public at the end of
1970. The results of all of this research and the subsequent reports were
studied by the Regents and implementation effected where the Board felt
improvement to public higher education would result. There were also many
new federal programs in which all or some of the institutions could participate.
These, too, had to be evaluated by the Regents and participation authorized
or denied.

Dr. Harvey Davis had recommended in his survey completed at the end of 1963 that the state-supported colleges should introduce and emphasize more two-year terminal courses. This he felt would make up for the absence of public junior colleges in the State. Most of the institutions already had what was called two-year pre-professional courses. There were also in some of the public colleges one and two-year terminal programs particularly in business and secretarial training. It is doubted that this recommendation of the Davis report resulted in much change as far as two-year terminal courses were concerned. Dr. Davis was not referring to the two-year teacher education program, however. This program, began when the normal schools were created, was on its way out. The State Board of Education had already decreed that by 1968 the minimum preparation for any teacher in a South Dakota public school was to be four-years preparation. Northern State College no longer listed the Two-Year Teacher Education Program by the end of fiscal year 1966, although it was mentioned in the catalogs of the other State colleges. It was still possible, however, to attend Northern and qualify for the State Certificate. The authorities at the School felt that this provision had to be retained to forestall the Legislature from upsetting the time table of the State Board of Education because of complaints that teachers were no longer being prepared for the rural schools.

It was during the sixties that two important scientific additions to our public institutions of higher education were made. The President of the School of Mines and Technology, in the Thirty-Ninth Biennial Report of the Regents of Education for the period ending June 30, 1966, reported that there had been established at the School during the biennium an Institute of
Atmospheric Sciences and Department of Meteorology. This program has been largely financed by the Federal Government. To begin with, the Institute had a staff of seven consisting of one director, seven professional staff and six on the technical staff. The areas of experimentation of the Institute were: (1) cloud seeding; (2) cloud physics study; (3) numerical models; (4) climatology; (5) regional research. The area best known to the public is weather modification and cloud seeding. Near the end of the decade in January 1969, a Remote Sensing Institute was established at South Dakota State University. This program is financed cooperatively by the State and the Federal Government. The public think of this program largely in terms of what benefits it may bring to South Dakota agriculture.

The President of South Dakota State University reported at the end of the 1966 biennial period that at State University, in order to handle the increased enrollments, (1) closed circuit television was being utilized; (2) the class day had been lengthened; (3) better space utilization had been effected; (4) new instructional facilities had been added. He also mentioned that a new Ph.D. program had been added and that the North Central Association of Colleges and Secondary Schools had fully accredited Ph.D. programs in Agronomy, Animal Science, Economics and Plant Pathology. Preliminary accreditation had been received for programs in Chemistry and Sociology. All masters' programs, it was reported, were fully accredited by NCA. The Master's Program for School Service Personnel in the area of teacher preparation had only provisional accreditation by the National Council for Accreditation of Teacher Education (NCATE). This area was re-examined by NCATE in 1969, but by the end of 1970 no decision from this accrediting agency
had been received. In the College of Engineering accreditation by the Engineering Council for Professional Development had been received for the programs in Agricultural Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering and Engineering Physics.

The report of the President of the University of South Dakota recommended that there be established at the School a Division of Health Sciences. This new division would include (1) School of Medicine; (2) School of Nursing; (3) Medical Technology; (4) Dental Hygiene; (5) Other Specialties which may develop. Apparently nothing was done with this recommendation because the 1970 catalogue of the institution lists only a School of Medicine in which departments of Dental Hygiene and Medical Technology are conducted.¹

An Institute of Indian Studies had been established at the University in 1955.² The purpose of the Institute was primarily to study Indian culture and to recommend and do those things which would improve life for the Indian. On June 30, 1966, Dr. Elbert W. Harrington, Dean of the College of Arts and Sciences, wrote, "Of particular importance will be the expanded services to the Indian people of the State through the Office of Economic Opportunity-Community Action Program." The Dean was speaking of the concern of the University for the Indian as demonstrated by its Institute activities.

Ever since the Board of Regents took original jurisdiction on January 11, 1958, and dismissed Dr. W. W. Worzella, Head of the Department of Agronomy at

²Ibid., p. 4.
South Dakota State College, without a proper hearing, according to the American Association of University Professors (AAUP), the Board had been under censure of this body. It still is as of January 1971. Of course, the position of the Regents with the AAUP was not improved any when in September 1966 they directed the president of Northern State College to dismiss immediately Dr. Frank Kosik. There was no formal hearing in the case and for this the president and the institution at Aberdeen were censured by the AAUP. This censure, too, remains in effect as the new year started in 1971.

Not that it seems to make any real difference to the employment success of the South Dakota public colleges, nevertheless, the Regents tried everything that appeared reasonable to develop a tenure policy that would please the Association of University Professors and thereby to remove the censure following the Worzella episode. To this end representatives of the AAUP met with the Regents at their July 1964 meeting. The purpose of this "get together" was to discuss the kind of tenure policy which would be acceptable to the AAUP and one that would still allow the Board of Regents to assume its full legal responsibility. The problem seemed to be that the AAUP wanted the Board to surrender its right to "fire" without institutional approval or procedures when in its judgment such action must be taken for the good of the institution. As a result of the meeting the Regents set up a special committee composed of two Regents and the Executive Director to work with institutional tenure representatives. A new tenure policy was developed and a tentative draft approved in April 1966. Since then, refinements to the policy have

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been made, but the AAUP has not been satisfied. Recently, this organization has been insisting on another provision in an acceptable Regents' policy and that is one which would provide a hearing for untenured faculty who are to be dismissed. Meanwhile, the AAUP censures exist and the institutions grow and progress with salary schedules and fringe benefits being the determinant in securing a competent faculty and not the blessing or lack of blessing of the AAUP.

In September of 1964 Dr. Max Myers of South Dakota State University, who had been retained by the Board of Regents to do a study of public-supported higher education in the State, made an oral report to the Board. Dr. Myers recommended that steps be taken to remedy a critical shortage of library facilities and holdings at all the public colleges. He also recommended that a committee be formed of the college librarians and a consultant employed to advise the committee in making a study of library needs. A committee of seven was set up, one librarian from each public college, and, subsequently, a contract was executed with the Library School of the University of Minnesota. This study was referred to as the Berninghausen Report, named after the man from the University of Minnesota Library School, David Knipe Berninghausen, who directed the study. This may have well been the most important recommendation Dr. Myers made because although the new library at the University was already assured, subsequently new libraries were built at the School of Mines, Dakota State, and Southern State. Improvements in the libraries at State University, Northern and Black Hills State

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1 Regents of Education, Official Minutes, September 17, 18, 19 and 26, 1964.
are now under serious consideration. The immediate effect of the Berninghausenen report was special appropriations by the Legislature to improve library holdings. The funds made available were allocated to the several institutions by the Board of Regents. The 1966 Legislature appropriated $100,000\(^1\) for library improvement; the 1967 Legislature made $50,000\(^2\) more available. In 1969 there was made available $200,000\(^3\) to upgrade institutional equipment and libraries and all the above was, of course, in addition to federal grants the libraries received plus the normal increases made in library budgets out of general operating funds.

Other areas which Myers explored and made recommendations about were space utilization and student personnel services. He had laid out a ten-year program for the state-supported institutions of higher education and he was authorized by the Regents to present the plan to the Committee on Higher Education of the Legislative Research Council (LRC).

In September 1964 a Water Resources Institute was authorized for South Dakota State University.\(^4\) Two months later the Regents approved a campus Master Plan for State University. A Master Plan for the University had been previously made by a professional firm and approved by the Board of Regents.

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\(^1\) South Dakota, *Session Laws 1966*, Chapter 199.


\(^3\) South Dakota, *Session Laws 1969*, Chapter 244.

These actions by the two universities led the other public colleges to come up with campus Master Plans either made by professionals or "home made."

The administration of the School of Mines maintained a constant drive during the middle sixties to get the program of the institution expanded. The two specific things that the School desired was a two-year General Studies or Liberal Arts program to meet the local demands primarily of Rapid City youth and a Ph.D. program to give the School prestige and a "top" to its excellent undergraduate and master's degree offerings. The campaign to achieve these desired goals was carried on almost constantly by the president of the School with sporadic help from legislators, Chamber of Commerce representatives and concerned lay citizens. In December 1964 a committee appeared before the Regents to support the School's requests. The group was composed of seven--six from Rapid City and one from the State Capitol. They were:\(^1\) Gene Neal, Larry Owens, R. E. Purois representing the Rapid City Chamber of Commerce; J. D. Gries, R. F. Hekman, F. L. Partlo representing the School of Mines; and Gene Stearns, Head of the State Industrial Development and Expansion Agency.

For many years there was in existence a Regents' policy that when the staff member of one of the state-supported colleges served another the only remuneration he could receive was travel expenses established by State travel regulations. Then, an Attorney General's opinion was issued in connection with a commencement address to be given by the president of Southern State Teachers' College at the State Training School at Plankinton. This opinion,

which still exists, stated that an employee of one State institution could serve another over and beyond his regular duties and be paid an honorarium plus travel expenses for such service. Not only that but State funds could be used for payment. Even after the Attorney General's opinion, however, the Regents stuck to their old policy. The Presidents' Council, realizing that it was difficult to exchange staff among institutions for professional services when all they could be paid was expenses, prevailed on the Board to change its policy. In December 1964 the Regents approved Resolution No. 137-1964 which, in effect, stated that speakers and consultants, wherever they came from, could receive honorariums plus expenses as established by State travel regulations.\textsuperscript{1} At the same Regents' meeting the Board amended the sabbatical leave policy so that those who took sabbaticals were required to return for two years to one of the institutions under control of the Regents of Education.\textsuperscript{2}

From the beginning of ROTC programs at the colleges and universities there were always some male freshmen and sophomore students who objected to the compulsory feature of the program. Many college administrators were sympathetic to the students who wanted a choice concerning ROTC. As early as 1965 Dr. H. M. Briggs, President of South Dakota State University, recommended that the ROTC program at the School be voluntary for freshmen and sophomore men.\textsuperscript{3} The Regents, however, wanted to continue for a time to


\textsuperscript{2} Ibid.

make the program compulsory. It was not until December 1968 that the Board ruled that beginning September 1, 1969, ROTC, in the three State schools having the program, would become voluntary.¹ It took two years to phase out the compulsory feature of ROTC, but the freshmen men who began college the fall of 1969 had a choice. By the fall of 1970 both freshmen and sophomore men participating in ROTC were doing so voluntarily.

An innovation that took place in 1965 was the meeting of the Board of Regents with student leaders on campus. The first such meeting of this kind was held on the campus of Northern State College when the Regents convened there for a regular monthly meeting April 22, 23 and 24, 1965. The Board had requested the Executive Director of the Regents to arrange, through the institutional president, such a meeting. It was a luncheon meeting attended by the Board, the Executive Director, the Student Senate of the College, and the editors of the College Yearbook and weekly paper. No college staff or administrative personnel attended the meeting. The Regents reported the luncheon discussion to be worthwhile and stated their intention to hold similar meetings on other campuses. Such meetings were subsequently held when the Regents came to the several campuses for their regular meetings.

The School of Mines continued its pressure for an extended program. In May of 1965 a group from the Rapid City Chamber of Commerce² met with the

Board of Regents to stress the need for Ph.D. programs at the School of Mines. The areas in which the programs were desired were: (1) geology and geological engineering; (2) chemical engineering; (3) physics; (4) mathematics; (5) chemistry; (6) metallurgical engineering. No action was taken at the Regents' May meeting on the requests of the School, but in June when the Board met the requests were denied because the Regents said, "Such programs were not in line with institutional objectives."¹ The Regents did, however, at their May meeting authorize the School of Mines and Technology to add enrichment courses. "This," said the Board, "does not imply the approval of a liberal arts program."² It was also at the May 1965 meeting that Black Hills State College was authorized to execute an agreement with the Ellsworth Air Force Base to furnish the installation a full-college program. Since, because of military regulations, no overhead charges could be assessed to finance the program, all costs were covered in a higher tuition rate which was set at $16.00 per semester credit hour.³

At the June meeting 1965, the Regents passed Special Resolution No. 207-1965⁴ adopting a formalized policy on admission and classification of students. At the same time the Board, in the statement, defined resident and non-resident students. This statement of policy is carried in the periodic

annual bulletins or catalogs of the several institutions. A prominent and readable publication of the policy is found in the 1970-1971 Bulletin of Northern State College.¹

Although the office of Executive Director of the Board of Regents had been authorized and financed by the 1955 Legislature, no expansion in the personnel had taken place for a period of ten years. The Regents realized the importance of having a finance man, a curriculum specialist and special engineering advisor in its office, but these staff members could not be added until the Legislature made the funds available. The money was on hand as a result of the Legislature practically doubling the line item appropriation for salaries in the Regents' office from 1963 to 1965.² In August 1965 the Board employed Canute M. Johnson,³ who had been on the staff at South Dakota State University, to be the financial officer for the Regents. The beginning annual salary for the position was $11,500. Mr. Johnson, however, was not suited by temperament or experience for this kind of work so that after a few months he resigned and was replaced by W. A. Stevens. The Board has employed two other finance men since Mr. Stevens resigned. In the ten-year span there have been four persons who occupied this office. In March of 1966 Roy Harrison of the State Engineer's office was assigned to the Regents as special adviser.⁴ This gave the Board of Regents a professional staff of three on which to rely: the Executive Director, a finance person and an


²South Dakota, Session Laws 1965, Chapter 277.


engineer. When the arrangement with the State Engineer's office terminated, the Regents had adequate funds to employ their own engineer-adviser in 1967. Approximately two years later a curriculum specialist or Assistant Commissioner of Education was employed. At the time an Assistant Commissioner was employed the office had four professional employees: the Commissioner, Assistant Commissioner, Budget and Finance Officer, and Engineer.

Near the close of the biennial period which ended June 30, 1966, the Board of Regents took several steps in the direction of making more sophisticated the administration of the several colleges under their control. In September 1965 the Board authorized the employment of a consultant to study the computer needs of all the institutions. Computers were in general use on the campuses of the two universities and the School of Mines, but the State colleges had not advanced beyond the simpler and more common machines. Subsequently, the Regents made available for survey costs $12,000.00 for fees and $500.00 for travel costs. Donoho and Associates, who were already studying the computer needs of State government, were engaged to work for the Regents. Lee Rathbun, an employee of the Company, directed the survey.

In other action at the September 1965 meeting the Board passed Special Resolution No. 226-1965 which was a brief statement of institutional objectives for the several public colleges. Later in the fiscal year, January 1966,

4Ibid.
Dr. Harold Bailey of South Dakota State University, who had been commissioned by the Regents of Education to make a space study of the several public colleges, reported on his comprehensive study of space utilization. At this same meeting Governor Nils Boe met with the Board to discuss setting up a bonding authority to construct buildings and other facilities for the State. This was one of the steps that led to the creation of the South Dakota Building Authority.

At the conclusion of 1963, Harvey Davis who did a study for the Regents, recommended that the School of Mines and Black Hills Teachers' College be combined to form a Western South Dakota college or university with two campuses, the main one at Rapid City and a second campus at Spearfish. Nothing was done to implement the recommendation, but Dr. R. E. Jonas, President of the Spearfish school was impressed with the proposal and urged action by the Regents. At the January 1966 Board meeting, Dr. Jonas made a recommendation for the merging of the two schools in an institution to be known as Black Hills State University.

Student aid by 1966 was getting to be big business. One program that had been available under the United Student Aid Fund (USAF) program underwrote bank loans to the college student. In order to participate the institution had to deposit one dollar for every ten dollars of loans underwritten. To begin with the colleges, both public and private, handled the program using

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2 South Dakota, Session Laws 1967, Chapter 276.
their own local funds. However, the demands for loans became so great that institutional funds were exhausted and the State called upon for financial assistance. Appropriations to help the public colleges with their National Defense Student Loan (NDSL) programs were first made by the 1965 Legislature.\(^1\) Since then the state-supported colleges have received similar assistance from line item appropriations or out of funds appropriated to the Board of Regents.

When the State began to support the student loan program underwritten by United Student Aid Funds (USAF) both private and public colleges were included. In order to be sure that the program was carried out properly the Regents in February 1966 appointed a committee to develop guide lines for what was called the South Dakota Higher Education Guaranteed Loan Program.\(^2\) Regent Charles Burke, a Pierre banker, was appointed chairman of the committee composed of one loan officer from each of the several public and private colleges and E. B. Oleson, Director of Vocational-Technical Education.\(^3\)

At the same February 1966 meeting of the Board of Regents, Dr. W. O. Farber was commissioned to develop a handbook of Policies, Rules and Regulations of the Board. The work was to be done by graduate students of Dr. Farber. An allowance of $600.00 was made for personal services and $150.00 for expense. At the Regents' meeting in July 1966 Dr. Farber presented each Regent and each college president a preliminary draft of the Policy Handbook.\(^4\)

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\(^1\) South Dakota, Session Laws 1965, Chapter 277.


\(^3\) Ibid.

This was given to the Regents and presidents for study and recommendation before the final draft was made.

Although accreditation is a never-ending process because standards are always being raised, by July 1, 1966, all of the institutions of public education in South Dakota were satisfactorily accredited by the North Central Association of Colleges and Secondary Schools (NCA). The several schools and professional fields in each college were also appropriately accredited by the proper agency, except in a few areas where improvements needed to be made to change provisional approval to unqualified accreditation. The academic preparation of the faculties in the several public colleges was also being improved as evidenced by the increase in the number of people on each college staff with earned doctors' degrees.

The president of the South Dakota School of Mines and Technology reported as of June 30, 1968, that fifty per cent of the staff had doctors' degrees, that all seven of engineering departments were accredited and that the NCA had given preliminary accreditation to a Ph.D. program in Geology and Geological Engineering.\(^1\) South Dakota State University reported Ph.D. programs in nine fields and that it had a newly authorized Ph.D. program in Engineering.\(^2\) The University stated that enrollment in its Graduate School had almost doubled in five years.\(^3\)


\(^2\)Ibid.

\(^3\)Ibid.
Ever since the composition of the Board of Regents was changed and the Boards of Trustees abolished by amendment of the State Constitution and subsequent legislation in 1897 there had been appointed, by the Board president each year, a Regent institutional representative. This person represented the Board at important institutional functions and approved some institutional administrative transactions. For almost fifty years, it was Board practice to appoint the same Regent institutional representative year after year. In the case where a Regent served for three six-year terms and was representative of the same institution all these years, he sometimes tended to develop a proprietary attitude toward the institution interfering with the administrative authority of the institutional head. This failing of the system was recognized by the Board some twenty years ago and since that time Regents' representatives have been assigned to an institution for no more than a single year.

In July 1966 the Regents decided to discontinue altogether for a period of one year the assignment of institutional representatives. Before a month had expired, however, it was discovered that a Regents' representative was almost a necessity. True, the institutional business could wait for the general Board meeting or be handled by the Executive Director, but there was need to designate a Regent to act on each institutional building committee and a need to have someone represent the Regents at college commencements and similar public functions. In August 1966 the Regents, by Special Resolution No. 165-1966, reinstated the Regents' institutional representative and

specified that all matters concerning the operation of the institutions be referred to the entire Board through the office of the Executive Director.¹

At the July 1966 meeting tuition rates were raised at the State School of Mines, State University and the University of South Dakota on the theory that instruction was more costly, as it was, at these three institutions than at the four State colleges. The new tuition rates per semester credit hour effective with the opening of school in 1966 were as follows:²

<table>
<thead>
<tr>
<th>Course</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>$9.50</td>
<td>$25.00</td>
</tr>
<tr>
<td>Law</td>
<td>11.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Medicine</td>
<td>12.00</td>
<td>35.00</td>
</tr>
</tbody>
</table>

It was also during the August 1966 Regents' meeting that all the institutions adopted faculty rank.

When the University of South Dakota lost its engineering school in 1933 and its fully-developed program in Home Economics, it subsequently developed a service course in Home Economics and instituted a course in Applied Science for those students whose interests were technical but who did not want to attend a school of engineering. There was constant criticism of these courses in the University curriculum because, said some, they violated the 1933 intent of the Board of Regents and they constituted unnecessary duplication. Because of the criticism and to help the Regents with their problems of eliminating so-called unnecessary duplications, the University in

¹Regents of Education, Official Minutes, August 18, 19 and 20, 1966.
April 1966 requested and received authority to withdraw from the Home Economics and Applied Science fields. The School was to keep a course in nutrition as related to the Health Sciences. This area was to be strengthened, but the Regents made it clear that it was not to become a degree program.¹

A new policy was adopted by the Board of Regents when at its August 1966 meeting Special Resolution No. 158-1966 was passed.² This action by the Board provided that state-owned dormitories might be taken for general use which did not include housing of students. The first school to take advantage of this provision was the University of South Dakota which took, for general use, Dakota Hall, a dormitory which had housed students for almost fifty years. General Beadle State College was next to convert an old dormitory to modern usage. Other state-supported colleges followed until five of the institutions had made such building transformations. The student housing available lost by this policy was made up through the construction of modern self-financing dormitories.

Following World War II, with the return of the veterans, enrollments bulged and the public colleges of South Dakota frequently found that they had more money in their Local & Endowment (L & E) Funds than had been budgeted. In October it was frequently obvious that salaries set the previous April could have been better. As a result of this condition the Board of Regents were inclined to approve salary raises whenever institutional presidents recommended them. This condition probably led to some carelessness on the

¹Regents of Education, Official Minutes, August 18, 19 and 20, 1966.
²Ibid.
part of the institutional heads who felt that if their planning was not care-
fully done in April, it could easily be corrected later. This got to be a
bad practice until in August 1966 when the Board put a stop to it. "There
will be no mid-year raises," said the Regents, "unless there has been a change
in the job or training of the person affected." ¹

In December 1966² steps were taken by the Board of Regents to designate
the new library at Dakota State College as the Karl E. Mundt Library. At the
December meeting the Board voted to accept $170,000.00 from the Karl E. Mundt
Foundation to provide an area in the new library to house the official papers
of the senator and to provide a place for his official use. When the library
was completed the entire basement floor was beautifully furnished to serve as
a depository for the Senator Mundt archives.

Beginning about 1960 the Regents were concerned about developing some
uniformity in the operation of the public colleges. This they were able to
accomplish in the areas of financial procedures, school calendar and organiza-
tion of the academic year. At the end of the 1966 calendar year the Board
made an attempt to establish uniformity with the health blank used by the
several institutions. Special Resolution No. '220-1966³ was passed which
directed the colleges to develop a uniform health form to be printed preferably
on one side of the page. The State University of South Dakota was to print
the forms on a reimbursable basis. The attempt to accomplish this job was not
tackled with too much determination. Few of the schools wanted to copy

¹Ibid.
³Ibid.
"in toto" the blank used by some other institution and most of them wanted information peculiar to their situation that was difficult to include in one common form. Much information needed to be recorded on this form, both the student's history and a detailed record of the physician's report. Not only did the Regents want a uniform health form, but it was also desired by the doctors who had to fill them out. Four years after Resolution No. 220-1966 was passed only South Dakota State University and the University of South Dakota were using a common health form. Northern State College and Dakota State College were definitely using their own health form developed by them for their specific purposes. Information was not readily at hand as to what the other three public colleges were doing.

In January 1967 both the South Dakota School of Mines and Technology and the State University of South Dakota had Ph.D. programs approved by the Board of Regents.¹ At State University all the programs approved were in the field of engineering: (1) Agricultural Engineering; (2) Civil Engineering; (3) Engineering Physics. At Mines the programs approved were: (1) Electrical Engineering; (2) Geology and Geological Engineering; (3) Physics.

In 1966 when the students of South Dakota State University were planning to remodel and expand the Union, they wanted to include bowling alleys like those present in the Unions at Mines and at Northern. There was serious objection to this made by persons interested in commercial bowling in the city of Brookings. A delegation of Brookings citizens appeared before the

House and Senate State Affairs Committee objecting to the Legislature giving approval for the construction of a new Union building on the campus of South Dakota State University if bowling alleys were to be included. The representatives of South Dakota State University, as well as other public college representatives present, gave assurances that no activities for which the students were to be charged would be added to those that existed as of February 1, 1965. (In order to make this commitment a matter of record the Regents passed such a regulation at its February 1967 meeting.) After getting the necessary assurances from South Dakota State University officials the 1966 Legislature approved a revenue bond issue for the college in the amount of $1,500,000.00 to remodel and add to the existing Union. This project was never acted upon and in 1970 was nullified by a legislative act authorizing the College to build a new Union on a self-liquidating bond basis to cost $2,800,000.00.

For some time the Regents had felt that the coverage of their transactions by the news media might be more comprehensive and more accurate if there was a professional in the Regents' office to help organize publicity material and work with the news media. There was little money available to pay such a person, so the Board looked to the colleges to see if some person was available who could serve them two or three days out of each month. South Dakota State University had such a person--Dan Johnson, Head of the College News Bureau. Mr. Johnson had received considerable experience

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2South Dakota, Session Laws 1966, Chapter 59.
3South Dakota, Session Laws 1970, Chapter 114.
working on public newspapers and administering releases to the public press of College news. Above his expenses, Mr. Johnson was paid $50.00 per month, in addition to his regular compensation. It was clearly understood that Mr. Johnson must meet his full responsibilities at South Dakota State University. He served the Board from April of 1967 until July 31, 1969, when he resigned to accept a position outside the State. John Wooley, State Information Director, who was not on the Regents' payroll, was appointed to fill the vacancy left by the resignation of Dan Johnson. John Wooley was replaced by Tony Dean as State Information Director and News Editor for the Board. He, too, resigned after holding the job but a few months. At this date, February 15, 1971, the position remains unfulfilled.

As the State system of public higher education "grew up" the procedures of the Regents became more streamlined and their policies more sophisticated. In the early days the Boards of Control concerned themselves with many minor chores and details even to the extent of visiting classes, checking in the business offices and being present at routine student functions. The Regents, however, never lost sight of the "whole picture" and kept themselves well informed on the major practices and problems of each campus.

From time to time the several Boards of Regents have raised questions about the institutional issuance of complimentary tickets to athletic events. This was certainly an area for concern because the number of such tickets given out ran well into the hundreds. They were given to clergymen, Regents, lettermen, coaches, college presidents, members of advisory committees, scholarship contributors, legislators, State officials, Federal officials and to high school athletic teams which happened to attend a home college
game. All this was done in the name of building good public relations and support for intercollegiate athletics. Back in 1933 the Regents had become concerned about complimentary tickets and passed a regulation limiting to twenty the number of complimentary tickets a college could issue and designating the institutional president as the only person who could issue such tickets.\(^1\) This policy didn't last long because it is not practical. It was not long until the blanket policy of issuing complimentary tickets was back in vogue with not only the president but the athletic director and possibly others who were handing out the free tickets. No doubt the Regents thought of this problem over a period of more than thirty years; certainly some of the presidents did. However, it was not until 1967, according to the records, that the Board took any action.\(^2\) In April of that year the Presidents' Council was directed to make a study of the practices in the several institutions with regard to issuing complimentary tickets. The principal concern on the part of the Board was to develop a uniform policy for handling the passes. Apparently the presidents favored doing what they were doing because subsequently there was no observable evidence of a chance in policy.

In February of 1967 there arose a case at General Beadle State College in which the president recommended the dismissal of a staff member contending he had no tenure even though he had been on the faculty beyond the probationary period. Finally, the staff member in question was reinstated and for this and other matters of poor administration the president was asked to resign. As a


result of this case, the Regents decided to "spell out" how tenure is obtained. They said that tenure was controlled by the Board and that it was "granted" and not automatic. "A faculty member cannot receive tenure by omission or as a result of negligence or default by the administration."\footnote{Ibid.} This ruling changed the procedures for granting tenure in all the public colleges. While previous to the adoption of the above policy the institution simply assumed that once the probationary period was over the faculty member had tenure, now they were required to prepare lists of those recommended for tenure to be approved by the Board of Regents. Once the Board granted tenure to a staff member, he was to be so informed by the institutional president.

From time to time, as costs increased, the Regents were asked to raise the amounts from guarantees and gate receipts that could be used to subsidize scholar-athletes. In April 1967 this amount was raised to $20,000.00 for housing and $15,000.00 for grants-in-aid at South Dakota State University and the University of South Dakota. At the School of Mines and at the four State colleges, it was raised to $4,000.00.\footnote{Ibid.}

Ever since 1948-1949, when Trade Courses were introduced into the curriculum at Southern State College, the program had been expanding and enrolling more students. At first the administration of a combined Teacher-Education and Trade program was a little confusing. Collegiate teachers are rarely able to adjust to teaching related courses, such as mathematics and English to Trade School students. Moreover, academic methods and schedules
do not meet the instructional needs of a trade program. Trade education is some theory but mostly practice. In order to make a clear distinction between the trade program and the teacher-education program at Southern the Board of Regents approved a clear and distinct reorganization of the trade and vocational courses. The South Dakota Vocational School at Southern State College was renamed "South Dakota Vocational-Technical Institute, A Division of Southern State College." Since a trade school, as a part of a collegiate institution, is not commonly found in the United States, it may be that Southern State College will some day in the future devote all or most of its energies to this type of education. At the present, instruction is given in seven departments in the vocational-technical area: (1) Auto Body Technology; (2) Automotive Technology; (3) Building Construction Technology; (4) Diesel and Power Controls Technology; (5) Drafting Technology; (6) Electronic Engineering Technology; (7) Machine Tool Technology.

Public colleges had no more than been created by the Territorial Assembly of Dakota when the problem of housing and feeding the students faced the administration of the public colleges. This is a problem that has been perennial. Three of the colleges have somewhat solved their feeding problems by contracting with commercial professional caterers. The housing problem has changed little. Today's student, probably yesterday's, too, expect the college to have a room ready for him if he decides to take it. If he decides to live elsewhere, the room can remain idle even though most dormitories today

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must produce operating and debt amortization income from room usage in order to pay operation costs and to pay off the bonded indebtedness. The newer dining halls were built on the same financial basis. To succeed they had to have the patronage of the students. In order to make dining hall operation succeed, single students who lived in college-owned dormitories were required to eat their meals in college dining halls. Here, again, the students protested causing continued contention between the administration and some students. In May 1967 the administration at South Dakota State University asked to have approved, and the Regents obliged, a provision that single students living in dormitories could choose to "eat" or "not eat" in college dining halls. However, if they chose to "not eat" each one was required to pay a $20.00 per semester overhead fee so that the debts for building dining halls for the students could be paid. This device, which for a time seemed to solve the problem, did not work out, so beginning the Fall Semester 1970 all undergraduate single students were again required to eat in one of the college's three dining commons or the Pugsley Union.

Under the Higher Education Facilities Act passed by the national Congress there was established in 1967 in the office of the Board of Regents a State Higher Education Facilities Commission. The Director of this Commission was Alpha Braunesreither. His assistant was Robert S. Morrissey. The financing of the staff and work of the Commission was done by the Federal Government. In June of 1967 the two men mentioned above met with the Regents to outline


procedures for a Comprehensive Study of Higher Education in South Dakota.\(^1\) In addition to this, the Commission directed a comprehensive inventory and space utilization study of the buildings of the colleges. Both the public and private colleges were included. The reports were ready for distribution in September 1969.

The Board of Regents of recent years have always encouraged cooperation among the public colleges in carrying on research or academic programs over the years. Such programs have occurred between Northern State College and the University, the State colleges and the University and between South Dakota State University and the University of South Dakota and others. The objectives of South Dakota State University limited it to the preparation of secondary school teachers and for many years the Regents were careful to see that this policy was strictly adhered to. Of course, there were graduate courses offered in the curriculum in the elementary field, but it was contended that these were for the preparation of school administrators and supervisors and not teachers. The College of Home Economics had offered for many years a program in Child Development which included many courses suitable for the preparation of kindergarten and primary school teachers. The Home Economics College was also anxious to extend its program as much as possible. In June of 1967 the Regents gave State University authority to enter into an agreement with Black Hills State College to carry out a coordinated program for the preparation of teachers in early childhood education.\(^2\) Three and one-half

\(^1\)Board of Regents, *Official Minutes*, June 22 and 23, 1967.

\(^2\)Ibid.
years' work is done on the State University campus, with the students enrolled for appropriate professional courses in the Department of Education. The last semester of the senior year and one summer term is spent on the campus of the Black Hills State College, where several early childhood education courses are studied and the student teaching program completed. The degree is conferred by South Dakota State University and is a Bachelor of Science in Child Development and not in Education.

The Building Authority designated to issue self-liquidating bonds to construct State buildings was created by the 1967 Legislature. In October of the same year the Board of Regents recommended to the Building Authority two projects with which to test the constitutionality of the law since South Dakota's State Constitution provides for a State debt limitation of $100,000.00. One project was for a multi-purpose building at Northern State College to cost $1,500,000.00. One million was to come from the resources of the Building Authority and one-half million would be a federal grant. The law was declared constitutional and the building at Northern is now under construction. So much time was lost, however, between the planning and the bid letting that the $1,500,000.00 proved to be inadequate. To make any kind of a satisfactory building out of the project the 1970 Legislature appropriated an additional sum of $225,000.00 out of the Education Facilities Funds. The building planned for General Beadle was not accepted by the Building Authority as a project, but

2South Dakota, Session Laws 1967, Chapter 276.
in 1970 the name was changed to Classroom-Science Building and $1,100,000.00 appropriated out of Education Facilities Fund for its construction.\(^1\)

The uncertain meaning of "tenure" remained uncertain until the Regents said what it was and how a staff member got it. The same was true of the "emeritus status." Some staff members and some college presidents assumed that "Emeritus" was something every college professional staff member got when he retired. One beginning college president even recommended a faithful custodian at age 70 for emeritus standing. No doubt, the custodian was entitled to recognition for his faithful service, but this was not the thing to do according to the Regents. After years of confusion on this matter, the Presidents' Council drew up a statement of policies on "Emeritus" and these were accepted by the Board in the passage of Special Resolution No. 197-1967.\(^2\)

In general the policy said that "Emeritus" recognition must be earned over a relatively long period of time; it must be recommended by the institutional president and it must be approved by the Board of Regents. "Since emeritus status is one of distinction," says the policy, "it is not automatic and is conferred by the Regents upon the recommendation of the President."\(^3\) The conferring of "emeritus" is not connected with financial consideration nor does it carry any monetary stipend.\(^4\)

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\(^1\) South Dakota, Session Laws 1970, Chapter 116.


\(^3\) South Dakota State University, Faculty Handbook, Brookings, South Dakota, September 1970, p. 15.

\(^4\) Ibid., p. 16.
In April of 1968, President H. M. Briggs of South Dakota State University was given authority to establish research projects in remote sensing. This was the beginning of the Remote Sensing Institute which became firmly established on the college campus. The object of such an institute, according to a statement in the 1970-71 University Catalog, is to develop new knowledge, instrumentation, and techniques and to integrate them into a technology that will aid in developing and conserving the natural resources of the area.

An act passed by the 1968 Legislature made it possible for the Board of Regents to pay the moving expenses of newly appointed professional staff members up to an amount not to exceed one month's salary of the employee's contract. This was a progressive change because there is little doubt that before this action some desirable staff members could not be hired since the cost of moving would make taking the South Dakota position a financial sacrifice. In April the Regents approved moving expenses for the new Budget and Finance man in their office, for the new Commissioner of Higher Education and for the new Superintendent of the School for the Blind. The Board was not about to leave the door wide open, however. At its June meeting the public colleges were authorized to pay moving expenses of newly appointed professional staff members up to $400.00 if funding was available from institutional resources. The 1968 Legislature also passed an act delegating

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1 Regents of Education, Official Minutes, April 18, 19 and 20, 1968.
2 South Dakota, Session Laws 1968, Chapter 195.
3 Regents of Education, Official Minutes, April 18, 19 and 20, 1968.
to institutional heads the authority to approve out-of-state travel and
directing that the Regents' Minutes, in the future, should carry a summary
and not a detailed recording of the trips taken.¹

The sixties was the period when it became literally true that a student
who sincerely wanted a college education could secure one even though he nor
his parents had the funds necessary to pay his college expenses. Before 1958
the local loan funds which colleges had were rarely used. Students wanted
scholarship grants which did not need to be paid back. They were not
interested in assuming a financial burden which would obligate their income
for several years following graduation. This attitude changed, however,
almost overnight and by 1959 the students were borrowing considerable amounts
from the local funds of the college and under the National Defense Education
Act (NDEA) which provided funds to loan students and became effective in the
colleges in 1959. This act provided that undergraduate students could borrow
$1,000.00 per year. Most institutions were not able to give many students the
full $1,000.00 loan. The average among South Dakota public colleges was about
$500.00. Interest terms were very lenient on these loans and the period of
payment was extended over several years. For every nine dollars the federal
government provided the educational institution had to put up one dollar. At
the inception of the program, matching funds were provided by the college
from its own resources. Later much of the matching money was made available
to the public colleges through State appropriations. This program is still
in operation. To give some idea of the money involved, Northern State College

¹South Dakota, Session Laws1968, Chapter 194.
from 1959 through 1970 had received in federal funds $1,278,362.00 and it had contributed in matching money $67,291.00 State appropriations and $74,749.00 in local college funds.¹ What was true at Northern was largely true at the other state-supported colleges. The basis of federal allocations was pretty much enrollment and special needs of the institution, if there were any. It should be kept in mind that although this (NDEA) was a big help to the colleges in carrying on their student aid programs that because of it there was no lessening of financial support for their own student work programs and scholarship grants.

The second big boost the colleges received in their efforts to help deserving young people get a college education was the College Work-Study Program which became available in 1965. Under this program need was the big factor in assigning students to the programs. Students who got on the program could work fifteen hours per week while attending college or forty hours per week during vacation periods. Some of the colleges entered into cooperative agreements with other agencies to provide summer employment for work-study students. Under such agreements the cooperating agency usually paid the matching funds required. Wages paid under the program could range from $1.60 to more than $3.00 per hour. Generally, however, the students were paid the hourly minimum wage provided by federal law. This program is still in operation and gives aid to a number of students each year. It has not, however, assumed the magnitude of the National Student Defense Loans under NDEA. Most of the matching money to implement the student-work programs in the public colleges

has been provided by the State. At Northern State College, \(^1\) which is probably
typical, the State had put in $8.50 for every dollar the College provided.

In 1966 Congress made available the Educational Opportunity Grants.
These were welcomed by the institutions because they did not require matching
monies. This act was designed to help the capable student who had exceptional
financial need. Generally, if the family income exceeded $6,000.00 the student
was not eligible for this kind of aid. There might be conditioning circum-
stances, however. In no case could a student be considered for an Opportunity
Grant if his family had an adjusted gross income of $9,000.00. Under this
program, the student could receive as much as $1,500.00 in one year and he
was not obligated to make any repayment. Again, using Northern State College
as typical, it is clear that this has been a sizeable program. Since 1966 at
this school more than one quarter million dollars in grants has been made. \(^2\)

In addition to the above programs which were available to all colleges,
there were two other programs that some colleges could use. One of these
programs was the Nursing Loan and Scholarship program provided by Congress
and the other was the Health Professions Loan program. These were available
to schools that had nursing, pharmacy, medicine or similar programs in their
curriculum. These loan programs required matching funds on a one-to-nine
basis and the amounts borrowed were to be repaid out by the borrowers on a
lenient basis. Students could borrow up to $1,500.00 a year under this program.

At the beginning it had been the United Student Aid Fund (USAF) which
had come to the aid of the student by underwriting bank loans to the students.

\(^1\) Ibid.

\(^2\) Ibid.
Under this program the institution put up one dollar for which it could authorize the bank to loan ten. In 1969-70 a new program became available in the Federal Student Loan Insurance program. Under this program the federal government guaranteed interest and principal on loans made to students recommended by the institution. Under this program an undergraduate could borrow $1,500.00 per academic year. Terms of interest and the period of repayment were lenient. As of the beginning of 1971 there is more money than ever available to students in the form of loans, grants, scholarships and student-work programs.

At the end of a decade and a half which started on July 1, 1955, and closed June 30, 1970, much had been accomplished and much change had taken place in state-supported higher education. The leisurely attitude that most of the colleges and the Board of Regents had taken was never to be the same after the conclusion of World War II, the return of the veteran student and the sudden increase in enrollments. The personnel case at South Dakota State College which resulted in the resignation of Dr. Fred Leinbach, President of the School, split the Board of Regents into two opposing camps. This situation was never completely changed until the size of the Board of Regents was enlarged from five to seven and those who had been involved in the State College case had retired from the Board.

As the biennial period which closed June 30, 1970, came to a close the problems facing the College administrators increased and the number of policies and decisions the Regents were required to make multiplied. The office of

Executive Director of the Board of Regents at Pierre which had been created in 1955 and staffed by one professional staff member had, by the beginning of the 1970-1972 biennium, grown so as to be headed by a Commissioner of Higher Education who had four other professional assistants. These assistants were: (1) an Assistant Commissioner; (2) Finance and Budget Officer; (3) Engineer-Coordinator who was shared with the Board of Charities and Corrections; (4) an Assistant Finance and Budget Officer. In addition to the above Alpha Braunesreither who had been Executive Secretary to the South Dakota Commission on Higher Education Facilities and whose office was supported by federal funds was reassigned to the Office of the Board of Regents. The records of the Board of Regents carry the following notation concerning the transfer of Mr. Braunesreither:

Effective July 1, 1970, the Executive Director of the State Commission on Higher Education Facilities became officially a member of the Board of Regents staff. This was accomplished by agreement between the Facilities Commission and the Board of Regents. This agreement grew out of experience which demonstrated clearly that much of the work of the Facilities Commission was in fact directed to design instruments and programs which must underlie any master plan for public educational facilities. Substantial organization and data collection has already been accomplished, but the completed plan will develop in the next biennium.

In addition to changes in the office of the Board of Regents many other significant developments took place during the biennial period ending June 30, 1970. The Academic Master Plan which was started the spring of 1969 was proceeding according to plan and it was released before the 1971 Legislature convened. In 1970 the Legislature, for the first time in history, made a "lump sum" appropriation for college operation to the Board of Regents which
would allocate the money among the several State institutions of higher education. Another milestone was reached when the Board took $800,000.00 of the 2.2 million allowed for salary adjustments by the 1970 Legislature to purchase for all college employees under its jurisdiction an insurance "fringe benefit" package. Under the plan which was carried by the Travelers' Insurance Company of Minneapolis each employee was provided medical, hospital and life insurance.

The 1969 Legislature appropriated $70,000 to help secure training for South Dakota students who wished to become doctors, dentists, veterinarians or osteopaths. Loans up to $2,000.00 annually were provided through the office of the Commissioner of Higher Education on the advice of a specially created advisory board. Students who, after receiving their training, returned to the State to practice would have twenty per cent of the loan cancelled for each year of such practice. The 1970 Legislature made available a second $70,000.00 to start a new group of students.¹ The 1970 Legislature also permitted the Board of Regents to contract with out-of-state dental schools to assure a quota of places for South Dakota students. Contracts were negotiated with Loyola University of Chicago and the University of Nebraska at Lincoln.²

While considerable unrest was evidenced on the college campuses of the country as early as 1967, and did not abate until the beginning of the 1970-1971 academic year, there was little to be alarmed about on the campuses of the state-supported colleges of South Dakota. There were, of course, some

²Ibid., p. 7.
small demonstrations against compulsory ROTC, the War in Vietnam, pollution and the general resistance of the "Establishment" to change and the desire of youth to become involved in determining the policies which controlled them. Nevertheless, the Board of Regents as early as July 1968 passed Special Resolution No. 134-1968 which dealt with the authority of the institutions and with the rights and responsibilities of the students. The statement of the Board, slightly edited for the Student Handbook, appears below:

The Regents support the University (College) presidents with respect to student behavior. The Board is committed to the support of the students' constitutional rights but also has an obligation to protect the institutions' educational purpose. Students are subject to all federal, State, and local laws as well as to campus rules and regulations, and students are subject to disciplinary action for breach of laws and regulations.

Students are expected to be familiar with the laws, rules and regulations. Changes in rules may be desirable from time to time. Student participation in bringing about changes through appropriate channels is encouraged.  

While funds for official college entertainment had been available in most, if not all, of the public colleges before 1968 these had been greatly restricted and while few procedures of the institutions had violated the law or the principles of the State Office of Audits and Accounts, nevertheless the whole process was rather sub-rosa and few knew where a public institution got its funds for official entertainment. In fact, questions about paying for these activities were occasionally raised by a few legislators even when the entertainment function was for their benefit. This was all changed.

1South Dakota State University, Student Handbook 1970-1971, p. 49.
officially by the Regents at their July 1968 meeting. At this time it was
decided that the institutional earnings on local funds could be used for:
(1) the employment of a Director of Development; (2) providing institutional
hospitality. The hospitality provision of the action had three parts:
(1) the amount to be allowed was $2.00 per student for the first 500 students
and one dollar thereafter based on the fall student head count; (2) the
maximum for any one year was limited to $5,000.00; (3) no alcoholic beverages
were to be purchased.1

While the Executive Director of the Board of Regents was made Commissioner
of Higher Education from the date of the passage of the law until June 30,
1968, actually the organization of the Regents of Education under a Commissioner
of Higher Education employed as such did not begin until July 1, 1968. Since
the office of Commissioner of Higher Education was created by legislative act
and his functions spelled out by that body, the Regents were at first not
sure where the lines of responsibility should lead regarding the Board and the
Commissioner. The Regents, at their meeting in November 1968, decided to
place the office of Commissioner to the right of the Board of Regents in an
administrative organizational chart, thus showing coordinate responsibility to
the Legislature and the Governor. This was changed in February 1969 showing
the Commissioner as being responsible to the Regents. This line of authority
was certainly intended by the Legislature which created the office of
Commissioner. While this officer has broad powers and responsibilities he is
in the last analysis responsible to the Board of Regents who hire him,

determine his budget and they can fire him. 1

As the business that the Regents were called upon to transact increased they found it necessary to refine their procedures. One such step was taken at the August 1968 meeting where it was decided that in the future all transactions would be written up under one of three headings: (1) Policy Resolutions which referred to all institutions; (2) Special Resolutions which referred to a specific school; (3) Motions used for the transaction of general and routine business matters. Later in October 1969 the Regents set up a format for the recording of the minutes of their meetings:

(1) Roll Call
(2) Reading of Previous Minutes
(3) Hearing Guests (if any)
(4) Explanations
(5) Commissioner's Report
(6) Other Reports, such as those of the Engineer--
    Coordinator, Finance--Budget staff member
(7) Routine Items

The Regents had developed policies concerning the employment of relatives in the institutions under their control back in the "Depression Days" when great criticism was voiced where two people of the same family, related by blood or marriage, were on the State payroll of a single institution. The Regents' attitude about this matter had changed from time to time and with the advent of World War II, and a critical shortage of faculty members, it was not uncommon to see two or even three related members working in some capacity for the same institution. Sometimes at least two were in the same department and in at least a few cases the husband was the supervisor of the wife. As

conditions regarding the employment of faculty members began to change so that demand did not greatly outrun supply, the Regents felt it necessary to clarify their position on the employment of related staff members. This was done by the passing of Policy Resolution No. 13-1969 which is recorded as follows:

Resolved that no individual related by blood or marriage may be employed in the same institution without approval of the Board of Regents. One such member may not serve in line of authority (supervisory role) over another.1

Another action which the Regents took at their February 1969 meeting was to allow the employees under their jurisdiction three additional holidays during the year. The Board said that employees who worked on legal holidays—that is, Washington’s and Lincoln’s Birthdays, along with Election Day—might be granted holidays at other times at the discretion of the institution. Although the three additional holidays appear to be discretionary, these days are promised to the employees of South Dakota State University2 and it is difficult to see how this benefit could be denied by any institution if it is granted at another. Of course, the election days referred to were for State and national elections and not any election, such as city and school board elections. Previously, the Board of Regents had designated seven holidays for the public colleges: (1) New Years Day; (2) July 4; (3) Veterans Day; (4) Christmas; (5) Memorial Day; (6) Labor Day; (7) Thanksgiving. At this

same February meeting the Regents passed Policy Resolution No. 16-1969 which stated that there would be no reprisals against complainants, witnesses, employees or representatives that appeared before them to present grievances. It was also made clear that with the existence of a Commissioner of Higher Education the college presidents would deal with the Board of Regents through him and not directly. It was also made clear that the Commissioner, in dealing with college employees, would do so through the institutional president.

A month later the Board set new rates of tuition for all the public colleges of the State which were to become effective September 1, 1969. The new rates were a far cry from the "Free Tuition" promised residents by Dakota University when it opened its doors to enroll students the fall of 1882.

<table>
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<tr>
<th>Tuition Rates Effective September 1, 1969</th>
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<tr>
<td>Resident Tuition (Semester Hourly Rate)</td>
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<tr>
<td>(South Dakota State University)</td>
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<tr>
<td>(University of South Dakota)</td>
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<tr>
<td>(South Dakota School of Mines and Technology)</td>
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<td>Medicine</td>
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<tr>
<td>Undergraduate (Four State Colleges)</td>
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<tr>
<th>Non-Resident Tuition (SDSU; USD; SDSM&amp;T)</th>
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<tr>
<td>Undergraduate</td>
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<td>Undergraduate</td>
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<td>Graduate</td>
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In its attempts to receive the favor of the American Association of University Professors, the Regents took two steps—one at the April and one at their May meeting in 1969. By Policy Resolution No. 43-1969\(^1\) the Board did four things: (1) Spelled out the procedure for notification of non-rehiring; (2) Specified the procedure for dismissal; (3) Required that by March 1 a list of those who were to receive tenure had to be furnished the Board; (4) Stated that dismissal policies were to be consistent with procedures developed by the AAUP. A month later the Board developed a policy on tenure designed to satisfy the AAUP.\(^2\) This, however, was not ready in time to be considered by the annual meeting of the American Association of University Professors in June 1969. Apparently the Regents were not ready to provide hearings for untenured faculty who were to be dismissed nor were they willing to give up their constitutional obligation to assume original jurisdiction in a personnel case when in the Board’s judgment this was the course to pursue. So far as is known, at this writing, the censure by the AAUP against the Board of Regents and against Northern State College still continues.

At the time that the Academic Master Plan was being considered the Commissioner of Higher Education reported to the Regents that he felt some non-State representation on the Committee for Medical Education Study was necessary.\(^3\) This statement was made in May 1969 and in December of that year

\(^1\)Regents of Education, Official Minutes, April 24 and 25, 1969.


the Board agreed to go ahead with an out-of-state committee to do the Medical Study.\textsuperscript{1} A month later the Regents' minutes show that the following staff to do the study had been selected:\textsuperscript{2}

(1) Dr. George Wolf, Dean of Medical School, University of Kansas
(2) Dr. Robert Howard, Dean of Medical School, University of Minnesota
(3) Dr. Robert Hardin, Dean of Medical School, University of Iowa
(4) Dr. John Lawrence, Consultant, Donner Laboratory, Berkeley, California

Over the years many course and curriculum changes have been made in South Dakota's public colleges. Although most of these probably had Regents' approval, it is pretty certain that some of them appeared in the program of studies of an institution without the knowledge or consent of the Board of Regents. Before the creation of Inter-Institutional Committee on Educational Coordination, at the beginning of 1964, it was not entirely clear as to how curriculum change should be officially made. Some of the college administrators felt that new courses and even new majors and minors might be added without the official approval of the governing board. Only when a new department or new program was to be added was Regents' approval usually obtained. Of course, the addition of new courses can lead to new majors and minors and before long a whole new area or department has been added to the college. For this

reason it is not possible to tell with accuracy when some programs were started in an institution with official authorization. When an institution changed its whole program of studies as was done in a transfer from the quarter to the semester plan, or vice versa, the official approval of the Regents was secured. This meant, of course, that the Board had to study the whole new academic catalog in comparison with the one being abandoned in order to give knowledgeable approval. This would require a tremendous amount of study by each Regent and probably they had neither the time nor inclination to make so great an effort. No doubt, the word of the college president that everything was in order was accepted. This was all changed after the beginning of 1964 and, although there was considerable curriculum change in all the public colleges after that date, each minor change in credit or course name, each new major or minor, and each new course was carefully scrutinized by the Board of Regents and by the Inter-Institutional Committee on Educational Coordination before being approved for inclusion in an institution's program of studies.

The procedure followed by the Regents and the Inter-Institutional Committee separated all curriculum changes into three categories: (1) Class I, minor changes such as change in credit allowed or name of course; (2) Class II, new courses; (3) Class III, new majors and minors. Changes were being made frequently in all categories until at the beginning of his second year the Commissioner of Higher Education recommended that curriculum changes in Class II and Class III be suspended until after the Master Plan had been
completed and disposed of by the Board of Regents.¹

A rather significant thing happened in the 1969 Legislature when a law was passed giving each race track in the State one day's operation, in addition to the days authorized, the net proceeds of which were to be turned over to the Board of Regents to be allocated to the public colleges for scholarships.² The institution was to decide on how the scholarships were to be awarded, but all of the funds were not to go for athletic scholarships. The first year the plan was in operation the seven public colleges received a total of $26,936.62 from this source.

A decision made by the Regents at their February 1970 meeting caused considerable surprise and much controversy in the State.³ This decision was to "freeze" enrollments for the 1970-1971 academic year at the same level they had reached for the 1969-1970 academic year. The purpose of this action was to keep the college enrollments at a level where quality education could be offered for the funds available. If it appeared to anyone that the Legislature would be blamed because they had not provided sufficient funds for handling expanded enrollments they would have been wrong. It was the Board of Regents, and not the Legislature, which took the "heat" for declaring the "enrollment freeze." Feeling ran so strongly among the public that some qualified students might be denied college entrance under the new policy that the Regents at their March meeting⁴ qualified their position by saying in effect

²South Dakota, Session Laws 1969, Chapter 204.
that: (1) No qualified student would be barred from entrance; (2) All resident students in the upper two-thirds of their graduating class would be admitted; (3) Non-residents in the upper one-half of their class would be admitted. Satisfactory scores on the American College Testing (ACT) program might be used in place of class standing if such scores showed satisfactory ability to pursue a college education profitably. Actually, this statement was almost identical to admission requirements which already existed. The strict application of existing admission standards could have been used to control enrollments without having created the furore which followed the announcement of an enrollment freeze. The Regents had less to be concerned about than feared because only two of the state-supported colleges showed an increased enrollment the fall of 1970. The others either dropped in enrollment or remained about the same.

The new decade and biennial period which began July 1, 1970, promised to show continued activity in highly important areas on the part of the Board of Regents. The Academic Master Plan which was released shortly before the convening of the 1971 Legislature led to much controversy as the first half of the 1970-1971 academic year came to an end. While most of the plan was non-controversial and the recommendations acceptable at face value, other recommendations created a storm of controversy. The one recommendation that stirred up the most resentment among the alumni and friends of South Dakota State University was the one to eliminate the College of Engineering at that institution. This recommendation was approved by the Board of Regents, but the whole matter was thrown into the Legislature and it may be some time before the fate of the engineering school at South Dakota State University
will be known. This and the Committee recommendations on medical education in the State will have to be discussed in a later chapter, perhaps a status of higher education summary.

Southern State College readily accepted its new role as recommended by the Master Plan and it appeared as the 1971 Legislature wound up its business the third week in March that little change would be made to affect the other five state-supported institutions of higher education.
CHAPTER VI

SURVEYS AND STUDIES

The institutions of higher education at first supported by Dakota Territory and later by the State of South Dakota had no more than gotten started when questions were seriously raised as to why the higher education system was what it was and why the public colleges were located where they were. While little legislation has been passed to change the basic pattern of the higher educational system as it developed from 1862 through 1901 hardly a legislature convenes without some consideration being given to consolidating or eliminating one or more of the state-supported institutions of higher education. When questions have risen the result has frequently been the authorization of a survey or study. Eight of these projects have been completed from 1918 down to and including 1970. Most, but not all, of these have been attempts to find better answers for South Dakota's higher education dilemma. In addition to this the Board of Regents, in attempting to improve the effectiveness of its educational system, has from time to time authorized committees from the college staffs to make studies and prepare recommendations for Board consideration. Many such reports have been made and adopted that have greatly improved the administration of the seven public colleges.
1918 Survey

The Legislature of 1917 passed an act directing the Governor to appoint a commission of three to make a survey of the public educational system of the State and report back to the Governor on or before July 1, 1918. The commission was to employ an expert or experts nominated by and to work under the direction of the United States Bureau of Education. None of the experts selected by the commission were to be residents of the State. While the commission was to fix the compensation of the experts after consulting with the U. S. Bureau of Education, there was a limit on what could be paid because the Legislature appropriated $6,000.00 to do the study. All of the institutions were directed to cooperate and to furnish the records requested. The 1917 Act indicated that the Legislature wanted to know the number of teachers available in the State, their qualifications and the feasibility of consolidating some of State institutions or some of the Departments thereof.

The Master Plan for Public Higher Education in South Dakota made public in December of 1970 in substance had the following to say:

It (the 1918 study) recommended the consolidation of all public degree granting institutions of higher education into a single university of South Dakota which would be easily accessible from all parts of the State.2

1 South Dakota, Session Laws 1917, Chapter 226.

The committee which made the study reported thusly:

The Committee believes that the educational and material interests of the State would be best served if a single institution were maintained, that institution comprehending all forms of higher education now provided in the State University, the State College, and the State School of Mines. Beyond question this would have been the best policy in the beginning, and the Committee is convinced that even now it would be far better to consolidate all three of the degree-granting institutions, abandon the present plants, and establish a new State university centrally located and accessible from all parts of the State. The survey committee accordingly recommends the establishment of a consolidated University of South Dakota.¹

Although there was considerable talk following the 1918 report, and the idea of a single university has always been kept alive, no legislative action was taken to implement the main recommendation of the U. S. Office of Education study. Whether this study had anything to do with an attempt, four years later, to move the University from Vermillion to Sioux Falls is not known. Those who promoted this effort were no doubt thinking that a larger community setting would produce a greater university, but they probably had other ideas in mind, too.

1922 Study

The Legislature of 1921 passed two acts providing for an Efficiency Survey of the State Institutions and Departments.² Twenty-five thousand

²South Dakota, Session Laws 1921, Chapter 40.
($25,000) was appropriated to support the study and the Act was passed with the "emergency clause" making it effective March 8, 1921. This Act was followed by the passage of a second act\(^1\) which in effect authorized the Governor to employ experts to make the survey under his direction. The law specified that the expert or experts were to make a detailed survey and examination of methods and practices followed in the performing of their public duties and the expending of public money by all institutions, departments, boards, commissions, officers and employees of the State. All employees were directed to cooperate in the study and to furnish such information as requested. The law specified that the report compiled was to be completed and submitted by the first day of November 1922. The report was to detail the findings of the experts and make recommendation for greater economy and efficiency in the future.

The New York Bureau of Municipal Research was engaged to make the study. At the conclusion of its study the research team made the following recommendations:

**Defects of Institutional Administration**

(1) The colleges at Springfield and Spearfish are poorly located.

(2) There is considerable "log rolling" at legislative sessions to gain institutional support.

(3) There is no competent central executive directing the system.

\(^1\)South Dakota, *Session Law 1921*, Chapter 384.
(4) The Board of Control is only a part-time board.

(5) There should be one engineering school instead of three.

(6) Pharmacy should be located at the University instead of State College.

(7) There has been little cooperation among institutions; they have developed as they pleased.

(8) There is little or no uniformity in the practices followed in the several institutions.

(9) Good business management in the institutions is impossible.

(10) Money is collected from the students and spent with no control of the State.

(11) A central purchasing plan was recommended.

(12) Various institutions are engaged in a race for individual expansion.

Summary of Organization Plan for Central Institutional Administration

The following statement in the report applied to the institutions of Charities and Corrections as well as those of Higher Education.

The abolition by constitutional amendment of the Board of Regents and the Office of Superintendent of Public Instruction, and the creation by legislative enactment of a Department of Education at the head of which shall be a Commissioner of Education appointed by the Governor. An Advisory Board of Regents should be created by legislative enactment--its members to be appointed by the Governor to serve without salary. In addition to its advisory duties, this Board would be responsible for the administration of federal funds for
educational purposes. The Commissioner of Education would run the whole public education system.

Little happened as a result of this study. Central purchasing at the State level was instituted at this time or soon thereafter.

The Report of the State Legislative Research Council for July 5, 1967, has this to say about the study:

Although many important pieces of legislation were introduced that would have reorganized a considerable portion of State government, there was a lack of consensus on the part of the Legislature as related to the recommendations of the study team, and consequently the major proposals relating to higher education were indefinitely postponed.

The 1953 Griffenhagen Study

Although every session of the Legislature had to concern itself with a "look" at the public higher education system of the State, more than thirty years passed after the 1922 study until the Legislature authorized another study of public higher education in South Dakota. It is probable that the authorization of this survey was brought about by a serious attempt in the House of Representatives of the 1953 State Legislature to close Southern State Teachers' College. When this matter came to a vote in that body, it failed by just one vote and that was the vote of the Speaker of the House, Hobart Gates of Custer.

In the 1953 legislative session the body created what became known as the Little Hoover Commission and $20,000.00 was appropriated so that the
Commission could do its work. The act stipulated that the function of the Commission was to make a survey of the State institutions, departments and commissions so that a maximum of efficiency could be obtained in South Dakota State Government by eliminating duplication, consolidating agencies and improving management practices. The Executive Board of the Legislative Research Council was placed in charge and authorized to employ and compensate consultants for carrying out the study. The Act carried an emergency clause and consequently when the Act was signed on March 2, 1953, the law was in effect and action could be taken.

The Executive Committee of the Legislative Research Council employed Griffenhagen and Associates Consultants in Public Administration and Finance. This firm was based in Chicago. On October 15, 1953, the study report was released under the title, "Report on Certain Aspects of Public Higher Education in South Dakota." The report made seventy-two recommendations in all. Several of the more important as they affect public higher education in South Dakota are given below:

(1) It is recommended that recruiting for the State colleges be dropped from the control of the separate institutions and that a central information agency be established for all of them.

(2) Nursing Education should be transferred to the University and administered in the School of Medicine.

(3) Pharmacy should be transferred to the University School of Medicine.

1South Dakota, Session Laws 1953, Chapter 370.
(4) The University should discontinue Home Economics as a major, making it a service department.

(5) It is recommended that the Applied Science Department of the University be discontinued and that the students enrolled be transferred to State College.

(6) If Engineering enrollments were to decline to say 150 at State College and 250 at the School of Mines, Mines should be made a branch of the Engineering School at South Dakota State College.

(7) General Beadle State Teachers' College and Southern State Teachers' College should be closed and the buildings diverted to other uses (five named):
   (a) Junior Colleges, branches of the University.
   (b) Trade Schools.
   (c) Training School for Delinquent Girls.
   (d) Home for Senile.
   (e) Sold to the highest bidder.

(8) The Schools for the Blind and Deaf (originally under the Board of Charities and Corrections) should be transferred from the Board of Regents to the State Board of Education—Division of the Department of Public Instruction. (To do the latter would require a constitutional amendment.)

(9) The Legislature should authorize the Board of Regents to enter into contracts with other states to educate:
   (a) Dentists.
   (b) Veterinarians.
   (c) Forestry.
   (d) Architecture.
   (e) Petroleum Engineering.
   (f) Latter years of Medicine.

(10) The Griffenhagen report opined that the regulation that a Regent member could not reside in a county where an institution over which he had supervision was located was a good one.

(11) The report stated that a seven (7) or nine (9) member Board of Regents was preferable to five (5).
(12) There is a need for a single Higher Education Executive.

(13) The preferred plan for the unification of higher education is the consolidation of the institutions into a single university.

(14) An alternative to the unification of higher education would be the employment of an Executive Secretary for the Board of Regents. To give the Executive Secretary proper standing his salary should exceed that of any of the presidents of the institutions.

(15) The report definitely stated that there should be no recruiting of students beyond the State borders.

The July 5, 1967, Bulletin of the State Legislative Research Council had the following to say about the actions that followed the presentation of the Griffenhagen Report:

Senate Bill 107, sponsored by the Little Hoover Committee, sought to create a single university system. However, after introduction, S.B. 107 was referred to the Committee on Education and failed to receive sufficient support to be reported out. This was also true of S.B. 106, a measure that would have consolidated Southern State and General Beadle with the University, and another measure to amend the State Constitution to transfer responsibility for the Schools for the Blind and Deaf from the Board of Regents to the Department of Public Instruction.

The failure of the single university bill resulted in the introduction and passage of a measure now cited as Chapter 293 of the 1955 Session Laws, which created the Office of Executive Director of the Board of Regents. An appropriation of $25,000 funded this office for that biennium. Specific duties of the office were to install a uniform accounting system for all institutions and to perform other duties as directed by the Board.

Other significant measures recommended by the Little Hoover Committee and made law were: to permit the Regents to construct dormitories on a
revenue bond basis (the act had a suicide clause which has since been deleted . . . currently each project must receive the approval of the Legislature); to permit the Regents to delegate administrative duties, such as signing vouchers, to the institutional presidents and business managers; and to increase the Board of Regents from five (5) to seven (7) members.

United States Office of Education Survey

The July 5, 1967, Bulletin of the Legislative Research Council has summarized the plan for the U. S. Office Education Survey in the following words to which the writer added the last sentences:

Through the cooperative efforts of the State Legislative Research Council, the State Board of Regents, and the South Dakota Association of Private Colleges and Junior Colleges, the Office of Education of the United States Department of Health, Education and Welfare in 1960 agreed to send a study team to the State to conduct a comprehensive survey of higher education. As a result 150 man days or more were spent in the State reviewing the problems. There were fifteen representatives, the Director of the survey and a consultant who worked diligently on the project. Dr. S. V. Martorana, Chief, State and Regional Organization Section was the study director and Dr. Ernest V. Hollis, Director of College and University Branch acted as consultant. In October of 1960 the results of the study were released. Volume I contained a summary of major findings, conclusions and recommendations of which there were more than 100.

Board of Control

(1) The Board of Regents is a policy-making body. Administrative duties should be delegated to the Executive Director and the institutional heads.

(2) The Executive Director should conduct and report on studies made.

(3) The Board of Regents' system provides unity.
(4) The chief responsibilities of the Board of Regents:

(a) a planning agency.
(b) a coordinating agency.
(c) a governing agency.

(5) Retain all the present institutions but give each a clear purpose.

Three Basic Recommendations

(1) South Dakota must make an effort to support higher education greater than the average because of its limited resources.

(2) Public and private colleges should be viewed as partners.

(3) Public institutions should be viewed and developed as the South Dakota System of Higher Education.

College Attendance and Enrollment

(1) One and two-year terminal programs are needed.

(2) Students will need financial aids.

(3) College programs should be made more attractive.

(4) A junior college at Watertown is not recommended at this time.

(5) Higher education state-supported should be a statewide system governed by a single agency.

(6) The program of extension study should be expanded.

(7) More out-of-state students should be attracted.

Statewide Government Planning and Coordination of Higher Education in South Dakota

(1) The Regents should formulate the general policy.

(2) Greater reliance should be placed on the professional staff and the Central Office.

(3) The Regents should be relieved of the responsibility for the School for the Deaf and the School for the Blind.
(4) Three professional staff members should be added to the Office of the Executive Director.

(5) Regents’ Committees should be discontinued and the Executive Director assume their duties.

(6) The Board should de-emphasize the time spent on routine matters.

(7) The per diem paid the Regents should represent living costs, not salaries.

(8) The budget of the Executive Director and the Regents should be consolidated and statewide planning continued.

(9) Policies of the Board should be kept in a manual and updated regularly.

(10) The Regents’ Biennial Reports should not include the printing of the minutes.

(11) Appropriations should be made to the Regents for:

   (a) operation,
   (b) capital outlay,
   (c) allocation to each institution.

(12) There should be a single appropriation for buildings.

(13) The Regents should be the sole agency for pre-audit transfer of funds from one major category to another and may be done with the approval of the State Secretary of Finance and the Comptroller.

(14) The Regents should hold more work conferences of college officers by category.

(15) Institutional cooperation should be extended and improved.

(16) There should be periodic meetings of:

   (a) Regents,
   (b) Council of State College Presidents,
   (c) South Dakota Foundation of Private Colleges,
   (d) Representatives of Boards and Presidents of private junior colleges.
Space Utilization

(1) Carefully evaluate space utilization before asking for more buildings.

(2) Space analysis should be continued.

(3) The Board should direct the Central Staff to coordinate the studies.

(4) Remodeling and renovation should be given precedence over new construction.

(5) New buildings should come after space utilization is high; remodeling has been done and crowding exists.

General Recommendations Regarding Buildings

(1) Take an inventory of the condition of buildings each year.

(2) Repairs should be made as soon as possible in order to reduce deferred maintenance costs.

(3) The institutions need supporting space rather than large instructional areas.

Operations of the Business Office (Public Institutions)

(1) The Legislature should provide adequate funds for operation and for catching up.

(2) Tuition and fees should be maintained to provide the present proportion for support of higher education.

(3) A uniform system of financial accounting should be developed.

(4) In developing a uniform system of accounting the cooperation of the Secretary of Finance and the State Comptroller should be sought.

(5) The Executive Director should make a special analysis of student costs.
(6) There is a need for more science and foreign language laboratory equipment and for up-to-date equipment in the business and registrar's office.

(7) Accounts procedures should be followed that will keep funds separate.

(8) The institutions should be relieved of unwieldy and delaying fiscal controls.

(9) The post-audit should be relied on after a detailed budget has been approved.

(10) The post-audit should be in accord with the fiscal year of publicly-controlled institutions.

(11) Local and Endowment Funds should be budgeted and transfers made only on Regents' approval. There should be a contingency fund of ten percent (10%) of the budget.

(12) The Regents' office should add a finance man.

(13) Inventories should be kept at the institution level except for automotive equipment.

(14) Local purchases should be permitted.

(15) The Regents should periodically convene the Business Managers and the Superintendents of Buildings and Grounds.

**Financing Capital Construction (Publicly-Controlled Institutions)**

(1) Maintain a constant program of capital improvement.

(2) Priorities:

(a) Deferred Maintenance.

(b) Modernization and Replacement.

(c) New Construction.

(3) There should be a single appropriation for capital outlay.

(4) Deferred maintenance should be excluded from capital outlay.

(5) Building maintenance should be attended to promptly.
(6) Buildings should be insured until an adequate reserve is built up and a self-insurance established.

(7) The work of the Regents, Administrators and the State Engineer should be clarified.

(8) The Institutional Building Committee should be discontinued and the work turned over to the Executive Director.

(9) A Building Specialist should be added to the Regents' staff.

(10) Continue to build using self-liquidating bonds.

(11) The Legislature should revise the law so that the income from one building may help to pay for another.

**Student Personnel Services**

(1) An integrated Student Service unit should be organized.

(2) The administrative officer for Student Services should be equal to the Business Manager, Academic Dean and similar college officers.

(3) The Personnel Director and the Counselors should be trained.

(4) The current budgets should make provision for the Student Personnel function.

(5) Resident advisory programs should be improved.

(6) Provision should be made for adequate offices.

(7) Admissions should be oriented to guiding and helping students.

(8) The Executive Director should provide information to high school counselors about college programs.

(9) The Regents should take the leadership in informing students about the programs of private colleges.
The Student Personnel offices are to keep abreast of emerging developments, particularly the private colleges.

**Instructional Programs and Services**

1. The Regents should take the leadership in calling conferences of all concerned to improve counseling.

2. The Executive Director should coordinate the programs in state-supported colleges.

3. The Regents' office should add a qualified specialist in program analysis and coordination.

4. Cooperative programs between the School of Mines and Black Hills Teachers ought to be developed.

5. There should be an academic planner within each institution.

6. Better and more complete general education programs are needed.

7. Small colleges (1,000 or less) should explore the possibility of inter-departmental units.

8. The Foreign Language programs need to be strengthened.

9. Language specialists in the colleges could help in developing programs in the high schools.

10. Honors and Independent Study programs should be encouraged.

11. Better audio-visual and laboratory equipment is needed.

12. An initial appropriation of $500,000 should be made to start on purchasing equipment followed by $100,000 annually.

13. Strong Arts and Sciences programs are needed to support graduate study at the University of South Dakota.
(14) The Regents should examine carefully the combining of Geology at the University and at the School of Mines.

(15) Degree requirements in the institutions should be restudied.

(16) The two-year program for the preparation of teachers should be eliminated.

(17) A broad advisory committee on teacher education should be created.

(18) Recommended Teacher Education Programs:

(a) General Beadle State Teachers' College offer only preparation for elementary teachers at the junior and senior years.
(b) South Dakota State College prepare high school teachers at the undergraduate and graduate level.
(c) Southern State Teachers' College prepare undergraduates in selected fields.
(d) Northern State Teachers' College and Black Hills Teachers College prepare teachers at the undergraduate and graduate level.

(19) The University of South Dakota to prepare teachers at the undergraduate level through the doctor of education program.

(20) The following should offer a fifth year in subject matter.

(a) Black Hills Teachers College.
(b) Northern State Teachers College.
(c) South Dakota State College.
(d) University of South Dakota.

(21) Teachers in preparation should have a full semester or term of "practice teaching."

(22) The Agricultural programs at State College deserve full support.

(23) Any new specialties in Engineering should be reviewed closely.
(24) The following programs at the University should be re-examined:

(a) Industrial Engineering.
(b) Industrial Electronics.

(25) Arts and Sciences courses should be supported at State College and the School of Mines as support to technical training.

(26) The Executive Director should establish a program of inter-institutional planning.

(27) The feasibility of concentrating Nursing programs in fewer institutions should be explored.

(28) The public colleges should participate in interstate or regional education.

(29) The Social Work offered at the University and Rural Sociology at State College should work together.

(30) Terminal one and two-year programs should be stressed.

(31) Courses in a unique specialization should be centered at certain institutions.

(32) The Summer Session should be integrated into a "year around" program.

(33) The Executive Director should coordinate all extension programs.

(34) There is a need for better library materials.

(35) The faculty should take a more active role in selecting library materials.

(36) There is a great need for additional library staff.

(37) Library materials should be determined by the departmental faculty.
Characteristics of Faculty. Institutional Staff Needs and Instructional Costs

(1) Attract and retain younger faculty.
(2) Don't give advancement in faculty rank in lieu of salary raises.
(3) Continue to analyze teaching loads.
(4) Set up a retirement plan.
(5) Eliminate Governor's approval of out-of-state travel.
(6) Improve faculty salaries.
(7) Strive for efficiency in faculty utilization.
(8) Control the number of small classes in upper-division programs.
(9) Establish a standard yearly college calendar.¹

Many of the recommendations and suggestions made by the U. S. Office of Education study team have been put into practice by the Board of Regents during the past ten years.

This survey was the most comprehensive study of higher education in South Dakota that has ever been made by a team of out-of-state educational experts. The July 5, 1967, Bulletin of the Legislative Research Council carries in substance the following statement regarding legislative action which followed the study:

The 1961 Legislature accepted in part the recommendation of the H. E. W. survey and their commendations of the Special

¹The above report is not copied verbatim from the U. S. Office of Education Report, but is written with the writer's own interpretation. The facts were gleaned from the Report on file in the Office of the Commissioner of Higher Education for South Dakota.
Study Committee on Higher Education. Some of the more important recommendations enacted into law were as follows:

(1) Established a faculty and administrative personnel retirement program.

(2) Permission for the Board to enter into agreements or contracts with other states for students pursuing studies not given in State institutions.

(3) Included local receipts and collections in the biennial budget and establishing a reserve account not to exceed ten per cent of previous years operating budget.

(4) Permitted the Regents to receive and control federal funds for the benefit of the colleges.

(5) Appropriated $50,000 for participation in the National Defense Education Act.

The Davis Study

The 1963 Legislature appropriated for the 1963-1965 biennium $43,400.00 to be used by the Board of Regents for curriculum studies.¹

The July 5, 1967, Bulletin of the Legislative Research Council states that Dr. Harvey H. Davis, a noted curriculum expert, was secured by the Board of Regents ... for curriculum studies.

Dr. Davis completed his study and reported to the Board of Regents in December 1963, although the published report was not available until 1964.

The major recommendations of the Davis study are given below:

(1) The School of Mines and Technology and the Black Hills State Teachers' College should be combined to form a university with two campuses.

¹South Dakota, Session Laws 1963, Chapter 346.
(2) That Southern State Teachers' College, General Beadle State Teachers' College and the University of South Dakota should be combined to form a single university with three campuses.

(3) That the name of South Dakota State College and Mechanic Arts should be changed to South Dakota State University.

(4) That the name of Northern State Teachers' College should be changed to Northern State College.

(5) Salaries should be increased.

(6) The retirement system should be improved.

(7) From time to time the buildings and various equipment of the schools should be improved.

(8) Increase the areas in which doctor's degrees are granted (this will be expensive).

(9) Examine the curricula in Business.

(10) Approve two-year terminal courses.

(11) Organization and names of public institutions of higher education:

(a) Combine the School of Mines and the Black Hills Teachers' College.
(b) Combine the University, General Beadle State Teachers' College and Southern State Teachers' College.
(c) Change the name of South Dakota State College to South Dakota State University.
(d) Change the name of Northern State Teachers' College to Northern State College.

As a result of the Davis Study, the Board of Regents passed Special Resolution No. 130-1963 requesting the Legislature to do the things contained in the Davis' report and the resolution. The Board also passed Special Resolution No. 1-1964 which created the Inter-Institutional Committee on Educational Coordination which was recommended by Dr. Davis. This action was
probably the most important result of the study because it gave the Regents the intelligent control over the adding of new college programs and curriculum development.

The Bulletin of the State Legislative Research Council for July 5, 1967, says in substance:

The 1964 Legislature enacted several recommendations of Dr. Davis. The names of South Dakota State College and Mechanic Arts was changed to South Dakota State University and the three State teachers' colleges had the word "teachers" dropped from their titles.

The 1964 Legislature also established a State Commission of Higher Education Facilities to administer the Federal Higher Education Facilities Act of 1963 (Public Law 88-204).

1964 Myers Study

Early in 1964 the Board of Regents felt that a summation of all the prior studies concerning public higher education in the State should be made and that probably some further inquiries and investigations should be made. In July 1963 the Board requested the state-supported institutions of higher education to prepare a ten-year projection of their needs. To coordinate the work a study committee was appointed consisting of Dr. Russell Jonas, President of Black Hills State College; David Pearson, Assistant to the President of South Dakota State University; and Kenneth Raske, Assistant to the President of the University of South Dakota. Later, when Mr. Raske resigned to take a position in North Dakota, his place was filled by Dr. Van Johnson.

Dr. Max Myers, Professor of Economics at South Dakota State University, was chosen by the Regents to do the review survey and projections for the
future. Dr. Myers was taken off the South Dakota State University payroll and was paid the same salary he had been contracted for from Board of Regents' funds. He was allowed a nominal amount for travel and for secretarial costs.

Myers said of his study which began on June 15, 1964, and ended in October 1964 that it was a summarization of the information from existing sources plus some earlier reports and some inquiries he conducted himself. All the administrative staffs and faculties gave Dr. Myers what assistance they could.

The following quote is given in the report:

That whenever we consider legislation or regulations concerning public higher education, we review our goals and purposes in order to determine whether the proposed action is consistent with them.  

Dr. Myers gave his study the title, "The Choices Before Us In Public Higher Education." He raised questions and then proceeded to answer the questions with recommendations.

A. How much public education do we need or want, the types of programs and supplemental services?

1. We should plan and prepare for substantial annual increases in enrollments at the public colleges for the next eight years or for an overall total close to 25,000 before a leveling off period is reached.

2. The current system of continuing review of programs and the current requirements that new courses and new programs must have Regents' approval be continued.

3. The Regents should appoint an inter-institutional committee to review the organizations for and provision of special student services for the purpose of suggesting possible improvements for individual institutions or for the system.

4. The Regents should establish an inter-institutional committee to consider the situation of general extension activities, other than Agricultural Extension, and make recommendations for possible improvements and cooperation.¹

B. How good a program do we want—what quality? (Maintain the same level; provide a higher level; provide or accept a lower level.)

1. Continued and increased efforts should be made to improve the preparation, motivation and adjustment of students.

2. The public colleges should continue to admit any resident high school graduate, but that pre-college and college counseling procedures be continued to assist applicants and students.

3. The colleges should continue to "screen out" enrolled students who are unable or unwilling to perform acceptably, but that such actions be revokable for cause.

4. Continuing and increased efforts should be made to obtain, hold and encourage superior teachers for the public colleges.

5. Continued and increased efforts should be made to eliminate specific situations where over-crowding of dormitory rooms, classrooms, laboratories and offices hamper learning and teaching activities.

6. Continued efforts should be made to maintain and improve the administrative climate in which students and teachers will be encouraged to learn to the greatest extent consistent with laws and regulations.

¹Dr. Myers did not study or make recommendations of every facet of college operation.
C. How should public higher education be organized and operated for effectiveness and efficiency?

1. The executive staff of the Board of Regents should be strengthened. This may be accomplished by the addition of two analysts to provide current, relevant data to assist the Regents in performing policy-making functions.

2. A study should be initiated of the desirability and feasibility of providing an expanded program to include liberal arts programs in the Black Hills area.

3. An outside library consultant and a committee of librarians of the seven institutions should survey the library situation, recommend steps to meet the immediate needs and assist in planning to meet longer range needs. Library improvements and strengthening should be given high priority.*

4. That where and when serious questions arise concerning duplication a detailed study should be made of relative benefits and costs of specific programs.

5. Major changes in the organization of the system should not be made at this time of stress, unless thorough and prolonged study show substantial net benefits in educational efficiency as well as in financial efficiency.

6. Every effort should be exerted to obtain appropriation of operating funds for the 1966-1967 biennium, at least equal to the requests approved by the Regents.

7. Funds should be appropriated, authorizations made and revenue sources found for a building program at least of the magnitude requested by the Regents.

8. Immediate intensive consideration should be given to feasible ways to obtain needed buildings and facilities quickly.¹

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*Almost immediately the institutions began to increase the size of their library budgets and by 1966 the Regents were able to allocate $100,000 among the public colleges for library improvement.

¹The above relating of the Myers Study reports the material of the survey in the words and format of the writer not in the words, format or detail which Dr. Myers presented.
Although the work of the South Dakota Commission on Higher Education Facilities covered not only the public institutions of higher education but also all private institutions of higher education, both at the junior and senior college level, its work may not belong in this history. However, because the scope of the study was so comprehensive and because the data gathered will no doubt furnish a basis for further study, brief mention is made of it.

The story of how the Commission was created, financed and how the work was carried out is best told by the directors of the study in an identical preface to five volumes of the study which was directed by Alpha Braunesreither and Robert S. Morrisey. A sixth volume was prepared by Alpha Braunesreither, James F. Hilgenberg, Don Van Bockern, and Harvey Johnson which dealt with a facilities inventory and a space utilization study.

Preface to Five Volumes

Under Section 3 of Public Law 89-752 of 1966, the United States Congress authorized the expenditure of federal monies for assisting states in developing statewide comprehensive facilities plans for future higher education planning. Consequently, in February, 1967, the South Dakota Commission on Higher Education Facilities (SDCHEF) was designated by the State Planning Agency as the State Agency to administer the Statewide Comprehensive Plan of Higher Education in South Dakota. On April 28, 1967, the Commission adopted and forwarded for approval to the United States Office of Education a draft of the "South Dakota Higher Education Facilities Comprehensive Planning Proposal and Grant Request." On June 5, 1967, the Office of Education approved the draft and provided a financial award to be used in carrying out comprehensive planning activities using a three-phase approach.

Following grant approval by the Office of Education, work was begun immediately upon developing an expanded plan for research completion. Several drafts for an organizational plan were reviewed and approved by South
Dakota public and private college and university presidents, the Commission, and other interested groups and individuals. Consequently, in September, 1967, the "Organizational Plan for the Statewide Comprehensive Plan of Higher Education in South Dakota" was printed and given wide distribution. The "Organizational Plan" sets forth in detail the historical background of the research, the scope of the research, general and specific goals, areas and outlines of the research, organizational chart for plan conduction, research time and priorities, and possible use and value of the research. In general, the "Organizational Plan" has served as a blueprint and, therefore, has been carefully followed in the conduct of the study.

The "Organizational Plan" provided for the study to be conducted over a three-year period in three phases:

Phase I - System Development was completed on June 30, 1968. Included in the first-year phase was the development of definitions and standards pertaining to the research areas of faculties, students, curriculum, facilities, and costs. Research committees, composed of faculty representatives from all South Dakota colleges and universities, prepared evaluative instruments in the five research areas. The evaluative instruments were tested in Pilot Projects at Yankton College and South Dakota State University to determine the reliability of the system. The evaluative instruments were then refined and adjusted based upon the results of the pilot projects.

Phase II - Data Gathering was accomplished by the end of fiscal year 1969. Demographic, economic, and social data, as well as the research areas of Phase I, were collected, audited, and programmed where possible for data processing.

Phase III - Data Analysis will be completed by the end of fiscal year 1970. An analysis of data has been performed revealing the current status of South Dakota higher education facilities, faculties, students, costs, and curriculum. Projections, where applicable, will be attempted in each area for short range and long range periods. In addition, data from research areas will be published into five volumes, each emphasizing the important research data affecting South Dakota higher education. Following publication of the five research areas, an on-going development of statewide comprehensive facilities planning will be attempted.
The Statewide Comprehensive Plan of Higher Education in South Dakota was conducted by the South Dakota Commission on Higher Education Facilities with the assistance of its staff and the following individuals, groups, and organizations:

State Advisory Committee in Higher Education Comprehensive Planning—The State Advisory Committee was a fifteen member group broadly representative of the people in South Dakota. The committee was composed of three private and three public higher education institution representatives, five representatives of the South Dakota Legislature, three representatives of business and industry, and one representative of vocational-technical institutions. The committee met periodically to offer advice and evaluate the needs of the state as a whole.

SDCHEF Research Staff—the SDCHEF Research Staff was primarily a communication organ composed of five representatives with one representative chosen by the members of each of the five research committees. The major purpose of the SDCHEF Research Staff was to coordinate committee research to avoid duplication and foster correlation of collected data.

Research Committees: Costs, Faculties, Curriculum, Students, and Facilities—the Research Committees were composed of five representatives in each group chosen by the Commission from a roster of names submitted by the presidents of all South Dakota colleges and universities. The Research Committees were responsible for identifying available resources of data, developing and gathering new resources of data collecting, developing questionnaires and report forms, and drafting preliminary research findings.

General Consultants—Educational consultants of national reputation and broad experience in the areas of costs, faculties, curriculum, students, and facilities were selected to serve as general consultants for the plan.

Special Consultants—Special Consultants were employed for research of a highly technical nature or to provide counsel and advice regarding analysis of data.

Advisory Facilities Inventory Board—an Advisory Facilities Inventory Board was created to evaluate the condition of all higher education physical facilities in the state. The board was composed of personnel familiar with state and local building codes, fire and other safety regulations, and who could perform an unbiased engineering evaluation of the buildings.
Governing Groups and Other Organizations—The Governor, the State Legislature, governing boards and presidents of colleges and universities, state agencies and councils, the United States Office of Education, educational organizations, and other groups and individuals interested in South Dakota higher education were used as a sounding board, particularly as to the goals for higher education in South Dakota.

Basic to successful completion of the Statewide Comprehensive Plan of Higher Education in South Dakota has been the participation of all public and private colleges and universities in South Dakota. The seven public higher education institutions under the legal control of the South Dakota State Board of Regents and the eight private higher education institutions each under legal control of individual boards and trustees have cooperated fully in conducting the research. This joint cooperation hopefully will provide as complete a picture as possible of public and private South Dakota higher education.

The South Dakota Commission on Higher Education Facilities sincerely acknowledges the assistance and cooperation given by the governing boards, presidents, faculties, and administrative staffs of all higher education institutions in the state. Special recognition is given to members of the State Advisory Committee, Advisory Facilities Inventory Board, SDCHEF Research Staff and Research Committees. In addition, governmental and business contributions of the South Dakota Planning Agency; South Dakota Legislative Research Council; South Dakota Department of Public Instruction; United States Office of Education; American College Testing Program, Iowa City, Iowa; Spitznagel Partners, Inc., Sioux Falls; Business Research Bureau, University of South Dakota; and other groups and agencies are recognized. Also, particular recognition is extended to the five general consultants of national reputation and other special consultants who provided general and specific advice on research progress and individual research areas.

The inventory survey carried out by the South Dakota Commission on Higher Education Facilities was a comprehensive survey of five volumes including a total of 1,252 pages and, in addition to this, the Commission prepared a Facilities Inventory plus a Utilization Study that covered 136 pages.
The largest volume of the study was published under the title, *Students and South Dakota Higher Education*. This volume attempts to answer almost every question that might be asked about the students who attend any of the junior or senior colleges within the State. The volume contains 458 pages and is organized as follows:

**Preface**

**List of Tables**

**List of Figures**

**I. Introduction**

**II. Research Committee Report**

Significant Evaluative Instrument Data
Significant Student Profile Data
Significant Economic-Demographic Data

**III. General Consultant Report**

General Comments
Analysis of Student Data

**IV. Data Appendices**

Appendix A: Evaluative Instrument Data
Appendix B: Iowa Test of Educational Development Scores
Appendix C: High School Senior Profile
Appendix D: Freshmen Student Profile Characteristics
Appendix E: South Dakota Students Attending Out-of-State Colleges and Out-of-State Students Attending South Dakota Colleges (1968-69 Freshman Class)
Appendix F: Higher Education General Information Survey Migration Report
Appendix G: Higher Education General Information Advanced Degrees Report
Appendix H: A System of Enrollment Projections
Appendix I: Economic Demographic Report
Appendix J: Students Evaluative Instrument
The second largest volume published by the Commission contained 378 pages and was given the title, *Curriculum and South Dakota Higher Education*. It was organized and contained subject matter as indicated below:

**Preface**

**Summary**

**I. Introduction**

**II. Research Committee Report**

**Summary of Educational Offerings**

**III. General Consultant Report**

**General Comments**

**Analysis of Curriculum Data**

**IV. Data Appendices**

**Appendix A:** Curriculum Offerings by Field of Study and Subject

**Appendix B:** Curriculum Evaluative Instrument

The third volume in size published by the Commission included 164 pages and bore the title, *Facilities and South Dakota Higher Education*. The format of the volume is as follows:

**Preface**

**List of Tables**

**List of Figures**

**Summary**

**I. Introduction**
II. Research Committee Report

General Comments
Significant Land Data
Significant Building Data
Significant Classroom Data
Significant Laboratory Data
Significant Office Data
Significant Library Data
Significant Other Data

Significant Special Use Facilities
Significant General Use Facilities
Significant Supporting Facilities
Significant Residential Facilities

Inventory Utilization Comments

III. General Consultant Report

General Comments
A System of Space Factors

IV. Data Appendices

Appendix A: Definitions Used in Conducting the Inventory and Utilization Study
Appendix B: Utilization of General Classrooms
Appendix C: Utilization of Class Laboratories
Appendix D: Utilization of Offices, Other Teaching Facilities, Other Instruction Related Facilities and Scheduled Contact (Clock) Hours
Appendix E: Land Inventory
Appendix F: Structural Survey and Selected Building Inventory
Appendix G: Computational Procedures
Appendix H: 1968 SDCHEF Enrollment Survey
Appendix I: Summary by Type of Room Classification
Appendix J: Facilities Evaluative Instrument

The next volume in descending order of size contained 148 pages and bore the title, Faculties and South Dakota Higher Education. The Table of Contents lists the following subjects treated in this volume:
Preface

List of Tables

List of Figures

Summary

I. Introduction

II. Research Committee Report

General Comments
Significant Evaluative Instrument Data

III. General Consultant Report

General Comments
Analysis of Faculty Data

IV. Data Appendices

Appendix A: Faculty Form A Data
Appendix B: Faculty Form B Data
Appendix C: Faculty Form D Data
Appendix D: Faculties Evaluative Instrument

The smallest of the five volumes which constituted the main study contained 104 pages and was published with the title, Costs and South Dakota Higher Education. The volume lists the following topics included:

Preface

List of Tables

List of Flow Charts

Summary

I. Introduction
The five volumes discussed and outlined above were ready for distribution in September 1969. They include a wealth of information that should for the period studied answer most questions which the researcher or student of higher education in South Dakota could have in mind. From inception to completion almost three years of time elapsed. At least five dozen people were involved in the study, in one way or another, although there was duplication on some of the committees. The Commissions and Committees which conducted the study with limited outside consultation from educational experts were as follows:

South Dakota Commission on Higher Education Facilities
Commission Office Staff
Students Research Committee
State Advisory Committee
SDCHEF Research Staff
Advisory Facilities Inventory Board
Pilot Project Coordinators
Institution Data Gathering Coordinators
Although one of the volumes of the original five dealt with the facilities and space utilization of the institutions by the time it was completed conditions had changed and it was time to carry out another Facilities Inventory and Utilization Study. This study was made for the Fall Semester of 1969 and was ready for use in March 1970 and was under the auspices of the South Dakota Commission on Higher Education Facilities. This study consisted of 136 pages and was prepared under the direction of:

Alpha Braunesreither, Executive Secretary
James F. Hilgenberg, Study Coordinator
Don Van Bodkern, Inventory Project Coordinator
Harvey Johnson, Utilization Project Coordinator

(Seventeen members or possibly more were used in the several public and private colleges to collect the data.)

The study which was available for use in March 1970 was divided into six sections:

Section I - Definitions
Section II - Inventory
Section III - A System of Space Factors
Section IV - Utilization
Section V - Enrollment--Hours
Section VI - Appendix

A Master Plan for Public Higher Education in South Dakota

The latest comprehensive study of higher education in South Dakota was formally started in June of 1969 and released to the public in December 1970. The study came about as the result of an Act passed by the 1968 Legislature.
creating the office of Commissioner of Higher Education and stipulating the nature and the responsibilities of the office.¹

The job that the Commissioner of Higher Education for the State was called upon to do is best told in the Foreword to the published Master Plan.²

Foreword

Among other things, the statute provided that "the Commissioner of Higher Education shall be responsible to the Board and shall be removable at the pleasure of the Board . . . " The statute provided further that the Commissioner of Higher Education "shall be responsible for the maintenance of modern, uniform systems of accounting and record keeping at all institutions. The compilation of a budget for the Board, for the office of the Commissioner and for all such public institutions in the State under the Board of Regents; for the development, revision and modernization of (a) an Academic Master Plan pertaining to all public institutions of higher learning, and (b) a public institutions Educational Facilities Master Plan; he shall be the principal representative of public higher education, of the Board in all appearances before the Legislature and its official committees and before the Governor, the Budget Director and all administrative tribunals . . . ."

Dr. Richard D. Gibb began his official duties in the Regents' offices at Pierre on the first day of July 1968. He and his staff spent almost the entire next year studying the education plans and programs of higher education in South Dakota before beginning actual work on the Master Plan in June of 1969. By actual count of the names listed in the Provisional

¹South Dakota, Session Laws 1968, Chapter 35.

Master Plan there were, in addition to the staff of the Commissioner of
Higher Education, 140 persons who participated either in a work or an
advisory role in bringing the plan to fruition. One Regent, Kenneth Arthur,
was not a member of the Board at the time the study was published, but was on
the Board at the time of its inception.

The Committees That Administered or Advised
on the Master Plan *

(1) South Dakota Board of Regents - 6
(2) Master Plan Citizens Advisory Committee - 29
(3) Faculty Advisory Committee - 7
(4) Presidents' Advisory Committee - 15

Master Plan Study Committees

A - Admissions, Retentions and Transfers

Richard Van Beek, Northern State College - Chairman
Robert Adams, University of South Dakota
Douglas Bell, Black Hills State College
Mrs. Gene Cheever, Belle Fourche
Ross Howe, Southern State College
Leighton Palmerton, S. D. School of Mines and Technology
Sister Marie Patrice, Presentation College
Howard Peterson, S. D. School of Mines and Technology
Frank Smith, Huron College
Junis Story, South Dakota State University
Jorgen Thompson, Augustana College
Preston Tyrrell, Dakota State College
Joyce Swan, Rapid City

*Committees were composed of those whose official position attached
them to the study, lay citizens, and professional educators from both the
public and private colleges.
B - College Enrollments and Buildings

James Pedersen, South Dakota State University - Chairman
Norris Erickson, University of South Dakota
Harland Flemmer, Dakota State College
A. M. Gowan, Sioux Falls College
Keith Jewitt, Black Hills State College
Ralph Johnson, Northern State College
William Matthews, Augustana College
Robert Moore, S. D. School of Mines and Technology
Merton Sherman, Huron College
Robert Strong, Southern State College

C - Governing Structure, Number of Institutions, Location and Names

Cecil Kipling, University of South Dakota - Chairman
Charles Berry, Black Hills State College
Merrill Brown, Dakota State College
Edward Ehrenesperger, Yankton College
Dave Evans, Pierre
Mrs. M. A. Hersrud, Lemmon
Thomas Killian, Augustana College
John Martin, Southern State College
George Moe, S. D. School of Mines and Technology
Jim Ochs, Presentation College
Howard Sauer, South Dakota State University
Stan Siegel, Aberdeen
Robert Thompson, Northern State College

D - Academic Programs and Role of Each Institution

George Rinker, University of South Dakota - Chairman
Mrs. Maylou Amunson, Mobridge
Glen Bachman, Yankton College
L. A. Clarke, Northern State College
Sever Eubank, Black Hills State College
Dale Hanke, Dakota State College
Carl Lutz, S. D. School of Mines and Technology
Eddy Miedema, Southern State College
Leo Spinar, South Dakota State University
Mr. John Sutton, Jr., Agar
Ralph Tingley, Sioux Falls College
Mr. L. W. Turnwall, Huron
Bruce Weier, Mount Marty College
E - Financial Aids and Scholarships

Marvin Schamber, Southern State College - Chairman
Eugene Brinkmeyer, Yankton College
Gilbert Bruns, Black Hills State College
Zora Colburn, South Dakota State University
Frank Mattern, Black Hills State College
Vernon Miller, Dakota State College
Ronald Roland, S. D. School of Mines and Technology
Gordon Rollins, Dakota Wesleyan University
Robert Rutford, University of South Dakota
Sister Norma Sand, Mount Marty College
Don Vogt, Northern State College
Rose Welchert, Mount Marty College

F - Faculty Salaries, Fringe Benefits, and Working Conditions

Russell Brock, Northern State College - Chairman
Keith Birks, Southern State College
Gene Denison, Huron College
Carl Grimm, S. D. School of Mines and Technology
Paul Haivala, Black Hills State College
Thomas Henson, Dakota Wesleyan University
Richard Hinkley, Dakota State College
Mr. Dave Johnson, Pierre
Otto Neuhaus, University of South Dakota
Neil Rheiner, Mount Marty College
John Thompson, South Dakota State University

G - Adult and Technical Education

Lincoln Henry, Black Hills State College - Chairman
Marvin Burroughs, Northern State College
Loren Carlson, University of South Dakota
Duane Everett, South Dakota State University
Laurel Iverson, Southern State College
LeRoy Day, Sioux Falls College
C. Prochaska, Presentation College
Roger Ruark, Dakota Wesleyan University
Lawrence Sattgast, Dakota State College
Elden Stensaas, S. D. School of Mines and Technology

After the Commissioner of Higher Education had been given an opportunity
to study carefully the written reports of the seven work committees and had
discussed the whole problem with the Board of Regents and the Advisory
Committees, a Master Plan for Public Higher Education in South Dakota was written and released to officials and available to the public for study.

The Master Plan is organized in the form of a Summary of Findings and Recommendations:

**General**

1. A number of previous studies of higher education in South Dakota have been carried out dating back to 1918. Although some of the recommendations have been carried out, most have not, especially those which involve consolidations of programs and/or institutions.

2. The primary problem in public higher education in South Dakota is that of too many colleges and universities.

3. There are too many programs on various campuses with low enrollments and which are of questionable quality.

**Admission, Retention and Transfer**

1. Not all high school graduates can benefit from a college education. Other kinds of post-secondary opportunities should be made available to them.

2. The recruiting of students should be controlled by offering strong support to the South Dakota Post High School Coordinating Council.

3. Students ranking in the upper two-thirds of their high school class or who achieve satisfactory ACT Test scores will be admitted to one of the State colleges or universities. Those not meeting this requirement will be admitted to one of the proposed junior college divisions or one of the State colleges or universities on a deferred basis.

4. It is desirable to have some non-resident and foreign students.
5. A new policy of classification concerning resident and non-resident students must be developed.

6. Institutions will determine policies concerning retention of students on their campuses.

7. Credit received from any State institution will be fully acceptable at any other State institution.

8. A common system of course numbering will be developed.

9. Procedures will be developed to enable a student with registration on one campus to take courses on another college campus without actually transferring.

College Enrollments and Building Needs

1. Enrollments in the State colleges and universities are not expected to increase in a large manner in the next ten years.

2. Some additional buildings will be necessary and a considerable amount of remodeling will be necessary for some of the buildings now in operation.

Governing Structure, Number of Institutions, Locations and Names

1. There should continue to be a single governing board for public higher education in South Dakota and it should provide for the necessary number of professionally trained staff.

2. The Regents should be renamed the "Regents of the South Dakota System of Higher Education."

3. The Regents may not be residents of counties in which there are public institutions of higher education.

4. No more than three Regents may be graduates of any one public institution of higher education in South Dakota.

5. Regents should continue to be present for institutional ceremonial events, but should not designate any one as an institutional representative.
6. The School for the Visually Handicapped should become an administrative agency of Northern State College in 1972, and the School for the Deaf should become an administrative agency of the University of South Dakota in 1972.

7. An advisory council should be formed for the purpose of coordinating the educational activities of the State.

8. All non-parochial post-secondary institutions which offer courses for collegiate credit and which receive State aid will come under the jurisdiction of the Regents of Education.

9. The number of State colleges and universities should be decreased from seven to four. Preferably, Dakota State College and Southern State College should be closed and Black Hills State College should become a junior college division of a comprehensive State college in western South Dakota.

10. If it is impractical to close any of the campuses, Dakota State College should become a junior college branch of South Dakota State University and Southern State College should become a junior college and technical college branch of the University of South Dakota.

11. There should be a single comprehensive State College for Western South Dakota with the main campus at Rapid City and a junior college campus at Spearfish.

12. If Southern State College becomes a branch of the University, it should be renamed the University of South Dakota at Springfield. If Dakota State College becomes a branch of South Dakota State University, it should be renamed South Dakota State University at Madison.

Academic Programs and the Role of Each Institution

1. Far too much money has been spent in adding new programs instead of strengthening existing ones.

2. There are too many courses with ten or fewer students.

3. Far too much money has been spent in graduate programs.
4. The Legislature must provide more money for higher education and higher education must consolidate programs in order to assist with financial problems.

5. All program consolidation or elimination will be carried out over a period of time such that problems inherent therein will be minimized.

6. There should be only one professional school or college of each type in South Dakota.

7. The program in Geology at the University should be suspended and only service courses offered. The State Geological Survey should be moved to Rapid City and be operated in connection with the program at the S. D. School of Mines and Technology.

8. The University of South Dakota should be the only institution offering a program for school administrators.

9. Each institution will determine if more than one department or division on that campus is offering course work in a given area and, if so, it will be studied to see if it should be eliminated.

10. Each institution will submit a report to the Regents and indicate when each of its programs was approved. If no official approval was ever given, a rejustification must be presented to the Regents.

11. More use must be made of the inter-disciplinary approach on the campuses and among the campuses.

12. Each of the campuses should develop a uniqueness and be exceptionally strong in certain areas.

13. Recommendations concerning nursing, pharmacy and medicine will be made when the Medical School Study is finished.

14. All Ph.D. programs at South Dakota State University, the University of South Dakota and the South Dakota School of Mines and Technology must be rejustified to the Regents and if they cannot be rejustified, they will be dropped. The same thing applies to
masters' programs at Northern State College and Black Hills State College.

15. There should be one College of Engineering in South Dakota.

16. The number of majors in Industrial Arts in the State colleges and universities should be reduced from five to a maximum of two.

17. Only the University of South Dakota should offer graduate work in Special Education. Northern State College may continue to offer a major at the undergraduate level.

18. A concentrated effort should be made to reduce the number of courses with low enrollments.

19. Accreditation agencies are more interested in the quality of the programs than the number of programs.

20. Geographical location is a relatively minor factor to be considered in determining locations of programs.

21. More innovative approaches must be used in higher education.

22. Junior college programs should be provided to those students who wish to use them as a terminal program or as the first two years of a four-year program. They should be confined to the present State college or university campuses.

23. Black Hills State College should be converted to a junior college but, if not, its primary role should be that of preparing elementary and secondary school teachers.

24. Dakota State College should be closed but, if not, it should be made a junior college branch of South Dakota State University. As a third choice alternate, its primary role should be that of preparing elementary teachers at the undergraduate level.

25. The primary role of Northern State College should be the preparation of elementary and secondary school teachers.
26. Southern State College should be closed. If it is not closed, it should be a junior college and an outstanding technical college pre-eminent in the Mid-West. It should be made a branch of the University of South Dakota.

27. The primary role of the South Dakota School of Mines and Technology should be that of a comprehensive State College for Western South Dakota. If not, its primary role should continue as it is.

28. The role of South Dakota State University should be that of a small land grant institution with primary emphasis in the area of agriculture, science and applied science.

29. The role of the University of South Dakota should be that of a small liberal arts university which would provide programs in liberal arts and sciences, law, business and school administration.

Financial Aids

1. There should be a single State agency to coordinate State student financial assistance programs.

2. The Legislature should provide $100,000 grants-in-aid fund and a $200,000 part-time work fund.

3. The present law concerning the Health Professionals Student Loan Program should be expanded.

4. A survey will be made with the intent of combining all student financial aids into a single statute.

Salaries, Fringe Benefits and Working Conditions

1. Steps must be taken to insure that salaries reach the mid-point nationally within the next five years and earlier, if possible.

2. A greatly improved retirement program must be implemented in the very near future.

3. Efforts must be made to see to it that there is adequate office space, clerical assistance and other faculty support on each campus.
Technical and Adult Education

1. A single institution in the State should be designated to offer all technical level training.

2. There should be created a Division of Continuing Education with headquarters in the Regents' office.

Including the general comments made under the heading of the Summary of Findings and Recommendations, there was a total of sixty-three (63) recommendations, advisements and comments made in the report. Some of these are similar to recommendations which have been made in previous studies. Since the report was not made available until near the end of the calendar year of 1970, there had not been a great deal of time to study and deliberate on the recommendations by the end of the 1971 Legislature. A great deal of time of this body, however, was spent on consideration of the Master Plan. What will eventually be done with the recommendations remains yet to be determined.

The last chapter of this *Highlights of the History of Public Higher Education in South Dakota* will deal with events happening from July 1, 1970, to the end of 1971 or possibly until the end of the 1972 legislative session.
CHAPTER VII

A NEW ERA

In previous chapters it has already been explained that seven formal and many informal studies of the South Dakota system of public higher education have been carried out since the first state-supported colleges began to enroll students. Many of the recommendations were non-controversial and several of them were put into effect resulting in improvement in instruction and administration of the public-supported colleges. Other recommendations were considered drastic, however, and were opposed vigorously by the institutions affected. As a result the legislature through 1970 had made no major changes in the purpose, function, organization or curriculum of any of the institutions. Everything that had been done by way of revision and change had been accomplished primarily by the Regents of Education, usually with the approval of the college affected, except during the worst years of the Depression when the Board of Regents took firm control of the administration of financial and curriculum matters in the seven public colleges of South Dakota. Nevertheless, there was always in the Legislature several members who felt that South Dakota was trying to support too many institutions of higher education, that some should be closed or at least consolidated and that there was too much duplication of programs. Rarely did a legislative session go by without one or more bills being introduced which, if they had
passed, would have dramatically reshaped the organization and instructional programs of the state-supported colleges.

Centralization

Failing to secure the passage of any far reaching legislation affecting public higher education in South Dakota, those who felt that something ought to be done adopted the stratagem of creating a strong office for the Board of Regents to be headed by a well prepared Commissioner of Education[^1] who would develop and work for the adoption of what many legislators believed would be a much improved system of public higher education for the State. The Commissioner was to develop: (1) A master plan pertaining to all public institutions of higher learning; (2) A public educational facilities master plan.

The Commissioner of Higher Education selected by the Board of Regents was Dr. Richard D. Gibb who began immediately to learn about the history of public higher education in South Dakota, to study what had been done in the State, to organize for the development of a Master Plan and to take whatever other steps were necessary so that the first responsibility given him by the 1968 Legislature could be completed and ready for presentation to the Board of Regents and the public by the beginning of December 1970.

While Dr. Gibb, his staff and the committees were developing the Master Plan the other work of the colleges had to be carried on and from

[^1]: South Dakota, Session Laws 1968, Chapter 35.
the close of the 1968 to 1970 biennial period, on June 30, 1970, there was some speculation, particularly among the students, until the Master Plan was unveiled. After that activity and controversy were stepped up and the faculties, students and concerned citizens were wondering what actions the Regents and the 1971 Legislature would take and how the institutions which make up the State's system of higher education were going to be affected.

As soon as the work on the Master Plan was seriously underway, the Commissioner of Higher Education and the Board of Regents called for a moratorium on all curriculum changes in the Class II and Class III categories until the Master Plan was about complete and the recommended programs and changes in the public colleges had been rather well defined. Class I curriculum changes had not been interrupted much since they dealt with such simple matters as changes of course names, numbers and amount of credit allowed for the course. By July 1970 the ban on curriculum changes in the Class II and Class III categories was lifted. Following the lifting of the moratorium on curriculum alterations there were many recommendations from the public colleges for curriculum changes. Some of these were approved and some rejected. However, the workload of the Inter-Institutional Committee on Educational Coordination was constantly building up and there were those who thought that a simpler way should be adopted of screening

institutional curriculum proposals and making recommendations to the Board of Regents. There were those, too, who felt that the Committee was not "tough" enough in rejecting some of the institutional requests. On June 14, 1971, with all public-supported colleges and the Office of Commissioner of Education represented, the Committee on Inter-Institutional Educational Coordination came to its end.\(^1\) The first committee had been created by the Board of Regents at its November meeting in 1963 and had functioned for seven years and seven months. Although it did not create itself, the Committee was destroyed by its own hand and it did create its successor.

Excerpts from the minutes of the meeting of June 14, 1971, tell the story:

The meeting was opened with general comments by Dr. Nickerson (Associate Commissioner of Higher Education for Curriculum) as concerns the relationship of the Commissioner's Office and the Regents of Education to the work of the Committee. The following points were made:

1. Class I changes are probably not of great concern to the Board and the Commissioner's Office.

2. The Class II changes proposed by the various institutions seemed to be in relationship to the characteristics of the institutions as determined by the Master Plan.

3. The impact of Class III proposals on finance and curriculum of the institutions will be scrutinized.

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\(^1\) Regents of Education of South Dakota, "Inter-Institutional Committee on Educational Coordination," Committee Meeting, Pierre, South Dakota, June 14, 1971, Minutes.
(4) The suggestion was raised as to the clarification of the role of the Committee in view of recent developments. It was pointed out that the Committee's function might be discontinued after this meeting with curriculum to be discussed in the future with the Board of Regents through the Commissioner's Office. The Committee might meet in an advisory status on curriculum matters, but perhaps could concern itself more with such things as proposed calendar changes and common course numbering systems.1

Following Dr. Nickerson's comments, it was moved and carried that an Academic Advisory Committee to the Commissioner and Board of Regents be formed replacing the present Inter-Institutional Committee on Educational Coordination.

Generally the work of the public institutions of higher education and the Board of Regents continued after July 1, 1970, to be what it had always been: approval of budgets, approval of college proposals, dismissal of employees, hiring of replacements or additions, planning buildings and approval of expansion programs along with many other items. As enrollments increased and funds for operation were needed in larger amounts a more intense interest was taken in higher education by many citizens, legislators and students making more complicated and difficult the job of the college administrators and the Regents. Although enrollments were tapering off there was still a lot of buildings to be constructed and deferred maintenance to be completed. In addition to this the students were constantly making demands on the college administrations and the Regents, which may or may

not have been very important to academic programs and achievements.

Student Demands

Although college students have in many countries outside the United States been in charge or have from time to time taken charge and run their universities, this has happened infrequently in North America. Not even the faculties in most colleges in the United States wanted to run the institution as long as they were fairly well paid, had a reasonable teaching load and were left alone in their work. However, something changed in the early sixties and by 1966 or 1967 it could be felt on South Dakota campuses. To the writer it seemed to affect the students first. It was not something you could define, "put your finger on," but there was a feeling of uneasiness and a tendency on the part of a small group of students (this activist or militant group was never large) to want something of which they did not seem to be sure. They wanted to "run the college" and they "didn't want to run the college." If one of their grievances was met, they immediately thought up a few more. The technique of "demonstrating" which they learned from their elders was a popular activity. A few college "professors" were usually involved in these activities, and helped show the students how. On some campuses the college paper almost ceased to be a newspaper and became a "grievance sheet" with the complaints commonly directed at the President of the institution. Unfortunately complaints and accusations were frequently made without the complainer having information or knowing very much about what he was writing or saying. Some of the complaints were of very old vintage, such as criticism of the food the college served in its
dining halls and the "hours regulations" which were in effect at most
ingstitutions of higher education for women students. There were some new
ones, too, "Civil Rights" for example. Some of the students had marched in
civil rights demonstrations in the South. The war in Vietnam and the ROTC
were causes for student uprisings. Recruitment on campus of personnel for
the armed services or by companies that made materials for war caused
campus strikes, demonstrations and other types of disturbances. Much
property was destroyed by the militants and several lives were lost in the
riots. Although the "students against the war in Vietnam and Indochina"
are still dedicated to ending wars, their methods have turned to the use of
politics and the ballot rather than arson, destruction and confrontation.

Perhaps the worst tragedy took place at Kent State University in
Ohio. As tragic as it was, however, it may have shocked both students and
adults back to following a course of sanity and peaceful protest rather
than killing and destruction. Violence on the college campuses over the
country had been building up to such an extent that many people expected that
a confrontation such as happened at Kent State University would soon occur.

In this demonstration which happened on May 4, 1970, the Ohio National Guard
was called in to quell the militant disturbance, shots were fired and four
students were killed. The public news media spent considerable time informing
the people of the incident. It was brought out that the young people killed,
while opposed to the war in Vietnam and especially to President Nixon's
decision to send troops into Cambodia, could in no way be classed as militants
and according to reports, they were not participating in the demonstration
but merely present on the sidelines as observers. Of course, it was not only the students but several members of Congress who opposed the Vietnam War publicly and did what they could to bring the conflict to a close.

After the Kent University affair the President of the United States deplored the unfortunate incident and warned the people that when differences of opinion result in violence it is an invitation to tragedy. Others, too, especially our national leaders were advising reason rather than revolution.

The advice of the President of the United States was apparently heeded and, although violence, destructions, and killings still continued, activities by the antiwar, anti-ROTC students began to taper off and a certain amount of calmness and common sense began to return to the college campuses of the nation. Another thing happened, too, and that was a redirection of the attention of the students to something that had almost universal approval which was the cleaning up of pollution, the preservation of our national resources, and the maintaining of an ecological balance in our physical environment. However, the students never seemed to grow as enthusiastic over saving what we have as they did in the destruction that occurred on some campuses.

South Dakota Scene

While it was widely reported that missionaries from other colleges visited the campuses of the South Dakota public colleges in an attempt to get the students stirred up they met with little success in getting campus property torn down or destroyed. True, there were some demonstrations on
some of the public college campuses and an occasional "soap box" speech or a few windows broken. However, most students attending the state-supported colleges of South Dakota used the channels the school provided to secure changes in the plans for feeding students, housing regulations compulsory ROTC, and other matters of immediate concern to them. Most of the demonstrations and protest marches viewed by the writer involved only a few students and probably had small effect in changing the thinking of many students or the policies of the administrations in the South Dakota public colleges.

The incident that claimed considerable attention from the news media and the general public was well planned, involved about 500 students—many of whom were from other colleges, and took place on May 15, 1970, at South Dakota State University. This was Governor's Day and the Honorable Frank Farrar, Governor of South Dakota, was the guest of honor. There was an ROTC Military Review on Coughlin Alumni Field during which twelve ROTC students walked out of formation and left the Review. Following these ceremonies the President, Dr. H. M. Briggs, escorted the Governor to the Pugsley Memorial Union. The President had been keeping the demonstrators under surveillance all the while and when he noticed the group massed at the west entrance to the Administration Building, he immediately returned to his office in the Building. Upon entering his office reception room he found it and his inner private office filled with persons identified by observers as students of South Dakota State University, students from other colleges and a few others, some of whom were not college students. Observers
were of the opinion that there were fifty to seventy of these people in the offices. What the demands of all these people were was never made entirely clear because the news media emphasized the physical attack on Dr. Briggs that was alleged to have taken place by one John Crangle whose name is listed in the 1969-1970 Catalog of South Dakota State University. According to this bulletin John V. Crangle began as an Instructor of History at South Dakota State University in 1967 and resigned effective at the end of the academic year ending May 31, 1969.¹

Dr. Briggs was sufficiently certain that his assailant was John Crangle that on May 18, 1970, he signed a Complaint: the State of South Dakota vs. John Crangle.² The main paragraph of the Complaint is given below:

Hilton M. Briggs
being by me duly sworn on oath complains and charges that the defendant
John Crangle
in said Brookings County, State of South Dakota, on the 15th day of May A.D. 1970, then and there did wilfully and unlawfully attempt and offer, with force or violence, to do corporal harm to Hilton M. Briggs, and did wilfully and unlawfully use force and violence upon the said Hilton M. Briggs by assaulting and striking the said Hilton M. Briggs about the head and body and did thereby commit the offense of assault and battery.

¹South Dakota State University, Catalog 1969-1970, Brookings, South Dakota, 57006, p. 34.
²Clerk of Courts File No. 70-359 in District County Court, Brookings County, State of South Dakota. (Register of Criminal Actions, Page 635, District County Court, Brookings, South Dakota.)
After the usual legal steps had been taken and bond set, the defendant insisted upon a change of judges. This was done and trial by jury set for February 8, 1971.¹

Jury trial was set for February 8, 1971. Defendant failed to appear and no counsel appeared in his behalf. Corporate bond in the sum of $250.00 was ordered forfeited and the bonding company ordered to pay the Clerk of this Court $250.00 IN DISTRICT COUNTY COURT SEVENTH COUNTY COURT DISTRICT.

Dated at Brookings, South Dakota, this 8th day of February 1971.

LeWayne M. Erickson, Judge Pro Tempore

Of course, there was a great deal of talk concerning the incident because so far as the writer knows this was the only case in South Dakota where an administrator or faculty member of a college was physically molested during a demonstration or any activity associated with a demonstration. While it was reported that some of the students, and perhaps some who were not students, applauded what happened on the campus of South Dakota State University, it was readily apparent that the vast majority of students and faculty did not condone this sort of militant activism. It was pretty clear that there was remorse among many students because, although the students continued to work for objectives in which they had great interest, there were no more such demonstrations on the campuses of the public colleges of South Dakota.

¹Clerk of Courts File No. 70-359 in District County Court Seventh County Court District.
While the students were interested in many things, two that seemed to come to light frequently was the authority of the Board of Regents to require single students to live in college-owned housing and the freedom of unmarried students to visit each other in the living-sleeping rooms of either sex. The students were also anxious to have a student representative authorized to attend meetings of the Board of Regents. The Regents in response to student demand passed the following resolution:

Be it resolved, that the South Dakota Federation of Student Governing Bodies (South Dakota Public Colleges) urges the Board of Regents of the State of South Dakota to establish a student member of the Regents to serve in an advisory capacity only, but would attend all meetings of the Regents and advise them of prevailing student opinion. This student would be selected by the South Dakota Federation of Student Governing Bodies.

The first student representative to serve was Tom Stanton of South Dakota State University who acted from April to September 1971 inclusive. The present representative is Dan Garry, a student at the University of South Dakota who will serve until October 1972 or until such other earlier time as the Federation may decide.

The contention that the college administration acting for the Board of Regents could not legally compel unmarried, undergraduate students to live in institutional residence halls was soon dropped when the several college administrators could cite substantial legal precedent for their authority.

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In Oklahoma the Board of Regents of the State University adopted a resolution requiring all students, with certain exceptions, to live in University-operated residence halls, to the extent that such facilities were available. The owner of an approved private rooming house challenged the regulation. It was upheld by the State Supreme Court and the Supreme Court of the United States.1

In April of 1971 the United States Supreme Court affirmed the authority of public institutions of higher education to compel all unmarried, undergraduate students to live in institutional residence halls.2

The matter of permission for boys and girls to visit in the residence rooms of each other had been a matter of concern to many students in the public colleges for a considerable period of time. Discussion and activity on this issue was considerable at South Dakota State University and at the University of South Dakota. In July 1970 the President of the University of South Dakota requested that the Regents give the University permission to establish a residential visitation policy that would become effective in September 1970, with maximum limitation extending from 2:00 P.M. to midnight on Fridays and Saturdays and 2:00 P.M. to 6:00 P.M. on Sundays. Each housing unit would require two-thirds vote of its residents before the policy could become effective. This policy would be subject to


continuous evaluation and review.\textsuperscript{1}\ This request was referred by the Regents to the Presidents' Council with the request that the recommendation of this Council should be presented to the Regents on Friday morning, July 17.

On Friday morning, President Harry Bowes, Chairman of the Presidents' Council, reported that the Council had voted 5 to 2 in favor of affirming their support of the Regents' policy passed in December at their regular meeting on December 17, 18 and 19, 1969. (It is the policy of the Regents of Education that visitation between male and female students in sleeping or study quarters in housing properties under the jurisdiction of the Regents will not be permitted except on special occasions such as Parents' Day and similarly organized events, and then only with express permission of the Administration.)

The student visitation policy which had been sought by the colleges, especially South Dakota State University and the University of South Dakota, finally became effective the fall semester of 1971. "Visitation, that long sought after privilege, has been granted to Binnewies Hall. Binnewies is the first of South Dakota State University's nine dorms to be permitted visitation."\textsuperscript{2}

The program at South Dakota State started out, according to the Collegian, as a "closed door" policy.\textsuperscript{3} At the same time, according to


\textsuperscript{2}South Dakota State University, \textit{Collegian}, October 19, 1971, Vol. 80, No. 10, South Dakota State University, Brookings, South Dakota 57006.

\textsuperscript{3}Ibid., Oct. 19, 1971.
campus rumor, the University was conducting its program on an "open door" policy. There seemed to be considerable misunderstanding. State University ended its program after a few days and everyone waited for the Regents to resolve the matter at their November meeting. The Regents had adopted a policy for student visitation at its April 15-16, 1971, meeting. Nothing was said in the policy, however, about "open" or "closed" door visitation. The policy adopted is given later. The matter omitted in the policy of April 15-16, 1971, was definitely settled when the Board, at its November meeting, approved an "open door policy." An (AP) dispatch printed in The Brookings Daily Register for Friday morning, November 19, 1971, states:

"Students at South Dakota State University and the University of South Dakota must leave the door open if they visit the dormitory rooms of members of the opposite sex, the Board of Regents said Thursday." What policies will be followed in the other public colleges is yet to be decided but it is a safe guess that they, too, will want a visitation plan.

Policy for Limited Visitation in Residence Halls at South Dakota State University approved by Regents:

Preface: The limited visitation program of this institution* is predicated on several principal assumptions. The most important

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1The Brookings Daily Register, Friday Morning, November 19, 1971.


*Generally, policies which apply at one institution also apply at all other institutions. In this case, however, it appears that only South Dakota State University and the University of South Dakota were included.
assumption is that the homes from which our students have come properly prepared them for adult standards of living. This includes mutual trust, mature judgment under most circumstances, and social responsibility. These three qualities have become the basis for decisions in both the academic and non-academic areas of student life.

It is also our belief that the education of college students should deal with the total person, not simply his acquisition of knowledge, and therefore his social and inter-personal education should properly become part of his educational role. Residence halls should provide the kind of environment which fosters this development.

Supporting Reasons for a Limited Visitation Policy

A. It would encourage involvement in the problems and concerns which attend any group living environment and help to prepare the student for more effective community citizenship and responsibility.

B. It would afford opportunity for cooperative study under the relaxed and undisturbed circumstances of a non-public atmosphere.

C. It would provide the means by which the frequent complaint of isolation could be eased.

D. It would serve to encourage continued growth in mutual trust, self-governance and social rapport.

Guidelines of a Limited Visitation Program at SDSU

1. Hours for visitation would be limited to specific blocks of time and only on specified days of the week.

2. Students who request an area not subject to visitation privilege will be so assigned. Parental concerns will be honored and means for receiving specific requests in writing will be provided.
3. The referenced visitation in a specific room is dependent on roommate agreement.

4. The program could not be implemented in a housing unit unless two-thirds of the residents voted by secret ballot to request it. Ample notification would be given.

5. Each dormitory governing unit of a residence hall voting for the program would determine how the policy would be implemented, what part of the time blocks allowed would be utilized, when and who would be responsible for its proper governances. The success and continuation of the program would depend on their responsibility and management.

6. The limited visitation program would be subject to review and evaluation at the end of one year and would be subject to termination prior to that time should adverse circumstances compel it.

7. Each guest would sign "in" and "out" at a manned desk in the residence hall.

8. Violation of the rules governing the operation of the program would be handled through the student court system.

9. This program of limited visitation would be ready for implementation by September of 1971.

Institutional Assets and Program Changes

While the Board of Regents had been interested in and had made space utilization studies for several years, not until 1965 did they elect to do an inventory of the physical facilities. This study was made and completed in 1969. The volume which includes the information collected has a cover
The above titled volume contained a wealth of material on space utilization, the land owned and used by the colleges and the structures which were still on the college campuses. Both the private and the public colleges were included in the survey. Although there were a great many meetings and a number of people worked to assemble the data, the study was directed by Alpha Braunesreither, Executive Secretary of the South Dakota Commission on Higher Education Facilities, who was ably assisted by Robert S. Morrissey, Executive Assistant. At the July 1970 meeting of the Board of Regents, Mr. Braunesreither explained the standards used and commented on the 1969 Facilities Inventory and Utilization study made. He indicated that the proposed system is not all inclusive and that it does not establish standards for all types of space. It does establish standards for instructional space and it is the first step towards developing standards that can be enlarged upon at a later date. There were 164 pages in the volume.

A first for higher education in South Dakota was reached in July 1970 when the Regents supported a plan whereby both public and private colleges
would cooperate in carrying on instruction at a Natural Sciences Field Station. Dr. Webster Sill of the University of South Dakota was Chairman of the Natural Sciences Field Station Committee. He, along with Dr. Robert Rutford of the University, Dr. H. L. Hutcheson of South Dakota State University and Cecil Haight of Black Hills State College met with the Board of Regents to discuss the program. Dr. Sill said the program will include classes in biology, geology and possibly archeology. It was explained to the Regents that:

- It would provide real outdoor experiences.
- There should be a statewide committee to look into cooperative arrangements.
- The School of Mines was chosen as the location.
- Students will pay tuition and fees.
- A grant will be sought.
- Dr. Sill said that the Committee needs the strong endorsement of the Regents.

The first classes were in the field (during the summer of 1971) and hopes are high that the program will expand in both formal academic work and general public educational efforts in the years ahead.

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An 8½-inch by 15-inch single sheet announcement for the 1971 sessions was published early in 1971. Eight colleges were listed as cooperating in the first Black Hills Natural Sciences Field Station which was the name used. The colleges cooperating were: Dakota State College, Black Hills State College, The University of South Dakota, Augustana College, South Dakota School of Mines and Technology, Northern State College, Southern State College and South Dakota State University.

The real significance of the enterprise is set forth in the first paragraph of the many colored announcement that was circulated. It stated that, "The universities and colleges in the State of South Dakota are pleased to announce as a joint venture the Black Hills Natural Sciences Field Station, which will operate on and off the campus of the South Dakota School of Mines and Technology (SDSM&T). The campus facilities of SDSM&T, including the Museum of Geology, will be available for student use during the ten-weeks summer program in Biology, Geology and Archaeology." Three sessions were planned for the summer of 1971: First Session, June 20 to July 17; Second Session, July 18 to August 14; Third Session, August 2 to August 28.

The Field Station Director for 1971 was Sven Froiland, Chairman of the Division of Natural Sciences at Augustana College. A three-weeks session was launched for the summer of 1971 and a total of some 60 students were enrolled.¹ Froiland describes his main function this summer as

¹There were actually three sessions during the summer of 1971, but the reporter who wrote the article for the Rapid City Journal visited only one.
searching for a permanent Black Hills location to accommodate 50 to 100 regular students and a staff of six to eight with room to grow.¹

Institutions Seek Progress

The public institutions of higher education continued to apply for and to request Regents' approval to accept grants mostly from some federal agency. It was South Dakota State University, the University of South Dakota and the School of Mines that were seeking and getting most of the awards. Policy had changed so that authority to seek a grant could be given by the Commissioner of Higher Education; acceptance of a grant, however, still required Regents' approval.

Although enrollments at the public institutions of higher education were not increasing except at the University of South Dakota and South Dakota State University, the programs available and the number of courses offered had not declined in number even though curriculum change was an on-going process with courses dropped, changed and added. At the August meeting of the Regents, South Dakota State University requested eighteen new courses. However, only one of these, Education 432--Principles of Vocational Education and Practical Arts, was approved.²

The Board of Regents had been taking a "go slow" posture on the building of dormitories and student housing for some time prior to the

¹Ibid., July 25, 1971.

opening of the fall semester 1971. Their position was apparently sound
because of the drop in enrollments in the public colleges the fall semester
of 1971. Figures compiled by the Office of the Commissioner of Higher
Education show 19,795 students enrolled at the State's seven campuses,
337 less than were enrolled in the fall of 1970, a decline of about two
per cent. ¹ The Collegian for October 19, 1971, quotes Dr. Gibb, Commissioner
of Higher Education, as saying in an interview, "He had expected no
substantial change in enrollment figures this year, and did not consider
the slight decline to be significant." Gibb said, "enrollment at the
University of South Dakota and State University had increased while enroll-
ment declined at all the other State colleges." 1971 enrollments were
compared with those of 1970.

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<tr>
<td>University of South Dakota,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Springfield</td>
<td>1,049</td>
<td>11-1%</td>
<td></td>
</tr>
<tr>
<td>South Dakota State University</td>
<td>6,526</td>
<td>225-4%</td>
<td></td>
</tr>
<tr>
<td>South Dakota School of Mines</td>
<td>1,523</td>
<td></td>
<td>171-10%</td>
</tr>
<tr>
<td>&amp; Technology</td>
<td></td>
<td></td>
<td>311-10%</td>
</tr>
<tr>
<td>Northern State College</td>
<td>2,756</td>
<td></td>
<td>126-10%</td>
</tr>
<tr>
<td>Dakota State College</td>
<td>1,123</td>
<td></td>
<td>292-13%</td>
</tr>
<tr>
<td>Black Hills State College</td>
<td>1,994</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹South Dakota State University, Collegian, October 19, 1971, Vol. 80,
No. 10, South Dakota State University, Brookings, South Dakota 57006.

²Ibid., October 19, 1971.
There was little reason to think that enrollments in the decade started July 1, 1970, would increase. Probably attendance at the State's seven public colleges would tend to level off with gains at some institutions being offset by losses at other schools. At the October meeting of the Board of Regents, Alpha Braunesreither of the Regents' office reported that at a recent conference it was reported that nationally for the next three decades the trend will show a decline in college enrollments and that an increase will not be apparent until about the year 2000.¹

There are at least four reasons why fewer high school graduates will find their way into the State's public colleges. First, there are fewer seniors graduating from high school than there were; secondly, more high school graduates are choosing other avenues than college for preparation for life; third, the costs of going to college are constantly on the increase and may be expected to rise higher; and, fourth, the job market is such that more and more college graduates are finding it difficult to obtain a job and, hence, high school graduates are seeking other ways to prepare for their economic future.

However, the change in enrollments at the seven public colleges in the State did not diminish the problems facing the Board of Regents and the college administrators: First, the Board of Regents was not certain what position its office would have should there be a reorganization of State government as a result of a study that the Legislature had asked the Governor to make. The Board also faced the job of implementing the Master

Plan which had been revealed in December 1970 and caused much controversy and some action on the part of the 1971 Legislature. In the third place there was still much building to be done on some campuses even though it appeared that most of the public colleges had about enough student housing. Finally, the ever increasing costs of everything, except possibly newly hired faculty members, was a constant problem facing the Regents. There was, also, some feeling that the institutions had taken on too many expensive graduate programs. Dr. Nickerson made the statement that, "Most of the newly born doctoral programs are struggling for life by sucking the blood out of the undergraduate programs."\(^1\)

At its August 1970 meeting the Regents made it clear that the public college presidents were hired to assume the ultimate campus responsibilities for the institutions which they headed.

SPECIAL RESOLUTION NO. 106-1970\(^2\)

College and University Presidents may not delegate nor abdicate final authority to any campus committee, body, organization or individual. The use of such committees, bodies, organizations or individuals is encouraged as advisory only but final decision rests with the Presidents. This supersedes any previous policies which may be interpreted to the contrary.

\(^1\) Regents of Education, Official Minutes, August 17-18, 1970, Dr. Francis Nickerson, Associate Commissioner of Higher Education.

\(^2\) Ibid., August 17-18, 1970.
Off-Campus Facilities

Ever since nursing programs had been started at the State's public colleges the problem of giving the students hospital training and experience had been perplexing. Over the years South Dakota State University had used the hospital facilities in many South Dakota communities, but at the present time the only South Dakota hospital still utilized in the four-year nursing program is the Brookings Hospital. Most of the nursing students today receive their hospital training in one of several hospitals of the Twin Cities cooperating in the program. St. Luke's Hospital of St. Paul has assumed a large responsibility in the programs, so much so that plans were going ahead in 1971 for construction of a building at St. Luke's to handle the program. This new building was to cost an estimated $1,250,000.00. The Board of Regents would be responsible for paying half of the cost or $625,000.00. The money the Regents were to use would not be State funds but a federal grant which by November of 1971 had been approved but not as yet funded. This is a first in the history of South Dakota public higher education. It may serve as a precedent for providing for other collegiate programs. The University of South Dakota has used the Vermillion Hospital and others of neighboring communities in its program and Northern State College, while it had a nursing program, confined its hospital experiences for students to St. Luke's Hospital of Aberdeen.

**Legislative Proposals and Medical Study**

September 1970, being about as late as the Regents could postpone making a decision as to what projects the 1971 Legislature would be asked to provide financing for, approved the following:

1. To be financed by the Building Authority

   A. Black Hills State College--Library Learning Center--
      $1,657,000.00
   
   B. South Dakota School of Mines & Technology--Engineering--
      Physics Building
      (1) Building Authority  $1,819,000.00
      (2) Federal Grant 405,140.00
      $2,224,140.00

   C. University of South Dakota--Fine Arts Center--
      $3,050,000.00

   Note: Since the authorized bonding limits of the Building Authority had been set at $7,500,000.00 and $5,000,000.00 had already been used, this additional request for $6,526,000 would require raising the ceiling on the bonding authority of the Building Authority or providing financing from other sources.

2. Planning funds were to be requested for:

   A. A library addition at Northern State College.
   
   B. A Science Center addition at the University of South Dakota.
   
   C. A classroom building at Southern State College.
   
   D. A pharmacy addition at South Dakota State University.

The close of the calendar year 1970 was a busy one for the college presidents and especially for the Board of Regents. To coin an old cliche, it seemed that "everyone wanted to get into the act." Greater sophistication
in the computer system used was sought by some of the public colleges while others were satisfied with what they had. The Presidents' Council wanted several things done but were especially interested in obtaining liability insurance for themselves because of the student unrest which had not completely abated and because of the legal action that had been taken against some of the college heads.¹

Since it had been agreed, when work on the Master Plan started, that the survey of the Medical School at the University of South Dakota and other health programs at the two universities would be done by an outside agency, little had been accomplished on this study at the time the Academic Master Plan was about complete. Dr. Robert Hardin, Dean of the Medical School at the University of Iowa, and Dr. Raymond Pruitt, Director of the Mayo Foundation, Mayo Clinic, met with the Regents when this body convened in October 1970.² It is assumed that this meeting was to lay out plans and limitations for the study which was completed in the next nine months and copies of which were made available the first part of August 1971. The copy for South Dakota State University was received at the President's Office on August 6, 1971. It is interesting to note that of the four men selected to do the study by the Board of Regents at its meeting January 15-16, 1970,³ only one was on the committee that made the actual survey and that

²Ibid., October 15-16, 1970.
was Dr. Robert Hardin, Dean of the Medical School at the University of Iowa. The other two men on the three-member committee were Dr. Kenneth Penrod, Vice-Chancellor for Health Affairs in the Florida system, and Dr. Raymond Pruitt, Director of the Mayo Foundation, Mayo Clinic. Presumably three of the men invited in January 1970 to cooperate on the study—Dr. George Wolf, Dean of the Medical School at the University of Kansas; Dr. Robert Howard, Dean of the Medical School at the University of Minnesota; and Dr. John Lawrence of the Donner Laboratory in Berkeley, California—were not available for service on the project.

The Committee surveyed the Medical School at the University of South Dakota and its programs in Nursing, Medical Technology, Dental Hygiene and Graduate Programs in the Medical Biosciences. It also looked at the programs in the health sciences being offered at South Dakota State University of which nine were listed in the survey. While the Committee concerned itself with all five programs being offered at the University of South Dakota, it was primarily interested in only Nursing and Pharmacy at South Dakota State University.

The survey committee raised a number of questions which the Board of Regents and the Legislature will have to answer. Several of these questions were: How much can South Dakota afford for education in the health sciences? Should medical education be moved to Sioux Falls? Should the State close out its medical school and use the funds to send students to out-of-State schools? Should the present two-year medical school be expanded to three or four years? Other questions and other concepts were considered during the survey. The Committee made some statements which
should be encouraging to the college administrations and faculties of the two universities and to the Board of Regents. The Committee said:

(1) There is no real decline in the number of physicians in South Dakota but a shift from rural areas and small towns to the centers of population.

(2) The grades of students in the Medical School of the University of South Dakota compare favorably with those of most publicly-supported medical schools.

(3) South Dakota medical students have demonstrated their ability to gain entrance to good schools for the completion of their education.

(4) It should be noted, however, that the quality of the medical graduate as measured by his success on leaving school is excellent and this speaks well for the faculty.1

(5) The academic program in medicine is sound.2

While the Committee did point out that the expenditure of about $7,000.00 per student is comparable to other medical schools, the report indicates that more money is needed in certain areas. If South Dakota should try to establish a three or four-year medical school, much more money would be required. The Committee Report stated that an M.D.-granting school would cost from two to three times the present budget, $1,500,000.00 to $2,250,000.00 annually. South Dakota ranks 23rd in expenditure per $100,000.00 of her per capita income for medical education and 37th in per capita income.

1Report on Health Science Education in South Dakota.
2Ibid.
The Committee recommended that the present two-year basic science (Medical School), at about its present size, should be maintained. The Regents should consider, however, the establishment of an M.D.-degree-granting program in the future. The Committee did not recommend the moving of the Medical School nor the establishment of a Health Science Campus which would encompass medicine, pharmacy, nursing and allied health programs. Sioux Falls, the Committee said, might be the logical place to do this, but it is already saturated.

The Committee was complimentary concerning the programs in medicine, nursing, dental hygiene and pharmacy. There were some areas where more money is needed and where better physical facilities should be provided. The first three recommendations dealt with the Medical School and Recommendation Number III\(^1\) advised that for the foreseeable future the three professional schools of medicine, nursing and pharmacy should be left where they are and that the Medical School should continue to make formal or informal arrangements with sister institutions with good programs for the transfer of its students. Recommendations V and VI\(^2\) dealt with nursing and advised that the Regents should consider funding the School of Nursing at South Dakota State University at a higher level. The two-year nursing program at the University of South Dakota (A.A.) should be considered as a model for the State and attempts made to stabilize the faculty. The

\(^1\)Ibid.

\(^2\)Ibid.
Committee was favorably impressed by the Dental Hygiene program at the University of South Dakota and in Recommendation VII\textsuperscript{1} advised the Board of Regents that this program should be doubled when funding is available. Finally the Committee in the last two recommendations (general conclusions) stated that: \textsuperscript{2}

(1) Recommendation XII--The Regents should continue taking the lead in arranging for continuous collection of health personnel needs.

(2) Recommendation XIII--The Regents should request its institutions to explore the development of nurses as the physician's associate.

All of the immediate above has been taken from the report, \textit{Report on Health Science Education} but not all of the materials in the report nor all of the recommendations have been repeated here. To get these the reader should study the complete original document on file in the office of the Board of Regents.

For many years there has been talk of expanding the Medical School at the University of South Dakota from a two-year to a four-year, M.D., degree granting program. This talk has come from members of the health profession, from lay citizens and, to a limited extent, from the campus of the University of South Dakota. In 1945, presumably with the approval of the administration of the University of South Dakota and the Board of Regents, the Legislature did appropriate $150,000.00 for the biennium

\textsuperscript{1}Ibid.
\textsuperscript{2}Ibid.
ending June 30, 1947 to set up a four-year medical school on the campus of the University. The enacting clause reads as follows:

AN ACT Entitled, An Act appropriating money to establish, equip and maintain a complete Four-Year Medical School at South Dakota University.¹

Apparently the amount appropriated was too small or other obstacles too great because the Four-Year Medical School was not set up and at the next session of the Legislature, 1947, Chapter 265 was repealed and all balances remaining in such fund (the 1945 appropriation Chapter 265) which remained therein on June 30, 1946, were ordered to revert to the General Fund, State Treasury.² The same act did appropriate, over and above any available funds in the General Appropriation bill, the sum of $50,000.00 for each year of the biennium beginning July 1, 1947, and ending June 30, 1949, to "Equip and Maintain a Two-Year Medical School at South Dakota University."³ Since then no real effort has been made to operate more than a two-year medical school at the University of South Dakota. Today, however, as a result of some agitation among the medical profession and some of the possibilities set forth in the survey of the health professions in the State made by the Visiting Committee,⁴ the future may see some major changes

¹South Dakota, session Laws 1945, Chapter 265.
²South Dakota, Session Laws 1947, Chapter 376.
³Ibid., Chapter 376.
⁴Report on Health Science Education in South Dakota.
in programs and the location of the health education facilities. In an 
(AP) dispatch dated at Sioux Falls:

Lauren Lewis, Chairman of the South Dakota Board 
of Regents\(^1\) says he expects to see consolidation of the 
medical and pharmaceutical training in Sioux Falls 
within ten years.

Lewis, a Sioux Falls resident, predicted that 
"somewhere down the line" five courses of instruction 
presently given at the University of South Dakota in 
Vermillion and at South Dakota State University in 
Brookings would be grouped together in a new facility 
in Sioux Falls.

He foresees such a development in "three, five 
or ten years." He also said he expects to see a 
three-year medical school in South Dakota, possibly 
by 1976 or 1977, to supersede the present two-year 
school.

Mr. Lewis, who was speaking to the Sioux Falls Downtown Rotary Club 
whose regular meeting date was September 27, 1971, further stated that the 
five departments or colleges which would logically be consolidated in a 
new medical facility at Sioux Falls, sometime in the future, were: at 
South Dakota State University, College of Pharmacy and College of Nursing; 
at the University of South Dakota, School of Medicine, Dental Technicians 
Course and Pharmacology Department.\(^2\) Whether the vision of Regent Lewis 
will become a reality only time will tell. It is probably true, however, 
that within the next two or three years there will be strong pressure to 
establish an M.D. degree granting institution. There is much sentiment 
for this development from citizens' groups, the medical profession and the 
office of the Governor.

\(^1\) Brookings Daily Register, Brookings, South Dakota, Wednesday 
\(^2\) Ibid., Sept. 29, 1971.
In addition to considerable publicity given to an M.D. degree granting medical school by the news media there was some overt action taken by those who knew what plans had to be made rapidly if the 1972 Legislature was to provide financing for an M.D. degree granting medical school. At the November meeting of the Board of Regents on the campus of the University of South Dakota a committee of three appeared, it was stated, on behalf of a large and varied group of concerned citizens. The committee was composed of: James Michels, Vermillion investment counselor; Evan Nolte, Secretary of the Yankton Chamber of Commerce; and Phillip Crew, Vermillion lawyer. They proposed plans for an M.D. degree granting college as follows:

(1) Degree granting medical school at USD (M.D.)
(2) Basic Science courses at Vermillion
(3) Clinical training established in various South Dakota communities where feasible.

At the same Regents' meeting Dr. Robert Bartron, President of the South Dakota Medical Association, offered his help and that of the South Dakota Medical Association to the Board of Regents. Dr. Bartron presented four proposals for Regents' consideration for the field of medical education in South Dakota. They are as follows:

(1) Any new allied health programs be under the University of South Dakota at Vermillion.

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(2) The Board of Regents utilize the office of the Vice-President of Health Affairs at USD Medical School... for the purpose of health science education.

(3) The Commission recommends and the State Medical Association endorses and recommends to the Board of Regents a degree granting medical school program to be established at the University of South Dakota with clinical training established in various South Dakota communities where most feasible.

(4) The Board of Regents and the Medical School be urged to increase the enrollments in the medical school to its maximum capacity as rapidly as feasible.1

When the Regents met in Sioux Falls on December 16-17, 1971, they spent a great deal of time considering the Report on Health Science Education made by the special out-of-State Committee,2 reviewing reports on medical education that had been made to them by other concerned lay and professional citizens and listening to the report of Governor Richard Kneip who asked the Regents to support the proposal of his task force on medical education to create a three-year, degree granting "medical school without walls."3 The Governor said, "The question of funding will be serious, yes, but I think it can be managed. But before I go to the Legislature, I need your support." The plan as outlined by the Governor's task force resembles very

1Ibid., November 18-19, 1971.

2Robert Hardin, M.D.; Kenneth Penrod, M.D., Raymond Pratt, M.D., A Report on Health Science Education.

closely the plan presented a month earlier by Dr. Robert Bartron. The
task force estimated a cost total of $4,000,000.00 over a three-year period.
It suggested an appropriation of $500,000.00 for the first year.

On Friday, December 17, 1971, the South Dakota
Board of Regents voted unanimously to recommend to
the State Legislature creation of a three-year
degree-granting medical school. 1

The Board authorized Dr. Richard Gibb, Commissioner of Higher
Education, and his staff to prepare the necessary legislation. The Board's
motion emphasized that funding of the new medical school must be through
new appropriations and must not be at the expense of other areas of higher
education.

Medical School Unchanged

According to the Brookings Daily Register of Monday, February 7, 1972,
a proposal that the State create a three-year degree-granting medical school
at the University of South Dakota died quietly last week in the Legislature's
Appropriations Committee. The State Board of Regents voted in December to
recommend implementation of the School, aimed at utilizing physicians and
hospitals throughout the State to aid in medical education.

In all probability the last of the story of a system of medical
education in South Dakota has not been heard. In fact the Brookings Daily
Register of January 14, 1972, mentions that a bill was introduced by
Representative Kesling of Timber Lake to abolish the present two-year

medical school. This will, no doubt, be a subject of legislative concern for some time.

Students, Faculty and Regents

The year 1970 saw the beginning of a practice new in the administration of the seven public colleges under the control of the Board of Regents. This new procedure was that of the students and faculty building up machinery to by-pass the institutional President and go directly to the Board of Regents with their requests and demands. The faculties, particularly those of the two universities, were interested in having the censure of the American Association of University Professors (AAUP) removed from the Board of Regents and Northern State College, the development of a new tenure policy that would be acceptable to the AAUP, the designation of an agency to bargain with the Regents (other than the presidents who had in the past informed the Regents of the wishes of the faculties) and the recommended improvement of salaries and fringe benefits. As the year 1971 came to a close the faculties had made no clear-cut decisions and were sending out questionnaires and holding meetings to determine the direction in which they wanted to proceed. At its November 18-19, 1971, meeting the Regents declined to recognize the Higher Education Faculty Association because it represented only thirty-five per cent of the faculty of the State's seven public colleges and universities.

The students had been interested in many things and to be sure they knew what was going on at Regents' meetings and to be available to advise the Board they had succeeded in getting an elected delegate of their group
authorized to attend the meetings of the Board. As the year came to a close the students were still working to get the approval of the Board of Regents to a policy of boys and girls visiting each other in their dormitory rooms and having the room door closed during the visitation. Student leaders were adamant in maintaining that this policy must be approved if peace and tranquility were to prevail on the college campuses. The South Dakota State University and the University of South Dakota had started out following and supporting the same policy, but before the middle of November 1971 there seemed to be disagreement as to "who was doing what." State University had been proceeding on a "closed door" policy and, according to the SDSU Collegian, the University had been following an open door policy, at least on paper. The dormitories at Sate University which had been observing a "closed door" policy during visitation hours had discontinued this practice as of November 9, 1971, waiting for a clarification of policy from the Board of Regents.\footnote{South Dakota State University, SDSU Collegian, November 9, 1971, Vol. 80, No. 16, Brookings, S.D. 57006.} Earlier the Student Federation had requested permission to meet with the Presidents' Council to discuss the "open door" policy. However, the Presidents' Council agreed that it should not get involved with matters such as this since the Council serves in an advisory capacity to the Board and is not a policy-making body.\footnote{Board of Regents, Official Minutes, November 13, 1970.}
"open" or "closed" door under an inter-visitation policy in dormitories was, as stated previously, decided by the Regents at their November 1971 meeting.

Who Are the Legal Regents?

Before the end of 1970, Kenneth L. Arthur, whose residence was Belle Fourche at the time of appointment and whose term on the Board of Regents would expire January 1, 1973, moved to Rapid City. As a resident of Pennington County, where the School of Mines and Technology is located, Mr. Arthur was no longer legally eligible to serve on the Board. Shortly after establishing himself in Rapid City, Mr. Arthur submitted his resignation from the Board to Governor Frank Farrar. To replace Mr. Arthur, the Governor appointed Marian Hersrud of Lemmon, South Dakota. She met with the Board for the first time at its December 1970 meeting and was introduced by the Honorable Richard Battey, President of the Regents of Education.

The terms of office of Regent Burke of Pierre and Regent Witt of Butler would have normally ended on January 1, 1971, and the new Governor who was to be Richard Kneip would ordinarily send his recommendations for replacements to the Senate shortly after his inauguration. These were expected to be two Democrats since the new Governor was a Democrat.

1 South Dakota State University, Annual Catalog Number 1970-71, Vol. LXII, Number 2, April 1970, p. 4, South Dakota State University, Brookings, South Dakota 57006.

However, before the end of his term of office, the incumbent Governor, Frank Farrar, appointed a Republican, Ron Schmidt of Pierre, and a Democrat, Elvern Varilek of Geddes, to succeed Charles Burke of Pierre and Harry Witt of Butler on the Board of Regents. According to the record the commissions of Schmidt and Varilek were made January 2, 1971, to be effective January 1, 1971. The Senate of the 1971 Legislature was predominantly Republican in political character and immediately upon convening it confirmed the recommended appointments made by the outgoing Republican Governor. However, as soon as Richard Kneip, the newly elected Governor, took office on January 5, 1971, he maintained that he withdrew the nominations of Schmidt and Varilek and had asked Burke and Witt to continue to serve. For a short while there was considerable uncertainty as to whether Schmidt and Varilek or Burke and Witt were the legal members of the Board of Regents. However, Burke and Witt shortly thereafter withdrew from the Board and Schmidt and Varilek proceeded to function on the Board for approximately the next ten months.

The whole matter went to the South Dakota Supreme Court and on Wednesday, October 27, 1971, a ruling was made by this body that Burke and Witt continued to be the legal members of the Board since no successors had been legally appointed. The statement given in the college paper of

2South Dakota, State Constitution, Article XXVI, Paragraph 19.
COURT RULES IN FAVOR OF BURKE, WITT

Pierre (AP)--The South Dakota Supreme Court ruled Wednesday that Charles Burke of Pierre and Harry Witt of Butte are entitled to be seated as members of the State Board of Regents. Former Governor Frank Farrar had appointed Ron Schmidt of Pierre and Elvern Varilek of Geddes to the Board. Kneip withdrew those appointments and asked Regent Burke and Witt to remain on the Board.

Dave Gerdes, Pierre, attorney for the two men in the original action before the high court, said the office of Governor is a continuing one, not dependent upon the man occupying it. He said the Governor has the right to withdraw the nominations of men if he does so before they are confirmed by the Senate.

Steven Jorgenson of Sioux Falls, attorney for Schmidt and Varilek, said the powers and duties of Regents were vested in his clients upon Farrar's appointment, and he said the Governor could not then withdraw those names.

"Higher education will be best served by this decision. I want to emphasize that at no time was I interested in the personalities involved. My action was no personal vendetta against either Schmidt or Varilek," the Governor said. "At the same time, I think this points to the inappropriate action by the State Senate in confirming the Farrar appointments. It showed they were flatly wrong. It also proved that the Regents never should have made a decision on their own membership," Kneip said.

Burke said he would be at the Board's next meeting November 18-19 in Vermillion. Witt* was not immediately available for comment. Kneip said both

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1South Dakota State University, SDSU Collegian, October 29, 1971, Vol. 80, No. 13, Brookings, S.D. 57006.

*Mr. Witt was, according to reports, present at this meeting.
men had submitted written resignations to him earlier. He said he was considering new appointments to the Board prior to the 1972 legislative session.

Schmidt said he thought all parties involved in the seating controversy acted in good faith. He said the vagueness of the statutes resulted in an honest difference of opinion proven, he said, by the Court's 3-1 decision.

The Supreme Court's majority opinion was written by Justice Frank Biegelmeier; Justice Fred Winans wrote a dissenting opinion.

Libraries Studied Again

Max Myers, Professor of Economics at South Dakota State University, in a survey authorized by the Board of Regents, stated in a progress report given to the Board on September 26, 1964, that in his opinion libraries and library facilities in all the institutions were in need of improvement. Myers recommended a committee be formed of the librarians and a consultant employed to advise the committee in making the study. The Library School of the University of Minnesota was hired to do the library study at a cost limitation of $8,000.00. The study became known as the "Barninghausen Report," named for Professor David K. Barninghausen who was director of the survey team and at that time Director of the Library School at the University of Minnesota. This was a report of seventy-eight pages that dealt


3David K. Barninghausen et al., Libraries of Seven South Dakota Institutions of Higher Learning, Minneapolis, Minnesota, The Library School of the University of Minnesota.
with a comprehensive study of the libraries of the seven public colleges. It had a very beneficial effect on these libraries in the acquisition of additional funds to build up their holdings and the construction of new library buildings at some of the public colleges.

However, since keeping libraries abreast of changing times is an ever on-going task, the Board of Regents at its May 1971 meeting approved a second library study to be funded from its contingency fund. At its July meeting the Board announced that Dr. Arthur McAnally of the University of Oklahoma had been engaged to do the library study. Dr. McAnally planned to be in South Dakota in early September and on October 14, 1971, he informed Commissioner of Higher Education, Dr. Richard Gibb, that he had completed his visits of all the colleges and universities supported by the public in South Dakota.

Although the complete written report by Dr. McAnally was not ready when the Board of Regents met on the campus of South Dakota State University on October 21-22, 1971, nevertheless, Dr. McAnally did make an oral report before the Board of Regents from 9:00 to 9:30 A.M. on October 22. Alfred G. Trump, Director of Library and Professor of Library Science at South Dakota State University, was present and the following is quoted from the notes which he took:

Buildings--The State has made a major effort in recent years in providing library buildings at the colleges

and the University of South Dakota. This has come in a large measure from current income rather than bonding. The buildings are functional, well-planned and serviceable. The State has received good value for its money.

The library at South Dakota State University is badly overcrowded and inadequate for current needs or future growth. A new building, not an addition, is urgently required. Northern State College needs an addition to its library. The University of South Dakota will require an addition within the next five years or so. Thereafter, the colleges should not require further library construction unless there is a really significant growth in enrollment or the establishment of new graduate programs. The libraries of the three institutions granting Ph.D. degrees (SDSU, USD, SDSM&T) will continue to grow indefinitely. Buildings should be planned to provide for this growth at least to the year 2000.

Collections—Dr. McAnally recommends that time and continuing steady support be allowed to build up the resources needed at each institution. He does not recommend special appropriations to build collections, at this time, except for the following:

1 University of South Dakota—The Medical Library and the Law Library absorb a disproportionate amount of the book funds. The library resources of the remainder of the University are starved because of this. Perhaps separate funding for these two functions might be justified.

2 Dakota State College—The library resources are below any minimum standard. It should be granted an immediate supplement on the order of $30,000 (3,000 vols). (The Regents at their October meeting granted

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1 Since 1957 new libraries have been completed or authorized on each of the campuses of the public institutions of higher education in South Dakota, except South Dakota State University.
Dakota State College and Black Hills State College $25,000.00 each to buy the recommended number of books."

(3) Black Hills State College--The library resources are below average for the enrollment.

He, Dr. McAnally, reiterated a general caveat: any new program, and especially any new graduate program, will be costly in terms of library resources required.

**Standards**--Dr. McAnally briefly reviewed various standards of library resources. One directly applicable to South Dakota is that of the North Central Association of Colleges and Secondary Schools. This is not in terms of absolute numbers of volumes or expenditures.

**Miscellaneous**--Dr. McAnally recommends coordination of effort in collection-building, particularly with respect to core collections of periodicals and books. Central acquisition and processing of library materials must come in the long run. Selection, on the contrary, must remain on each campus in order best to serve the needs of the programs of each.

Central processing with its implications of mutual use and availability will require that a single classification system be used. That should be the L.C. (Library of Congress Classification). Three institutions are still using the D.C. (Dewey Classification). They should change. The Regents should consider granting additional clerical positions to enable them to do so. The use of the D.C. is costly. It requires professional catalogers. It is possible to classify in L.C. with clerical workers if no changes are to be made.

Binding should be in three classes: library binding for permanent materials, inexpensive "in-house" binding.
for less used and temporary use, and other materials unbound.

All libraries should be giving more attention to matters of security. All of the colleges, once they have achieved a minimum size, should regularly discard obsolete materials in order to remain within the confines of their buildings. The universities cannot follow this practice to the same extent. College teaching is repetitive, requiring standard and current materials. Research is unlimited in its resource needs. It must continue to grow indefinitely for each program.

Implementing the Master Plan

The Master Plan for Academic Higher Education in the public colleges of South Dakota had been made available to the Regents of Education early in December 1970. By the middle of January 1971 this body was ready to consider and take action on some of conclusions and recommendations contained in the Plan. Dr. Gibb, Commissioner of Higher Education, at the January 21-22, 1971, meeting of the Regents handed out a sheet listing the recommendations of the Master Plan in three categories: 1 (1) Essentially non-controversial; (2) Essentially non-controversial but some opposition has been registered; and (3) Controversial. After some discussion, the following (21) recommendations on Dr. Gibb's list were passed by the Regents on Thursday afternoon and Friday morning, January 21 and 22, 1971. (The following statements are not identical to those made in the Master Plan because of alterations suggested by the Regents, Presidents' Council and Dr. Gibb.):

1. South Dakota students who rank in the upper two-thirds of their high school graduating class or who achieve satisfactory ACT test scores will be admitted to one of the State colleges and universities. Students not meeting required achievement levels will be admitted to one of the proposed junior college divisions or they may be admitted to a senior institution on a deferred basis. Exceptions may be made subject to Regents' approval. Out-of-state students must be in the upper one-half of their high school class.

2. The presence of some non-resident and foreign students is desirable.

3. The problem of classification of students as resident or non-resident must be carefully studied. Our present policies are difficult to interpret and a new policy must be developed by the Regents.

4. Institutional autonomy should be observed with regard to retention of students.

5. Procedures will be developed to permit a student with registration on one campus to take courses on another campus without the necessity for transferring or paying additional fees except for instances where tuition charges are different.

6. There should continue to be a single governing board for public higher education in South Dakota and it should provide for a professionally trained staff which will provide necessary coordination, efficiency, and information to the Regents to enable them to make wise decisions.

7. All non-parochial post-secondary institutions which offer courses for collegiate credit and which receive State aid will come under the jurisdiction of the Regents of Education.

8. There should be a number of major changes in curriculum on each campus. This should involve consolidation, elimination and, in a few instances, additions.
program consolidation or elimination will carried out over a period of time such that blems inherent therein will be minimized.

h institution will determine if more than department, division or college is offering rse work in a given area on that campus and, so, will study it carefully to see if its tinuance is desirable. A full report will made to the Regents.

eport will be submitted by each institution the Regents as to when each of its programs approved. In the event no official approval ever given, a rejutification must be sented.

use must be made of the interdisciplinary roach on the campuses and among the campuses. re must be close cooperation between the leous departments on a given campus (and haps consolidation of departments), and perative arrangements will be developed the various campuses in order to improve quality of some of the academic programs.

recommend that each campus develop a unique- and develop one or more strong programs ch will be unique to that campus and perhaps other in the country. Such programs would of outstanding quality and would help develop reputation of the institution.

ommendations concerning nursing, pharmacy and icine will be made when the Medical Schoo dy is finished.
y effort will be made to greatly reduce the ber of courses of low enrollments. The missioner of Higher Education will work with institutions in developing ways to overcome s problem. Any undergraduate course with s than 10 students must be justified to the ents.

stantial increases are recommended for ding higher paid graduate assistantships.
17. A survey will be made by the Office of the Commissioner with the eventual intent of combining all present student financial aid at the State level into a single statute.

18. Steps must be taken to insure that faculty salaries reach the mid-point nationally within the next five years, earlier if possible.

19. The Regents' retirement program has to be substantially improved. A retirement program similar to TIAA-CREF in quality and benefits must be provided faculty members.

20. All Ph.D. programs at SDSU, USD and SDSM&T and masters' programs at NSC and BHSC must be rejustified to the Regents and if they cannot be rejustified, they will be dropped.

21. The following comment which was not pointed out as a specific recommendation, but which should have been, appears to be largely non-controversial: "Far too little consideration has been given to individual student differences. Additional opportunities must be provided for students to challenge courses and receive credit for them. Far more flexibility must be provided the student in setting up his academic program."

All of the actions taken by the Board of Regents on the Master Plan at its January meeting were classified as non-controversial by Commissioner Gibb. However, when the Board met on February 10-11, 1971, they acted on some of the more controversial recommendations of the Master Plan as well as leaving others to be tackled later. There was considerable discussion among the Board members on several items before any action was taken. The

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items are numbered consecutively and hence do not follow the order given in the Master Plan or the numbers assigned to the Master Plan discussions of February 10-11, 1971:

1. Credit received from any State institution will be fully acceptable as comparable credit at other State institutions.

2. A common system of course numbering will be developed. (Motion to adopt above 7 Aye; Nay 0)

3. Recruiting should be controlled and strong support given to the South Dakota Post High School Coordinating Council. (Motion to adopt above 6 Aye; Nay 1)

4. A long statement was approved, the main thought of which is, "It is generally agreed that the enrollments will not increase significantly in the next ten years, but the factors which influence this must be carefully reconsidered on a regular basis in order to provide for practical long-range planning." (Motion to adopt above 7 Aye; Nay 0)

5. Institutional representatives:

   a. RESOLVED, that ceremonial representatives for each institution be appointed each year from the Board of Regents to serve on the Institutional Building Committee, and to represent the Board at Commencement activities, social events and other functions;

   b. BE IT FURTHER RESOLVED, that all matters relating to the operation of the institutions be directed to the entire Board of Regents through the office of the Commissioner of Higher Education and not through Ceremonial Representatives. (Motion to adopt above 7 Aye; Nay 0)
6. Regents may not be residents of counties in which there are public institutions of higher education.* (Motion to adopt above 6 Aye; Nay 1)

7. There should be an advisory council formed for the purpose of coordinating the educational activities of the State. (Motion tabled, then reconsidered a day later and passed. Motion to adopt 7 Aye; Nay 0)

8. Southern State College should be renamed the University of South Dakota at Springfield. (Motion to adopt 7 Aye; Nay 0)

9. Dakota State College should be renamed South Dakota State University at Madison. (Motion to adopt 7 Aye; Nay 0)

10. After considerable recorded discussion the following paragraph was set forth:

The primary role of NSC (Northern State College) should be the preparation of elementary and secondary teachers. NSC should also offer pre-professional, two-year terminal and a junior college programs, the latter to be considered within two or three years. Degrees offered should be the Bachelor of Science in Education, the Bachelor of Science, the Bachelor of Arts, Associate Degree and the Master of Science in Education. (Policy on graduate program yet to be decided.) (Motion to adopt 7 Aye; Nay 0)

11. The primary role of BHSC (Black Hills State College) should be the preparation of elementary and secondary teachers and a secondary role should be to offer pre-professional, one and two-year terminal and junior college programs, the latter to be considered within the next two or three years. The degrees authorized should be the

*Regent Lewis said, "I think it is a shame that the people of Minnehaha County are disenfranchised from membership on the Board. The School for the Deaf is not a public institution of higher education."
Associate Degree, the Bachelor of Science in Education, the Bachelor of Science degree, and the Master of Science in Education. (Policy on graduate programs yet to be decided.) (Motion to adopt 7 Aye; Nay 0)

12. The role of the University of South Dakota should be that of a small liberal arts university. This would provide programs in liberal arts, fine arts and sciences, law and business. Degrees authorized should be B.S.; B.A.; B.F.A.; M.S.; M.A.; M.B.A.; M.N.S.; M.M.; M.M.S.; M.Ed.; Associate; Specialist in Education; J.D.; Ed.D.; and, if rejustified, the Ph.D. (Motion to adopt 7 Aye; Nay 0)

13. There should be two programs in Industrial Arts in the public colleges and universities in South Dakota. (Motion to adopt 7 Aye; Nay 0)

14. There be one College of Engineering in South Dakota. (Motion to adopt 5 Aye; Nay 2)

Later in the afternoon, it was moved by Regent Lewis, seconded by Regent Schmidt, that the staff be directed to develop a Department of Agricultural Engineering at SDSU (South Dakota State University) with consideration given to the fields of civil, mechanical, and electrical engineering and report back to the Board at the next meeting. (Motion to adopt 7 Aye; Nay 0)

15. The role of SDSU (South Dakota State University) should be primarily that of a small land-grant university. This would provide programs in agriculture, science, applied sciences and liberal arts. An additional role of SDSU will be to operate the Agricultural Experiment Station and the Cooperative Extension Service. The degrees authorized should be the B.S.; B.A.; M.S.; M.A.; M.Ed.; Associate and, if rejustified, the Ph.D. (Motion to adopt 7 Aye; Nay 0)
16. One institution shall be designated to assume a primary role in technical training and that institution is Southern State College. (Motion to adopt 7 Aye; Nay 0)

17. It is the position of the Board of Regents that the area vocational schools should be limited to vocational work and the staff (Regents' staff) is directed to secure legislation to implement this position. (Motion to adopt 7 Aye; Nay 0)

18. Board approved the concept of having only one professional school or college of each type in South Dakota. (Motion to adopt 7 Aye; Nay 0)

19. DSC (Dakota State College) shall be a branch of SDSU. The primary role shall be the preparation of elementary teachers at the undergraduate level and the preparation of secondary teachers in limited areas. It will provide for the Associate Degree as well as the Bachelor of Science in Education. It will provide for two-year terminal and junior college programs, the latter to be considered when the Board believes the position of SSC (Southern State College) as an institution is sustained. (Motion to adopt 4 Aye; Nay 3)

20. The Master's degree and major in Geology at USD (University of South Dakota) should be suspended and only service courses offered. (Motion to adopt 7 Aye; Nay 0)

21. It is the position of the Board of Regents that it has no jurisdiction over the State Geological Survey and that President Bowen (USD) be directed to ask the Survey to vacate the buildings in which it is housed on USD campus. (Motion to adopt 7 Aye; Nay 0)

22. All students presently on the campus be assured of the opportunity to complete their current discipline on the SSC campus; that enrollees in the fall of 1971 and the future be advised that pending a decision of the joint administrations of USD and SSC their course of study may be completed within the system, though not necessarily on the SSC campus. (Motion to adopt 7 Aye; Nay 0)
23. All college credit courses be given only at the colleges presently under the jurisdiction of the Board of Regents or Extension Divisions thereof. "The reason for this motion is that some of the area schools are very anxious to become community colleges." (Motion to adopt 7 Aye; Nay 0)

24. Two new programs of financial assistance should be created and funded by the Legislature. These are $100,000.00 grant-in-aid fund to be provided to needy students who are attending a State college or university in South Dakota, and a $200,000.00 part time work and State work-study program for needy students who are attending a State college or university in South Dakota. (Motion to adopt 7 Aye; Nay 0)

25. Adult education needs should be met by creating a Division of Continuing Education for the State with headquarters in the Regents' office. (Motion to adopt 7 Aye; Nay 0)

The two actions by the Board of Regents in implementing the Master Plan that caused the most discussion and controversy was the motion passed by the Board of Regents at its January\(^1\) meeting which changed the character, name, function and administration of Southern State College and the action taken at its February\(^2\) meeting that there be only one College of Engineering in South Dakota. It was also decided by the Regents that the "one School of Engineering" should be at the South Dakota School of Mines and Technology and that South Dakota State University might have a Department of Engineering


which would include Agricultural Engineering, and possibly Civil, Mechanical and Electrical Engineering.

The motion approved by the Regents concerning the change at Southern State College read as follows: the role of SSC (Southern State College) should be that of an outstanding technical and vocational college as well as provide a junior college program and it should become a branch of USD (University of South Dakota). Degrees offered should be the Bachelor of Technology and the Associate Degree. (Aye 5; Nay 2). The Springfield community and the staff of Southern State College were apparently receptive to the change. Mr. Robert Hirsch, an attorney from Yankton, spoke for and headed the Springfield delegation. Since legislation was necessary to effect the basic change in Southern State College, the 1971 Legislature passed the following Act:¹

MERGING SOUTHERN STATE WITH UNIVERSITY OF SOUTH DAKOTA

An Act entitled, an Act merging Southern State College at Springfield into the University of South Dakota and enlarging the purpose, character and scope of the University of South Dakota at its Springfield Campus.

Be it enacted by the Legislature of the State of South Dakota

(1) Merge administration and operation.
(2) University of South Dakota at Springfield.
(3) Code to be changed—reference in the law after effective date of this action—Southern State College means USD at Springfield.

¹South Dakota, Session Laws 1971, Chapter 135.
(4) Board of Regents empowered to enlarge purpose, character and scope of USD to provide that an outstanding technical and vocational college as well as provide a junior college program at its Springfield Campus.

Approved March 17, 1971.

At its July meeting the Board of Regents continued with the merger of the University and Southern State College. Early in the year Dr. Wayne Kautson of the University of South Dakota staff had been appointed by Dr. Richard L. Bowen, President of the University, to work out a plan for the merging of the two schools. This plan was apparently acceptable to President Bowen and to the staff at Southern because, subsequently, steps were taken by the Regents and by the heads of the two schools to bring about the union. At their July

1 meeting the Regents passed a motion to the effect that the merger between Southern State College and the University of South Dakota be effective at 1:40 P.M. on July 16, 1971, and the name be The University of South Dakota at Springfield. At the same meeting Dr. Carrol Krause was named Acting Executive of the School at an annual salary of $21,750.00 (Dr. Harry Bowes, President at Dakota State College at Madison had resigned to take a position outside the State and, as of July 1, 1971, Dr. Allen Millar who had been President at Southern State College since July 1, 1962, was moved to Madison to become Acting President of Dakota State College.) Dr. Krause remained Acting Executive until October when the Regents changed his title to that of Provost.2

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A visit to the campus at Springfield in November 1971 revealed no surface changes. The Provost and some of the other administrators were optimistic over the future. They, like some of the Regents, were, however, concerned over the admission requirements that might be set for them and the other State colleges, over the scope of their junior college program, and the amount of money which may be made available to expand the curriculums of their new programs.

**The Engineering Controversy**

The matter that caused the most discussion, legislative activity and legal action connected with the Master Plan was the vote by the Board of Regents to limit the State system of higher education to one School of Engineering. According to the recommendations of the Master Plan, if the State School of Mines and Black Hills State College had chosen to combine into a State College for Western South Dakota, then the "one School of Engineering" would be at South Dakota State University. However, since the Rapid City school chose to remain as it had been and this decision was supported by the Board of Regents, the School of Engineering to be eliminated was at the Brookings institution. While the Regents were willing to have a Department of Engineering at South Dakota State University, this did not placate the supporters of South Dakota State University which included the people of Brookings, the students, the faculty, the administration, the alumni and a great many more throughout the State.

The legislators from Brookings County, along with several other legislators, rushed to the defense of the University and the retention of
the School of Engineering at South Dakota State University. On February 15, 1971, just four days following the action of the Regents, John Bibby, longtime member of the legislative House of Representatives, introduced House Bill No. 766. Besides the name of Bibby, the following names appeared on the bill: Hauschild, Pommer, Stalheim, Jensen, Larkin, Larry Anderson, Mehlhaff, Stanley Johnson, Halverson, Knutson, Jorgensen, Walter, Mahan, Kauth, and Wiese. This bill spelled out in definite terms the large areas of curriculum that were to be offered by South Dakota State University, the length of the college course and the length of the college year. In addition to the usual courses or programs offered at a university, the Bill specifically mentioned that the University curriculum should include professional education in colleges of Agriculture; Home Economics; Pharmacy; Nursing; Engineering, including Mechanical, Civil, Electrical and Agricultural; Arts and Sciences, including the basic Physical, Biological, Social Sciences, Teacher Education, and the Humanities; and such other fields as may be determined by the Board of Regents. While the sponsors of this Act were able to get it passed by the House, they were not able to get the Senate to pass the measure.

When it was clear that House Bill 766 in its original form or after Senate amendments would not pass the Legislative Assembly, it was sent to a Conference Committee which finally ironed out the differences between the two legislative bodies. The two main features of the Bill which came from

1South Dakota, House Bill No. 766, Forty-sixth Session Legislative Assembly, 1971.
the second Conference Committee was that it was discretionary with the Board of Regents whether they had an independent study of the engineering schools made, and if the Board did authorize such a study and the findings recommended closing any school of engineering or substantial part thereof, no actions were to be taken until the approval of the 47th Legislature (1972) had been obtained. This Act which was numbered House Bill No. 766 passed both houses of the Legislative Assembly but did not become a law because of a copying error. The Bill copied was the original House Bill No. 766 as first amended by the Senate rather than the compromise Bill which came from the second Conference Committee. It was an error which, according to John Bibby, a Representative from Brookings County, could easily have been made. Because of the copying error the officers of the House, Senate and the Governor, designated by law to sign passed bills into laws, signed the wrong bill and according to Attorney General, Gordon Mydland, these signatures made the Act a law despite the fact that it did not pass both houses of the Legislature. The Act which became a law is given below:

CHAPTER 96

Requiring the Board of Regents to secure binding, independent analysis separate from Board on where engineering education is to be offered.

Be it enacted by the Legislature of the State of South Dakota:

That SDCL 13 be amended by adding thereto a new section to read as follows:

1South Dakota, Session Laws 1971, Chapter 96.
The Board of Regents shall immediately initiate and implement an independent analysis and review of its decision relating to engineering education at State educational institutions. The independent analysis and review shall be made by a person, persons, firm or firms recommended by SDSU and SDSM&T and the Board of Regents and the final selection of such person, persons, firm or firms shall be subject to the final approval of the Executive Board of the Legislative Research Council. The decision of the independent person, persons, firm or firms as may be selected shall be binding upon the Board of Regents and the State educational institutions and shall be submitted to the Board of Regents on or before December 31, 1971. Until the decision is rendered, the Board of Regents shall take no action to implement any of its recommendations as to engineering education for the 1971-1972 school year. All reasonable costs and expenses of such analysis and review as may be incurred shall be paid from the contingency fund of the Board of Regents.

The conditions in the Bill signed into law which made it objectionable to those who wanted to see the School of Engineering maintained at South Dakota State University were: (1) an independent study was mandatory on the Board of Regents; (2) regardless of the recommendations of such independent study they had to be implemented whether they were acceptable to the institutions, the Board of Regents or the Legislature. In order to keep the Board of Regents from carrying out the directives in House Bill No. 766 as set forth in the South Dakota Session Laws for 1971, Chapter 96, the plaintiffs, John E. Bibby, Wayne A. Hauschild, Tom Mills, Rodney M. Hall and James Higgins, succeeded in getting R. F. Manson, Judge of the Circuit Court of the Third Judicial Circuit, to issue an order prohibiting the Board of Regents from carrying out the provisions of Chapter 96, Session Laws of 1971. The Order did state, however, that the Regents could carry
out any other study they might desire relating to engineering on the
condition they do not follow the provisions of House Bill No. 766, as set
forth in South Dakota Session Laws for 1971, Chapter 96.¹ As of the first
of December 1971 the above named plaintiffs as well as all supporters of
a School of Engineering at South Dakota State University were waiting to
learn what the decision on this matter by Judge Manson would be. Rumor
coming to the writer indicates that this issue is not dead. It may be that
a final decision will be forthcoming from the 47th session of the South
Dakota Legislature. The order of Judge R. F. Manson which was first given
on the 5th day of October 1971, although as first issued was not final, was
finalized before the 1972 legislative session. It was declared by Judge
Manson that to follow the specific provision of Chapter 96, Session Laws
of 1971, would be illegal.

It was thought that the "engineering school" issue might be a hot
one in the 1972 session of the South Dakota Legislature. However, nothing
was done until the 1972 session was about to close when three State Senators
introduced a bill² which would give the State Board of Regents sole authority
to establish, curtail or eliminate schools, departments or courses of study
at the colleges and universities under its control. The session ended before
any action was taken on this bill.

¹In Circuit Court, Third Judicial Circuit, Order, Dated at Watertown,
South Dakota, this 5th day of October, 1971. Signed: R. F. Manson, Judge
of the Circuit Court. Filed in the Office of Clerk of Circuit Court,
Brookings County, South Dakota, October 19, 1971.

Master Plan Items Approved

In addition to the 21 items in the Master Plan which the Regents approved at their January 21-22, 1971, meeting, they approved approximately 25 items at their meeting on February 10-11, 1971. Two of the major items approved have already been considered: one changed the name, purpose, administration and curriculum of Southern State College; the other eliminated the School of Engineering at South Dakota State University, but did recommend in its place a Department of Engineering. Both of these items found their way into the 46th session of the South Dakota State Legislature. The change at Southern proceeded smoothly from the first, but the controversy over the School of Engineering may be still an unsettled issue. The recommendation to change the name and purposes of Dakota State College was approved by the Regents but no legislation to make it effective was passed by the 46th legislative session. The purpose and function of all the public colleges and universities were pretty well spelled out and approved at the February meeting. There are still many decisions to be made and much work to be done before the jobs set out by the Master Plan are completed.

Other Items of Regents' Concern

The Regents were concerned about protecting the planned curriculum at the University of South Dakota, Springfield. For one thing it had been decided that admissions at the Springfield institution would be open and that the restrictions which applied at the other six public institutions of higher education in South Dakota would not apply here. The Board was also

concerned that only the institution at Springfield should be permitted to offer vocational and technical programs of college grade. In order to come to some kind of understanding on this matter Marian Hersrud and Ron Schmidt of the Board of Regents met with the Vocational Education Board at Pierre on June 15, 1971. The matter of concern was the program planned for Southern State College after the change provided by the Regents and the Legislature took place.¹

For many years the public colleges and the Regents were concerned about the college education of young Indians and over the years the number enrolling at the State-supported colleges had been constantly increasing. The University of South Dakota had taken a greater interest in the welfare and education of the Indians than any other South Dakota public college when judged by the scope of their program. But because "going to college" costs money, many Indians who wanted a college education were unable to get one. To help solve this problem Henry Cobb, Vice-President of the University of South Dakota, and Keth Jewitt, Academic Dean of Black Hills State College, met with the Regents to discuss a plan which they were promoting. As a result of their persuasion a special resolution was passed by the Regents:²

SPECIAL RESOLUTION NO. 28-1971

Therefore, Be it resolved, that in response to groups duly authorized by Tribal Government, the Regents of

Education encourage, and encourage in all practicable ways, the development on the reservations of appropriate degree programs in higher education. All such programs shall be funded by other than direct State appropriation.

In education, as in many other situations, things are always changing. Sometimes it seems that the more they change, the more they remain the same. Some of the problems which the Regents faced twenty-five or more years ago are still being revived. Certainly not for the first time, a committee from the printers of the State called on the Regents to protest that too many of the institutions were doing too much of their own printing.\(^1\)

It has generally been assumed that South Dakota State University would do most or all of its own printing with its fine facilities, but it was expected that the other State-supported institutions would have their work done by private enterprise. Of course, the coming of small off-set printing machines and other less costly and smaller printing devices may have led to a justification of the complaint of the private printers. On the other hand, however, there is a great likelihood that if some of the printing the colleges were doing for themselves would have to be done privately, it would not have been done at all because of the institution's limited budget.

In February 1970 the Regents decided to use $800,000 of the funds appropriated to them by the 1970 Legislature for faculty benefits to purchase a health, medical and life insurance package for each employee.\(^2\)

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\(^1\)Ibid., May 20-21, 1971.

While most of the employees were delighted with this action of the Regents, it was rumored that a few citizens and even a few legislators questioned the authority of the Regents to use the money appropriated for salary increases to purchase such employee benefits. Apparently, on second thought, all, or at least most, agreed that it was a good thing. Travelers Insurance Company was chosen as carrier from July 1, 1970, to June 30, 1971. However, the successful bidder for the next year was the Northwestern National Life Insurance Company of Minneapolis.\(^1\)

The 46th session of the South Dakota Legislature (1971) had not only the usual problems of higher education to deal with, it also had some new issues to consider that had come about as a result of Board of Regents' desire to implement the Master Plan. The total funds appropriated for the operation of the seven public colleges and universities proper was increased only $1,615,194.00 over the 1970 appropriation. Of this amount only $192,600.00 was available for increased operational costs, new positions and salary raises.\(^2\) Most of this increase was used to raise salaries for classified personnel in the seven institutions and to further centralize the computer system. Fortunately, for the classroom situation, instructional positions were not as difficult to fill in 1970 and 1971 as previously since the supply of teachers had increased and the demand was not nearly as great. Enrollments in many places were either leveling off


\(^2\) South Dakota, Session Laws 1971, Chapter 284.
or decreasing. There were reports of persons holding Ph.D. degrees not being able to find a job.

There were three acts passed by the 46th Legislature that grew out of the Master Plan or the discussions which the Board of Regents had at its meeting on February 10-11, 1971. One of these laws was the Act that made Southern State College a branch of the University of South Dakota.\textsuperscript{1}

Another Act pertained to a study of the engineering schools in South Dakota and a decision as to how many there should be.\textsuperscript{2} The law that grew out of Regents' discussions provided that the control of public post-secondary instruction for which college credit is given, and which is sustained wholly or in part by the State, are under the control of the Board of Regents.\textsuperscript{3}

The Legislature did not forget its commitments to students who had to go out-of-state to get their education. An emergency appropriation of $21,000.00 was made to help dental students enrolled for the academic year 1970-71\textsuperscript{4} and $72,000.00 was appropriated to assist the students who would enroll in dentistry in 1971-72.\textsuperscript{5} The 1971 Legislature also appropriated

\textsuperscript{1}Ibid., Chapter 135.
\textsuperscript{2}South Dakota, \textit{Session Laws 1971}, Chapter 96.
\textsuperscript{3}Ibid., Chapter 129.
\textsuperscript{4}Ibid., Chapter 292.
\textsuperscript{5}Ibid., Chapter 293.
$125,000.00 to the State Board of Regents for the "health professions loan fund."\(^1\) This was done so that the provisions of South Dakota Compiled Laws 13-56A might be carried out.

The Legislature began appropriating money to help students going into the "health professions" in order that South Dakota might have more of this type of professional person, particularly in the smaller communities. In 1971 the Legislature passed a law providing "forgiveness" of loans if the borrower did certain things. This legislation is so significant that the entire Act is copied below:

CHAPTER 130

Session Laws 1971

PROVIDING ADDITIONAL FORGIVENESS OF PROFESSIONS LOANS TO RECIPIENTS PRACTICING IN SMALLER COMMUNITIES.

AN ACT entitled, An Act to amend SDCL 13-56A-5 relating to forgiveness of loan for practice in State.

13-56A5 Financial assistance provided to students qualified under this chapter shall be repaid to the health professions loan fund by the recipient; provided, however, if the recipient shall return to South Dakota to practice the profession for which financial assistance was granted, the Board of Regents shall forgive twenty per cent of the scholarship loan for each successive year that the recipient engages in private practice of such profession in South Dakota. The Board of Regents shall forgive an additional ten per cent of the scholarship loan for each successive year that the recipient engages in the private practice of such profession in a county which has no city with a population in excess of 5,000 persons according to the 1970 federal census.

\(^1\)Ibid., Chapter 296.
Buildings and Campus Changes

The 1971 session of the South Dakota Legislature was the first for several years during which no bills were passed concerning student housing. This meant that for almost fifteen years this was the first legislative session in which the public colleges and universities were not pressing for more housing for students. For the time being, it appeared that sufficient dormitories and student housing had been constructed, was under construction or had received legislative approval for construction to meet current and near-future needs. There were five bills passed, however, authorizing the construction of buildings other than the type in which students live.

The Board of Regents used funds from the Higher Education Facilities Fund, receipts of the sale of bonds by the South Dakota Building Authority and federal grants to finance the construction it approved. At the South Dakota School of Mines and Technology an Engineering-Physics Building was cost a total of $1,819,000 was approved. The same Act approved the razing of the old Bureau of Mines Building probably to find a site for the new structure. Funds in the amount of $3,050,000 were made available to the University of South Dakota to build a Fine Arts Center while Black Hills State was provided funds in the amount of $1,657,500 to build a Library-Learning Center. The cost of demolishing Old Central was included in the

1 South Dakota, Session Laws 1971, Chapter 144.
2 South Dakota, Session Laws 1971, Chapter 147.
appropriation. Three new buildings were authorized at South Dakota State University but the wording of the Acts makes it clear that the University and not the State would be expected to provide the funds. The buildings authorized were: Animal Disease Research Building; Garage or storage buildings; Swine barns.

There were also several miscellaneous bills passed and three Acts became law that may have considerable later significance. The Legislature passed a law authorizing payment to the City of Vermillion for unmetered water and sewage service provided to Julian Hall (a men's dormitory) from 1964 to 1969. The amount of the appropriation was $6,384.42. It also passed an act authorizing the administration at the University of South Dakota to dismantle or sell six buildings on campus. In 1959 Dr. William A. Cook, former Professor of Education and Head of the Education Department at the University, had given the institution some valuable real estate in which he had maintained a life-time interest. The 1971 Legislature passed

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1Ibid., Chapter 36.
2Ibid., Chapter 132.
3Ibid., Chapter 145.
4Ibid., Chapter 146.
5Ibid., Chapter 302.
6South Dakota, Session Laws 1971, Chapter 148.
7South Dakota, Session Laws 1959, Chapter 87.
an act removing all restrictions. During the same session the University was authorized to accept a carillon from John Quirk, and Dakota State College was authorized to accept a six and one-half acre land gift from Lake County. The land lies along Lake Madison and may have considerable educational importance.

The acts passed by the 46th Legislature which the writer thinks may have great future importance was Chapter 299 which appropriated $176,000 to help carry on the work of the Remote Sensing Institute on the campus of South Dakota State University. This financial support indicates that the Legislature is convinced of the value of the Institute to South Dakota. The second act which the writer believes reveals a widespread legislative interest in better medical services for the people of South Dakota is labeled Chapter 133, Session Laws 1971. Its main points are given below:

CHAPTER 133--CREATING REGIONAL MEDICAL EDUCATION BOARD FOR INTERSTATE TRAINING OF FAMILY DOCTORS AND MEDICAL PROFESSIONALS AND MAKING APPROPRIATION

(1) Board representatives from Iowa, Minnesota, North Dakota, South Dakota.

1South Dakota, Session Laws 1971, Chapter 131.
2Ibid., Chapter 136.
3Ibid., Chapter 137.
4Ibid., Chapter 137.
5South Dakota, Session Laws 1971, Chapter 133.
(2) Board to make plans for medical education of youth of the section.

(3) Members of the Board in South Dakota to be appointed by the Governor and serve at his pleasure.

(4) There is appropriated $1,000.00 to pay South Dakota's cost of participation.

Consolidation and Improvements

The professional employees of the Regents were the first to come under a retirement system, other than social security, which was provided by the Regents of Education. Classified employees of the Regents had nothing except social security until they were included in a statewide system provided by the Legislature\(^1\) for all classified employees in the State. It wasn't long, however, until the Regents were considering the advisability of having all their employees under one system. By July 1971 it was reported that the Regents were having actuaries study what the effect would be of having all Regents' employees, professional and classified, under one system—the Regents' system.\(^2\)

As the size of the State's system of public higher education became larger, as the professional staff of the Board of Regents increased in size and as the chief executives of the State's public institutions of

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\(^1\)South Dakota, **Session Laws 1965**, Chapter 303.

higher education were required to attend the general meetings of the Board, the group became large and with the representatives of the news media present there was little secrecy about any transactions of the Regents. This was not objectionable except where matters of personnel were concerned. In such cases the Board declared itself in Executive Session excluding all except Board members and a few others they might designate in order to have the desired privacy. This practice irritated the press which wanted to be "in on" all deliberations and decisions of the Regents. At the July 1971 meeting the press promised to keep secret "matters secret."¹ The public, the press said, wants to know what goes on at so many executive sessions of the Board. In line with the attitude of the press, faculties and students wanted to know what the Board was "up to." In order to provide information available to all, the Board decided in October 1971 to send copies of the official minutes to each institutional library.² What is happening at the libraries of the other public colleges and universities is not known, but at South Dakota State University where the "Minutes" are placed in the Reserve Section of the library, and very accessible, there has so far been little call for their use. Apparently when the information was made available those who had been raising questions immediately lost interest. This attitude may change, at least on the part of the faculty, if employee salaries and positions are included.

The Regents proceeded in October to hire Frank Meek as Director of Computer Service for which the Regents were responsible.\(^1\) The Regents were at this time also facing a sizeable problem of the reappraisal of the graduate programs being offered in the schools. Small classes were another problem that concerned the Regents. The Regents, through the Commissioner of Higher Education, were studying classes of ten or less enrollment before giving approval for their continuance. In their discussions the Regents said that it is inevitable that there must be some small classes but significant reductions can be made. Some courses will have to be dropped if they are no longer relevant. The Regents had a committee at work in developing a common numbering system for all courses. They were also interested in a "3-year" degree program, improving the fringe benefits and also the retirement benefits for their employees.

Ever since the beginning of the financing of buildings and other projects on a self-financing revenue basis mostly following World War II, one of the problems facing the Regents was that each project had to be handled singly according to South Dakota Constitutional law. If a school built several self-financing dormitories or other projects each project had to be financed separately. This was not only confusing but also expensive. If projects could support each other the whole undertaking would be simpler and less costly. The Regents tried, as previously mentioned, every way they could but the problem had not been resolved by the time the Legislature met

\(^1\)Ibid., October 21-22, 1971.
in 1971. In yet another attempt to solve this problem the Legislature of
1971 passed a law which they hoped would handle the situation.¹

The act was given the following title:

**PROVIDING ADDITIONAL COMPREHENSIVE AUTHORITY FOR BOARDS
OF REGENTS TO ISSUE REVENUE BONDS**

AN ACT Entitled, an act to authorize the Board
of Regents to acquire, own, operate and maintain
projects as herein defined, to issue its bonds
therefor, to refund its bonds heretofore and
hereafter issued, and provide for the payment and
security of all bonds issued here under, and to
define the powers and duties of said board in
reference thereto.

Section 1. Citation (quoted in Chapter
134--S.L. 1971)

This act shall be known and may be
cited as the "Board of Regents
Revenue Bond Act of 1971."

(The colleges and the Regents hoped that this Act would be found constitutional
and that the loans could be consolidated.) South Dakota State University
was to be used as a test case. The financial advisors to the Board of
Regents said that SDSU should be the test device for determining the
constitutionality of revenue projects on campus. The combining at SDSU
would total $9,000,000 of outstanding bonds and six different projects.²
(If the test case is found constitutional, the same can be done at other
schools.) In addition to trying to combine loans which the colleges had
received for projects on a revenue-producing basis, the 1971 Legislature

¹South Dakota, Session Laws 1971, Chapter 134.
also brought all college employees under the provisions of the State unemployment laws by amending SDCL 61-1-1. The act that accomplished this was Chapter 276, Session Laws of 1971 (H.B. 572). The act concludes as follows: "Notwithstanding any of the foregoing provisions of this definition, all colleges and universities in this State are institutions of higher education for purposes of this title." (Title: REVISING UNEMPLOYMENT COMPENSATION LAW.) Coverage under the new law is to begin on January 1, 1972. The proceedings of the Board of Regents for 1971 make it very clear that the Board is interested in improving the provisions of the retirement policy, fringe benefits and unemployment benefits for their employees. Of course, the Board was also interested in maintaining adequate deferred maintenance funds and providing the money needed to assure adequate fire protection for the buildings and other property under their control. The Regents not only were moving to improve conditions for employees at the public colleges but wherever they could steps were taken to speed up administration. One such step was taken at the October 21-22, 1971, meeting of the Regents when they authorized the Commissioner of Higher Education to sign all change orders on Board of Regents contracts as he deemed necessary. This eliminated considerable "red tape" which had previously been followed.

1South Dakota, Session Laws 1971, Chapter 276.

As the fiscal year of 1971 was coming to a close the Regents were faced with the problem of getting the 1972 Legislature to make appropriations to meet the needs of the institutions under their control. It goes without saying that most of the institutional problems could be solved with money, lots of money. The Legislatures of 1971 and 1972 were not in a mood to make more than basic budget increases. Both the 1971 and 1972 sessions of the Legislature spent much time on taxation but when the "smoke cleared away" the State was given little more funds by these two Legislatures than it had received from the 1970 session. Things were changing, too, which meant that the Legislatures were going to move cautiously.

Dr. Richard Gibb, Commissioner of Higher Education, after returning from the annual meeting of the American Association of State Colleges and Universities which met in Denver from November 7 to 10, 1971, had some interesting comments to make to the Board of Regents—comments that would, no doubt, influence their future policies and actions: ¹

(1) It is expected that there will be a surplus of teachers in the 1970's from one to two million and a deficit of about one million in the health professions.

(2) In a nationwide poll of students only 12 per cent of the undergraduate students expressed major dissatisfaction with their undergraduate programs in college; however, 80 per cent or more expressed dissatisfaction with relevance of curriculums.

¹Dr. Clark Kerr, Chairman of the Carnegie Commission on the Future of Higher Education. (Dr. Gibb's comments were based on the remarks of Dr. Kerr at the meeting.)
(3) Studies indicate that the ideal size of a comprehensive college should be 5,000 to 10,000 students for two reasons:

(a) Significant cost reductions up to the 5,000-student mark.
(b) In the Commission's opinion, it takes about 5,000 students for a well-rounded program.

As 1971 came to a close the Regents took significant action in adopting on a two-year trial basis a new "uniform calendar." Although several different types of academic calendars had been followed from 1883 down to the present time, some made advisable by war conditions, nothing like the calendar proposal for 1972-1973 and 1973-1974 had ever been proposed. The new calendar adopted by the Regents with all institutional presidents favoring it will operate on a trial two-year basis as follows:

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<tr>
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<td>First Semester Ends</td>
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<td>March 5-9</td>
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Admissions Policies

The Regents had adopted a policy of admission for the public colleges and universities but this needed study and change from time to time. Following the change in Southern State College and its absorption by the
University of South Dakota the Regents, through their Commissioner, had the following to say: "The Commissioner recommends that the Regents continue their present policy on admissions but that each institution be permitted to admit a number of students equal to one (1) per cent of the previous year's enrollment or 25, whichever is greater, regardless of high school rank or other test scores." This policy applies during the academic year but not during summer school. Standards in addition to the above were also spelled out for the colleges and universities:

1. University of South Dakota, Springfield, no cut-off score, open policy for all students.

2. South Dakota State University, University of South Dakota, and South Dakota School of Mines and Technology, minimum ACT score for resident students 20.

3. Northern State College, Black Hills State College and Dakota State College, minimum ACT score for resident students 18.

The Regents continued to help deserving students get a college education by utilizing funds that come to them from outside activities, such as the money from the South Dakota racing tracks which amounted to $32,757.80 for the 1971 racing season. Moreover support is sought from the Legislatures each session to secure funds for student loans and scholarships. The last Legislature (1972) appropriated $131,000.00 for this purpose, the same as had been done in 1971.

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2. South Dakota, Session Laws 1972, Senate Bill 278.

Regents Plan Ahead

In accordance with the request of the Governor the Regents categorized their requests to the 1972 Legislature in the following manner:

Category I--Programs absolutely essential to the mission of the institution.

Category II--Programs highly desirable but not imperative to the mission of the institution.

Category III--Programs which would be of value to the institution but the absence of which would not seriously hamper the activity of that campus.

The Board of Regents did have a problem with Highway No. 50 which cuts through the north edge of the campus at the University of South Dakota and which the State Highway Commission proposed to widen. Of course, there was much objection to this by students, especially, and also faculty and Vermillion citizens. As the year closed it appeared, however, that the Regents and the Highway Commission would have this problem resolved to the satisfaction of most of those concerned. ¹

While the Legislature of 1972 did increase the appropriations to the Board of Regents for college operations proper, about $1,600,000 over the 1971 appropriation, $1,000,000 of this amount had to come from an increase in tuition and of this $1,000,000 there was $200,000 earmarked for the Educational Facilities Fund. While the Master Plan had called for a considerable increase in faculty salaries within a short period of time it

¹Board of Regents, Official Minutes, December 16-17, 1971, Resolution P. 859 approved.
did not yet appear in the beginning of 1972 that much could be done for the faculties in general. Most of the additional funds were to go for plant upkeep and for staff welfare provisions. The following "guide lines" were laid down by the Regents for faculty positions and salary raises:

(1) Classified salary increases are to average 7 per cent on each campus. We recommend that one-half of this amount be distributed across the board and the balance be allocated on a merit basis. If there are classified employees who merit no increase, it would seem that their employment should be terminated.

(2) Faculty and administrative salary increases are permitted, but only to the extent they can be achieved through internal means. They may not be achieved at the expense of other than personal service money. In other words, we are "locked in" with a maximum personal services dollars which we may not exceed.

(3) No additional faculty or administrative positions are to be created, except under extraordinary circumstances, those to be brought to the attention of the Board of Regents.

(4) We recommend non-reappointment of faculty and administrators who are leaving, wherever this is practical. This is especially emphasized for those campuses which have experienced an enrollment decline the last year. It would seem that we formerly argued that we need "X" number of faculty for every additional 100 students; it might follow that when there is an enrollment decline, the reverse should be true. We recognize that in many instances we were not permitted to add faculty according to student enrollment increases.

It would appear that as the public colleges and universities of South Dakota move into 1972 they will work for economy and to strengthen
all the institutions. Probably most of the changes recommended by the
Master Plan that are to be made have been made. The "engineering school
question" which caused so much commotion during the 1971 Legislature and
the remainder of that year may be revived at some future date. "Members
of the Board of Regents have indicated that they have no present plans to
bring up the question again, which could eliminate one potentially touchy
issue for the 1972 session."¹ This prediction was true and perhaps the
last of this question has been heard, at least, for some time.

This chapter brings to a close the enumeration of the Highlights
of the History of Public Higher Education in Dakota Territory and South
Dakota from 1862 to the beginning of 1972. The writer received all of his
education in South Dakota through the Bachelor of Arts degree conferred on
him in 1924 by the University of South Dakota. After this 50 years of
association with the public colleges and universities of the State, he
feels that he is fairly familiar with what has gone on in these institutions
for a half-century. He has had full-time jobs in three of the institutions
and summer school positions in three others. The only institution of higher
education supported by the public where the writer has not been employed is
the South Dakota School of Mines and Technology. While our system of public
higher education and its programs may not have been perfect, the writer
feels that all evidence indicates that the public, the Board of Regents,
the college administrators and faculties have done a good job. Surely, we
can improve public higher education in South Dakota, but before change is
made, we should be sure that what we get is improvement and not just change.

BIOGRAPHIES
BIOGRAPHICAL

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<td>Fifth President</td>
<td>1928 - 1933</td>
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<td>Sixth President</td>
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<td>Seventh President</td>
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<td>Eighth President</td>
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<td>Ninth President</td>
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BIOGRAPHIES

To this brief history of public higher education in South Dakota it seemed appropriate to add a separate section recording information on the men and one woman who have served as administrative heads of the several institutions since their start. There is little consistency in these biographies and personality descriptions. Many of them were taken from the "Who's Who" volumes which are published; some were written by staff members or retired staff members at the educational institution where the president or administrative head served and others have been built up from such publications as alumni bulletins and other written reports. The writer has taken the liberty to change or add to any of these where he had information which altered or added to the original composition or report. Succeeding generations may be able to find most of these biographies and personality descriptions in other published documents, but some of them would, no doubt, be lost if they had not been assembled in this report at this time.

There is no significance in the length of the write-up given any particular administrator. The length of the biography is conditioned by whether it was taken from a "Who's Who" report or written by a person or by persons presently associated with one of the public higher educational institutions where the chief administrator written about served. In any case, the reader who wants to find information of a brief nature on the 76 public college heads, the first of whom began serving 90 years ago, when time is counted to 1972, he can find what he
desires in this one volume rather than search many books and documents, some of which may not be easily located.

Five men had, up until June 30, 1971, served more than one South Dakota public college as its president. Robert L. Slagle holds the record, having over a period of approximately 32 years been the president of three of South Dakota's public colleges.

Robert L. Slagle
South Dakota School of Mines and Technology 1898-1905
South Dakota State University 1906-1914
University of South Dakota 1914-1929

John W. Heston
South Dakota State University 1896-1903
Dakota State College 1905-1920

Willis E. Johnson
Northern State College 1914-1919
South Dakota State University 1919-1923

Carl G. Lawrence
Southern State College 1919-1933
Northern State College 1933-1939

J. Howard Kramer
Southern State College 1945-1954
Northern State College 1956-1968
First Executive Director
October 1955 - January 1958

The first executive director of the South Dakota Board of Regents was Arthur E. Mead who, at the time of his death, was Commissioner of the State Board of Higher Education of the State of North Dakota with his home and office in Bismarck, North Dakota.

Dr. Mead was born at Corydon, Iowa, July 8, 1902. He was the son of George Washington and Cora (Perkins) Mead. He received a B.A. degree from the University of South Dakota in 1925 and a M.A. from the same institution in 1930. He was awarded the honorary LL.D. by the University of Ryukus in 1951; the LL.D. degree by Jamestown, North Dakota, College in 1959. He was married at Ashley, North Dakota, to Gwen Thomas of Ipswich, South Dakota, on July 31, 1925. The couple had two sons, Dr. Thomas E. and John R. Mr. Mead had a comprehensive professional and military experience. He was Superintendent of Schools at Mission Hill, Brentford and Flandreau, South Dakota, from 1926 to 1937; Director of Extension at the University of South Dakota 1937-1941; Director of Information and Education at Ryukus, Ryuku Islands, Naha, Okinawa, 1948 to 1952; Director of Special Services at the University of South Dakota 1952 to 1955. He became Executive Director of the

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2Biographical notes furnished the writer by Mrs. A. E. Mead, widow of Dr. Arthur E. Mead.
South Dakota Board of Regents in 1955, which office he held until the end of 1957 when he became Commissioner of Higher Education for the State of North Dakota, 1958-1963.

Mead held, during his lifetime, a number of honorary positions. He was a Past-President of the South Dakota Education Association; past member of the Board of Directors of the American Municipal Association; Past District Governor of Lions. He also was a member of Alpha Tau Omega, Phi Delta Phi, and Theta Alpha Phi. Dr. Mead was a Lt. Colonel in the U.S.M.C. during World War II in General Intelligence. He was the founder of the University of Ryukus on Okinawa and his hobbies were reading and traveling. He died November 25, 1963.

Second Executive Director
First Commissioner of Higher Education
1958 - 1963

The second executive director\(^1\) of the South Dakota Board of Regents and the man who was first to carry the title of Commissioner of Higher Education for South Dakota\(^2\) from March 1, 1968, until his retirement from that office June 30, 1968, was Elgie Boyd Coacher.\(^3\) Mr. Coacher was, until his death, Director of Institutional Research at the Black Hills State College located at Spearfish, South Dakota. He

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\(^3\)Biographical notes furnished the writer by Mr. Coacher.
was born at Aten, Nebraska, January 1, 1904, the son of John and Kate (Braught) Coacher. Mr. Coacher had two brothers—William H., now deceased, and C. A. Coacher. He had one sister (Florence), Mrs. Nathan Collins. He received a B.A. degree from Dakota Wesleyan University at Mitchell, South Dakota, in 1925 and a M.A. degree from the University of South Dakota in 1936. Dakota Wesleyan conferred the LL.D. degree on him in 1963. Mr. Coacher was married to Mary E. Sawyer at Gregory, South Dakota, on August 10, 1927. The Coachers have two sons, William H. Coacher and Dr. Joe B. Coacher. In addition to the positions he held under the supervision of the Board of Regents, he was: Coach and teacher at Britton, South Dakota, 1925 to 1928; Principal and teacher at Toston, Montana, Public Schools from 1928 to 1931; Assistant Coach at Dakota Wesleyan University 1931-1932; Superintendent of the Onida, South Dakota, Public Schools from 1932 to 1941; Field Director of the American Red Cross, Fort Meade, South Dakota, and at the Air Base in Rapid City, South Dakota, from 1942 to 1945. Returning to education Mr. Coacher was Principal and teacher at the Sturgis, South Dakota, High School 1945 to 1948 and Superintendent of Schools at Chamberlain, South Dakota, 1949 to 1958 when he began his ten years of employment as chief executive for the Board of Regents. Mr. Coacher was a life member of the South Dakota Education Association and of the National Education Association. He was also a member of Phi Kappa Delta, Sigma Delta Nu, Hickory Stick Club, American Association of School Administrators, He was a Past President of the South Dakota Speech Association and the South Dakota Music Association. Mr. Coacher held a number of
honorary and semi-professional positions. He was a member of the High
School Athletic Board of Control; National President of the Executive
Officers of State-wide Governing Boards; 1965 Award--Outstanding Service
to College and State, Dakota Wesleyan University; Service Award, General
Beadle State College, 1968; Alumni Board, Dakota Wesleyan University;
Director and Past President Pierre, South Dakota, Kiwanis Club; Past
President Rotary Club, Sturgis, South Dakota; Past President Chamberlain,
South Dakota, Kiwanis Club; member and Director of Spearfish, South
Dakota, Lions Club; member of Advisory Committee and active in Boy
Scouts (1942-1958). Mr. Coacher held membership in the Masonic Lodge,
Commander and B.P.O.E.; Rotary, Kiwanis, and Lions Clubs. He was a
member of the Methodist Church and resided in Spearfish, South Dakota.

Second Commissioner of Higher Education
1968 -

When the 1968 Legislature passed an act creating the office of
Commissioner of Higher Education for South Dakota, it had in mind that
the salary to be paid would be attractive to a man, probably from
outside the State, who had an earned doctor's degree. 1 In keeping with
this philosophy the Board of Regents, at its meeting on April 18-19-20,
1968, appointed Dr. Richard Gibb to the office which he was to assume
July 1, 1968. Dr. Gibb 2, who still holds the office of Commissioner

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1 South Dakota, Session Laws 1968, Chapter 35.
2 Biographical data furnished the writer by Dr. Gibb.
of Higher Education for South Dakota, was born at Smithshire, Illinois, December 6, 1928. He was the son of Edward and Marie Gibb. His was a fairly large family since he had four brothers--Edward, Jr., Robert, Marshall, and Keith--and two sisters, Dorothy and Thelma. Dr. Gibb holds three earned degrees: a B.S. in Vocational Agriculture from the University of Illinois and also a M.S. degree in the same field from the same school. His Ph.D. degree was in Agricultural Economics and was conferred on him by Michigan State University. He married Betty Epperson on December 22, 1951, at Mahomet, Illinois. There are two children in the Gibb family, Richie and Connie. He has been a "Vo-Ag" teacher in Wyoming, Illinois, and Ohio. From 1952 to 1954 he was in the United States Army. From 1958 to 1964 Dr. Gibb was engaged in teaching and research at Western Illinois University; from 1964 until he came to South Dakota he was Dean of Administration and Acting President at Western. He was Dean of Graduate Students (Honorary) at Michigan State University 1957 to 1958. He has been President of the Pierre, South Dakota, Junior High School P.T.A. His hobbies are hunting, fishing, photography, and water skiing. With his family he resides in Pierre, South Dakota. His office is in the State Capitol Building.
The first head of what was to become the University of South Dakota bore the title of "Principal" and not "President." The institution over which he presided had the curriculum of an academy rather than a college and it was privately rather than publicly controlled and financed.

Dr. Ephraim M. Epstein, who was selected as first Principal (Dakota University) was a Russian Jew. Early in life he came to this country, turned Christian, and took his theological training at Andover (Massachusetts) Theological Seminary. Later he studied medicine and surgery in New York City and went abroad to practice at Saloniki and elsewhere. He attended clinics at Vienna and became a surgeon in the Austrian Navy in time to see service in the Austro-Italian War of 1866. Shortly after, he returned to the United States and practiced medicine in the Middle West for several years before attempting his first teaching at Heidelberg College in Ohio. Leaving there on account of a "religious disagreement with the faculty," he began to preach in the Baptist Church at Yankton, Dakota Territory. Criticism of his interpretation of the Bible by a leading parishioner threatened his status when the opening at Vermillion occurred. Dr. Epstein's

1 South Dakota Historical Collection, Vol. XIII, 1926, pp. 198-199.
specialty was languages, it being reported that he could converse in thirteen different tongues. During the summer of 1882 Dr. Epstein had shown his industry by making a personal canvass as far north as Fargo (North Dakota) and securing several prospects for the student body. He removed his family to Vermillion and became actively identified with the community. His capacity for work was such that for a time he was the entire faculty single-handed, but in the latter part of November Trustee Jolley, himself a veteran of the Civil War, began to offer instruction in military science and M. J. Lewis conducted a class in penmanship. With the increased enrollment of the winter term, aid was imperative and Miss Carrie Lawrence was engaged as assistant teacher, entering on her duties about March 1.  

The first annual announcement of the University was a nine-page pamphlet which bears the imprint of September 1, 1882. It brought forth numerous comments, many of them congratulatory, from the newspapers of the Territory. In addition to the names of the Trustees and their officers, it listed a faculty consisting of one person, "Eph. M. Epstein, M.D., Principal of Academic Department." Dr. Epstein was engaged to teach the next term which commenced April 17. Dr. Epstein

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1Ibid., 1926, pp. 198-199.
2South Dakota Historical Collection, Vol. XIII, 1926, p. 194.
was engaged as professor for 1883-1884 with salary to start from August 1. His time until the opening of school in September was to be devoted to a campaign for students with $75.00 allowed for expenses.

Second Principal - First President  1883 - 1885

John Wesley Simonds\(^1\) was a graduate of Bowdoin College. He taught in academies in New Hampshire and in New England Christian Institute at Andover, New Hampshire, for fourteen years. He was then made Superintendent of Public Instruction of New Hampshire, serving six years. After this he was Superintendent of Public Schools, Milford, Massachusetts; Principal of the Burr and Burton Seminary, Manchester, Vermont; Superintendent of Schools, Centerville, Iowa. He was Principal of the Academy of the University of Dakota, 1883-1884; President of the University of Dakota 1884-1885. He died just before the close of the school year 1884-1885. The faculty during the second year consisted of Simonds, Garry E. Culver, and Dr. Epstein; during the second year these same gentlemen and Miss Ella Knapp. This year ended the academy existence of the institution. A class was ready in the fall of 1885 to enter upon college work as freshmen.

Second President  1885 - 1887

John Russell Herrick\(^2\) became president in August 1885. He was

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\(^1\)South Dakota Alumni Quarterly, October 1923.

\(^2\)South Dakota Alumni Quarterly, October 1923.
a graduate of the University of Vermont, class of 1845. He taught for
two years, then spent three years at Andover Theological Seminary and
Auburn Theological Seminary, and was ordained a minister of the
Congregational Church at the age of thirty. For fourteen years he was
pastor at Malone, New York. He then became Professor of Systematic
Theology at the Theological Seminary at Bangor, Maine, where he taught
five years. After spending a year in traveling Europe and the Holy
Land, he served as pastor at South Hadley, Massachusetts, four years
during a portion of the time teaching systematic theology and lecturing
at Harvard. In 1880 he became President of Pacific University, Forest
Grove, Oregon, which was then largely a preparatory school. Rev.
Herrick served as President of the University of Dakota two years. The
faculty during the first year were Professor Culver, Natural Science,
and Miss Knapp, English Language and Literature, of the former faculty;
Rev. Jonathan Rowley, Latin and Greek; Isaac A. Sabin, Mathematics and
Normal Department; Mary B. Herrick, German; S. Rilla Willoughby, Music.
During the second year Sheldon W. Vance was added as Professor of
Modern Languages and Elocution.

Third President
1887 - 1889

Edward Olson\(^1\) who had earned the degrees of M.A. and Ph.D. was
the third person to bear the single title of President of Dakota

\(^1\)Doane Robinson, *Encyclopedia of South Dakota*, Will A. Beach
University. Dr. Olson was born in Norway on August 29, 1847, and came to America in 1858. He studied three years at Beloit College and graduated from Chicago University in 1873; studied two years in France and Germany and graduated from Union Theological Seminary, New York City, 1876. He became Professor of Modern Languages and afterward of Greek at Chicago University, 1876 to 1887, when he was chosen President of Dakota University at Vermillion, South Dakota. His success was phenomenal from the first; never has the institution been more prosperous. At Thanksgiving, 1889, President Olson visited his notable brother, General Severt Elbert Olson of Minneapolis. On Saturday evening, November 30, he was calling upon Nicolay Grevestad, Editor of the Minneapolis Tribune, in his office on the sixth floor of the Tribune Building, when the structure burst into flames. It was so sudden that nothing could be done but to make for the fire escapes. Dr. Olson and others reached the ladder upon the north side of the building at the sixth floor and started to descend when someone from the seventh floor lost his hold, falling upon and breaking the hold of Dr. Olson and five others, all of whom fell to the earth and were crushed to death.

Fourth President
1890 - 1891

Howard Benjamin Gross, classified as a clergyman was born at

Millerten, New York, September 5, 1851. He was the son of Rev. Henry Laurenz and Emma Louise (Seward) Grose. His preparatory education was received at the old University of Chicago. He earned a B.A. degree at the University of Rochester in 1876; an A.M. degree at the same institution in 1880, and a D.D. degree from Brown University, Providence, Rhode Island, in 1907. He married Caroline Bristol on August 13, 1877. There were three children born to the couple, Howard Bristol, Laurence Rich, and Margaret Bristol. He was ordained a Baptist minister in 1883; Pastor, First Church, Poughkeepsie, New York, 1883-87; and First Church, Pittsburgh, Pennsylvania, 1888-1890. He was President of the State University of South Dakota 1890-1892. Following this he became recorder and Assistant Professor of History at the University of Chicago 1892-1896; Associate Editor of the Watchman, Boston, 1896-1900; Editorial Secretary, American Baptist Home Mission Society, 1904 to 1910; Editor of Missions, 1910-1933. He retired as Editor Emeritus for life; Honorary Vice-President for life; International Society C.E., 1935; Vice-President Board of Trustees, Federal Council of Churches of Christ in America, 1917-1921; Chief Religious Press Section, U. S. Food Administration 1917. Author: Aliens or Americans?, 1906; The Incoming Millions, 1906; Advance in the Antilles, 1910; Never Man So Speake, 1924; George Edwin Horr, a biography, 1928. Editor-in-chief, A Library of Knowledge, 1914. Died May 19, 1939.
Fifth President
1891 - 1897

Joseph William Mauck was born at Cheshire, Ohio, August 17, 1832. He was the son of Joseph and Adaline (Sigler) Mauck. He received an A.B. degree from Hillsdale (Michigan) College in 1875 and an A.M. degree in 1877. He also received an LL.D. degree from Hillsdale College in 1895 and from the University of South Dakota in 1927. He also took a partial post-graduate course from Johns Hopkins University. He was married to Mary Frances Ball on December 25, 1884. The children born to this couple were: Mrs. Ruth Viola Walrath, Mrs. Katherine Hayes, Mrs. Doris Lucina Friedrichs, and Wilfred O. Dr. Mauck was Professor of Greek 1876-1879, Latin 1881-1883, Hillsdale College. He was in the publishing and banking business in Chicago and Minneapolis from 1883 to 1891. In 1891 he became President of the University of South Dakota. Following his position in South Dakota he engaged in manufacturing and railroading in Chicago from 1897 to 1902. From Chicago he moved to the Presidency of Hillsdale College where he served from 1902 to 1922 and received the designation of "Emeritus." He was President of the General Conference of Free Baptists in 1904; member of the Federal Council of Churches from its organization. In 1915-1916 he was President of the Michigan School Masters' Club; delegate to Universal Christian Conference in Stockholm, 1925, and to the World Conference on Faith and Order, Lausanne, 1927. He was Vice-President

of the American Baptist Publication and Historical Societies, Republican, Mason and Kiwanian. His home was at Hillsdale, Michigan, where he died July 7, 1937.

1897 - 1898

No president was appointed at the University of South Dakota for 1897-1898, since the Legislature failed to make an appropriation for that office. ¹

Acting President
1898 - 1899*

James Edward Todd ² was a geologist. He was born at Clarksfield, Ohio, on February 11, 1846, the son of Rev. John and Martha (Atkins) Todd. He took an A.B. degree at Oberlin College in 1867 and an A.M. in 1870. He attended Union Theological Seminary 1867 to 1869 and Oberlin Theological Seminary 1869 to 1870. He studied at Sheffield Scientific School, Yale, 1870-1871, and Harvard Summer School of Geology 1875. He was married to Lillie J. Carpenter on June 15, 1876. For 100 days he was a private in Company K, 150th Ohio Infantry.

Mr. Todd was on the U.S. Fish Commission from 1871 to 1873; Professor of Natural Science, Tabor College, 1871 to 1892; adjunct Professor of Natural Science, Beloit (Wisconsin) College, 1881 to 1883; Professor of

* Dates given are conflicting. He may have served part of his term as Acting President in 1897-1898.
Geology and Mineralogy, 1892 to 1903, and Acting President of the University of South Dakota 1897-1898. He became Assistant Professor of Geology and Mineralogy at the University of Kansas where he was serving in 1907. He was Assistant Geologist and Special Assistant to the U.S. Geological Survey from 1881 to 1909; on the Missouri Geological Survey 1891 to 1893, Minnesota Geological Survey, 1892 to 1893, and State Geologist of South Dakota, 1893 to 1903. He was a fellow of the A.A.A.S. and the Geological Society of America. He was a Congregationalist and a Progressive. Mr. Todd authored several papers and pamphlets on geological subjects. His address was Lawrence, Kansas, where he died in 1922.

Sixth President
1899 - 1906

Garret Droppers, an economist was born at Milwaukee, Wisconsin, on April 12, 1860. He was the son of John D. and Gertrude (Boyink) Droppers. He earned an A.B. degree at Harvard in 1887; studied economics and finance at the University of Berlin from 1887 to 1889. He married Cora A. Rand in 1889. She died in 1896. His second wife was Jean Tewkesbury Rand whom he married in 1897. There were four children in the family: Seton R., Cora R., Elizabeth T., and Geraldine F. Mr. Droppers was Professor of Political Economy and Finance at Tokyo University in Japan from 1889 to 1898. He was President of the

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University of South Dakota from 1898 to 1906.* He was professorial lecturer on political economy at the University of Chicago in 1907; Professor of Economics at Williams College 1908 to 1922 where he received the title "Emeritus." He was Secretary of the Commission on Commerce and Industry of Massachusetts 1907 to 1908; member of the Massachusetts Civil Service Commission, July 1913-1914; E.E. and M.P. to Greece and Montenegro, August 5, 1914, to July 15, 1920. He authored an Economic History of the Nineteenth Century, 1923. His home was at Williamstown, Massachusetts. He died in 1927.

Seventh President
1906 - 1913

The seventh man to carry the title, "President of the University of South Dakota," was Franklin Benjamin Gault.1 Dr. Gault, who was classified as an educator and lecturer, was born at Wooster, Ohio, on May 2, 1851. He was the son of Joseph and Caroline (Zinn) Gault. He earned a B.S. degree at Cornell College in Iowa in 1877 and M.S. in 1880; A.M., 1897; his Ph.D. degree was conferred by the University of Wooster in 1901. He married Jennie F. Perrett, June 29, 1886. He was Superintendent of Schools at Tama, Iowa from 1877 to 1881; Mason City, Iowa, 1881 to 1883; Pueblo, Colorado, 1883 to 1888. Dr. Gault


* The records supplied by the University of South Dakota and those given in the Who's Who volume are not in complete agreement.
organized the Tacoma, Washington, School System from 1888 to 1892; organized the University of Idaho and was its President from 1892 to 1898; reorganized Whitworth College, Tacoma, in 1899 and was its President from 1899 to 1906. He became President of the University of South Dakota in 1906 and held that position until 1913. He was a member of the Washington State Board of Education from 1891 to 1892; President of the Idaho State Teachers' Association in 1893; member of the Board of Visitors of the U.S. Naval Academy in 1902. His home was Sumner, Washington. He died March 16, 1918.

Commission of Deans
1913 - 1914

Dr. Gault tendered his resignation as President of the University of South Dakota to take effect at the end of the school year. His resignation was accepted, but he remained until September 1913 when he was succeeded by a Commission made up of Deans:

E. W. Grabill, Dean of the College of Music
C. P. Lomen, Dean of the College of Medicine
L. E. Akeley, Dean of the College of Engineering
E. C. Perisho, Dean of the College of Arts and Sciences
Marshall McCusick, Dean of the College of Law

Each Dean served as president for a month according to seniority. This was from September 1, 1913, to February 2, 1914, when Dr. Robert L. Slagle assumed the duties of President.¹

Eighth President
1914 - 1929

Note: Since biographies of Dr. Robert L. Slagle, eighth President of the University of South Dakota, are given in the sections on Presidents of the South Dakota School of Mines and Technology and also South Dakota State University, they are not repeated here.

Acting President
February 5, 1929 - July 1, 1929

John Herndon Julian spent his entire life time serving the University of South Dakota. No man loved the institution more or served it better than Mr. Julian. He was born at Warsaw, Indiana, on May 19, 1886, the son of Paphand Felicia (Herndon) Julian. He earned his B.A. degree at the University of South Dakota in 1907 and did post-graduate study 1907 to 1910. He also did post-graduate work at the University of Chicago for three quarters. He was married to Elsie Blaine Sargent on August 24, 1910. One daughter was born to the couple, Marjorie Jane. He was, at the University of South Dakota, Instructor of Physics from 1907 to 1912; Secretary and Registrar 1912 to 1925; Vice-President in 1925; Vice-President and Dean of Student Affairs from 1929 to 1949; Acting President (four months) during 1929; Vice-President and Business Manager from 1949 to 1956; Business Manager 1956-1957; Director of Auxiliary Agencies part-time from 1957 until complete

retirement. Mr. Julian made a survey of Howard University in Washington in 1918; furnished statistics for an educational survey of South Dakota. He was a member of the National Association of Student Personnel Administrators (President 1943-1944); A.A.A.S., Phi Beta Kappa, Phi Eta Sigma. He was a Rotarian, Republican, Congregationalist, and a Mason. He made his home at 123 Willow Street in Vermillion, South Dakota. He died on August 22, 1965, and was buried in the Bluff View Cemetery at Vermillion.

Ninth President
1929 - 1935

President James,1 ninth President of the University of South Dakota, was 42 years of age on January 2, 1929. He was born in Philadelphia. His father, Edmund J. James, afterward President of the University of Illinois, was then on the faculty of the University of Pennsylvania. He did his first college work at Northwestern University, Evanston, Illinois, in 1903-04, then went to the University of Illinois, graduating in 1906. He spent a year at Harvard studying philosophy and law, then entered the law school of the University of Chicago, and received a J.D. from that institution in 1908, and was admitted to the bar in Illinois. The next year he spent in graduate work at the University of Illinois, majoring in government and received a M.A. He continued graduate study in government at Columbia University, New York, and was granted the Ph.D. degree in 1911. The next year he spent in Germany first as a lecturer at the University of Leipzig, then at the University of Berlin. He had

1"South Dakota Alumnus," University of South Dakota, Vol. XXV, Whole Number 140, July 1929.
served during 1910 as private secretary with the American Delegation to
the Fourth Pan-American Conference at Buenos Aires, Argentina, and to
the Centenary of Chilean Independence at Santiago, Chile. In the fall
of 1912 he was made professor of government at the University of Texas,
a post he filled thirteen years. During this period he wrote a number of
books. During the first six years of his service at Texas he was Director
of the Bureau of Municipal Research and Reference as well as Professor
of Government and in 1913-18 was secretary-treasurer of the League of Texas
Municipalities. In 1922-23 he became research associate with the Carnegie
Institution of Washington for study of the Brazilian government. The
knowledge and experience gained from these several activities and his
extensive graduate studies enabled him to write with authority upon
government. He wrote: "The Introductory Articles of the Illinois
Constitution," 1911; "Principles of Prussian Administration," 1913;
"Applied City Government," 1914; "A Handbook of Civic Improvement," 1915;
"Municipal Function," 1917; "Local Government in the United States,"
1921; "The Republics of Latin-America" (with Percy A. Martin), 1922;
"The Constitutional System of Brazil," 1923; "Brazil After a Century of
Independence," 1925. In 1925 he was called to the University of Nebraska
as Dean of the College of Arts and Sciences and the next year assumed the
additional post of Dean of the Graduate School. He held both positions
until the close of the school year, resigning to become President at
South Dakota. His administrative services at Nebraska are accorded the
highest praise by President Burnett and his fellow workers at that
institution. He left the University of South Dakota on July 1, 1935, to
become President of Ohio University at Athens.
Tenth President  
1935 - 1966

Ila Delbert Weeks, who served the University of South Dakota as President longer than any other person (31 years) and who has the second longest tenure of any president of a South Dakota public institution of higher education (Fayette L. Cook headed the Black Hills State College 34 years), was born in Scotia, Nebraska, September 5, 1901. He was the son of Fred and Blanche Laura (Pope) Weeks. He received a B.A. degree from Nebraska State Teachers College, Kearney, in 1924 and a M.A. from the State University of Iowa in 1925. He did graduate study at the University of Minnesota 1929 to 1930 and was awarded the LL.D. degree by Dakota Wesleyan University of Mitchell, South Dakota, in 1935. He was also awarded the degree of Doctor of Humanities by South Dakota State University in 1969. He was married to Virginia Shawkey on June 11, 1926. To this couple two sons were born, James Keith and Robert Shawkey. He was Superintendent of Schools at Riverdale, Nebraska, 1921-1923; Professor of Rural Education, Northern State Teachers' College, Aberdeen, South Dakota, 1925-1933; State Superintendent of Public Instruction for South Dakota, 1933-1935; President of the University of South Dakota 1935 to 1966 and Professor of Education since 1966. Dr. Weeks was summer instructor in Rural Education at Nebraska State Teachers' College in 1924, 1925, and 1928; Marshall College, Huntington, West Virginia, 1926; San Diego (California)

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State Teachers' College 1930. He was in elementary education at the University of Minnesota 1930, 1931, and 1932. Former rural service chairman of the National Congress of Parents and Teachers; Past President of the South Dakota Association of United Nations; President of the Board of Directors of the South Dakota Tuberculosis and Health Association; member of the Personnel and Manpower Commission. He was also connected with the Mental Retardation Program in South Dakota; Past President of the Board of the Wesley Foundation in Vermillion, South Dakota; member of the Board of the Crippled Children's Hospital and School, Sioux Falls, South Dakota; former trustee of Educational Television, Inc.; member of the South Dakota Education Association (Past President); International Association of University Presidents; National Association of State University Presidents (President 1950). He is a member of Omicron Delta Kappa (Honorary); Phi Delta Kappa, Phi Kappa Delta, Methodist Church, Mason (33 degree). Dr. Weeks was also a Rotarian and a member of the Vermillion Commercial Club. He contributed to educational journals and lectured widely. He resides at Route 1 in Vermillion, South Dakota.

Eleventh President
1966 - 1968

The eleventh President of the University of South Dakota was Edward Quentin Moulton who was born at Kalamazoo, Michigan, on

November 11, 1926. He was married in 1954 and four children were born to the couple. Dr. Moulton received a B.S. degree from Michigan State University in 1947; an M.S. degree from Louisiana State University in 1948. He was a fellow at the University of Wisconsin in 1948-49. His Ph.D. in Civil Engineering was conferred by the University of California at Berkeley in 1956. He was an instructor in Civil Engineering at Michigan State University in 1947; Assistant Professor at Auburn University 1949-50; lecturer, University of California at Berkeley 1950 to 1954; Assistant Professor, Ohio State University, 1954-1958; Associate Professor, 1958 to 1966. He was Assistant Dean of the Graduate School, 1957 to 1962; Associate Dean of the Graduate School, Associate Dean of the College of Arts and Sciences and Acting Chairman of the Department of Geological Science from 1962 to 1964. From 1964 to 1966 he was Associate Dean of the Faculty, Dean of Off-Campus Education, and Director of Personal Budget. From 1966 to 1968 Dr. Moulton served as President of the University of South Dakota. In 1968 he became Professor of Civil Engineering and Secretary to the Board of Trustees of Ohio State University and in 1970 his duties were expanded to include those of Executive Vice-President of Administrative Operations. He was Vice-President of Administrative Operations in 1969-70. Dr. Moulton was Examiner—Hydraulics and Sanitary Engineering for the State of Ohio from 1957 to 1961. He was a member of the jury of Engineering Undergraduate Award Program James Lincoln Arc Welding Foundation in 1962; Coop. res. comt. Battelle Mem. Res. Inst., North American Aviation and Ohio State University 1962-64; panel for coop.
and summer fels., National Science Foundation, 1964-1965; Chairman, Fulbright Committee, State of South Dakota, 1966-1968; Board of Directors, University of South Dakota Foundation, 1967-1968; Director of Safety Council, Columbus Chamber of Commerce 1968. He is a member of Tau Beta Pi, Sigma Xi, and Pi Mu Epsilon. His address is Ohio State University, 190 North Oval Drive, Columbus, Ohio.

Twelfth President 1968-

At the meeting of the South Dakota Board of Regents on September 19 and 20, 1968, the resignation of Edward Q. Moulton as President of the University of South Dakota was accepted and Richard L. Bowen was appointed Acting President.1 Bowen was to take charge officially when Moulton left the campus November 1, 1968. He was made President by action of the Board of Regents at its meeting February 19 and 20, 1969. His appointment was retroactive to February 1, 1969.2

Dr. Bowen3 was born at Avoca, Iowa, August 31, 1933. He is the son of Howard L. and Donna (Milburn) Bowen. He received his B.A. degree from Augustana (South Dakota) College in 1957, his M.A. from Harvard in 1959 and a Ph.D. from Harvard in 1967. He married Constance Sikkink on July 7, 1956. The Bowens have three children: Catherine, David, and Thomas. He was Foreign Service Officer for the State

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Department 1959-60; Research Assistant to U.S. Senator Francis Case
1960-1962; U.S. Senator Karl Mundt 1962-65; Minority Committee, Sub-
Committee on Executive Reorganization of the U.S. Senate, 1966-67. He
became Assistant to the President and Associate Professor of Political
Science at the University of South Dakota from 1967 to 1969. He was
made President of the University in 1969. Bowen served with the U.S.
Navy from 1951 to 1954. He was a Woodrow Wilson fellow in 1957;
Fulbright Scholar 1957; Congressional staff fellow 1965. The Bowens
reside at 109 Austin Street in Vermillion, South Dakota.

Note: The writer had a great amount of assistance from Mrs. Darlien
G. Klug, Head of Reference and Documents Department and Assistant
Professor of Library Science, Lincoln Memorial Library, South Dakota
State University, Brookings, South Dakota, and Dr. Cedric C. Cummins,
Professor of History and Chairman of the Department, University of
South Dakota, Vermillion, South Dakota, in assembling information
about the men who have been presidents and acting presidents of the
University of South Dakota.
George Lilley, Professor of Mathematics, University of Oregon, in 1897 was born in Kewanee, Illinois, on February 9, 1854. He was the son of William and Harriet (Huntley) Lilley; educated at Knox College, Illinois, 1869-1873 (M.A.); University of Michigan, 1873-1875; Graduate Illinois Wesleyan University, Ph.D., 1882; M.A., 1886; M.A., Washington and Jefferson, 1878; LL.D., Chaddock College, 1886. Married Sophia Adelaide Munn on June 11, 1879. Engaged in business at Corning, Iowa, 1878-1880; President of South Dakota Agricultural College 1884-1887; Professor of Mathematics and Engineering, South Dakota Agricultural College, 1887-1890; President, Washington Agricultural College and School of Science, 1890-1893; Principal, Park School, Portland, Oregon, 1894-1896. Home: Eugene, Oregon. Died 1904.

Second President
1887 - 1896

Dr. Lewis McLouth was the second President of the Agricultural College. (The writer has been unable to find the name of Dr. McLouth in any of the Who's Who volumes.) To put together a short biography of President McLouth one has to resort to two short histories of the State


Agricultural College, one written by Charles L. Sewrey that covers the period from 1884 to 1959 and another written by William H. Powers\(^1\) that deals with what happened at the College from its beginning until February 21, 1931. This required some jumping from one volume to another and is not documented by page in any instance.

Mr. Powers states in his book that on August 24 (which had to be the year 1886 since McLouth took over the Presidency at the beginning of 1887) Dr. Lewis McLouth of Lansing, Michigan, appeared for the position of President and was elected on the following day. Powers says that the curriculum might be described as that of an industrial and agricultural high school with a few college subjects included. As to age and academic qualification, McLouth probably met the high standards expected. Sewrey states that he was about forty-seven years old and had been Professor of Physics at the Michigan Agricultural College. The McLouth administration from 1887 until 1896 was a period of growing pains for the institution. The College was nearly torn to pieces at the time. The McLouth administration years were formative; they were also contentious. Probably, McLouth will be remembered for his "winter vacation" as much as for any other reason. The school year began in March and ended in December. Although there was much objection to this system, it started when McLouth came to the College and was not changed until a new President took charge.

Se'WI'Cy writes that throughout the next several years, it was said that staff members whom the President regarded as potential threats to his position tended to be eliminated. Failure to show moral strength at crucial times was one of the most serious counts against McLouth. He recognized that some appointments forced upon him by the Regents were compromising the College's integrity but failed to make effective protest.

McLouth, shorn of his position and his office keys, remained in Brookings until about the middle of 1897. He then left South Dakota for the East where he presided, successively, over two correspondence schools. He also did editorial work for an encyclopedia. In 1908, one year before his death, he again, and for the last time, appeared on the State College scene, the occasion being a campus reunion.

Third President
1896 - 1903

John William Heston, an educator, was born at Bellefonte, Pennsylvania on February 1, 1854. He was the son of Elisha B. and Katherine H. Heston. He received a B.A. degree at Pennsylvania State College in 1879 and an A.M. degree in 1881. He married Mary Calder on August 16, 1881. He was Professor of Pedagogy at Pennsylvania State College from 1887 to 1890; admitted to the Pennsylvania Bar in 1890. He held the position of Principal of the Seattle, Washington, High School from 1890 to 1892. He also held the position of President of

the Washington School of Science and Agricultural College 1892-1893 and following that position he practiced law at Seattle from 1894 to 1896. In 1896 he was appointed President of the South Dakota Agricultural College, which position he held until 1903. For the next two years he was not engaged in administrative educational work, but in 1905 he was appointed President of the State Normal School at Madison, South Dakota, which position he held until shortly before his death on February 1, 1920. Professor Heston was a member of the State Board of Education of South Dakota. He was a Republican and a Baptist and lived the later years of his life in Madison, South Dakota. It is worthy of note that he served two of the state-supported institutions of higher education in South Dakota as President.

Fourth President
1903 - 1906

James Chalmers, an educator, was born at Strathroy, Ontario, Canada, on November 22, 1859. He was the son of Andrew and Catherine (Doyle) Chalmers. He had two brothers, William Wallace and Thomas C. In 1887 he was a student at the University of Michigan. He received an A.B. degree from Eureka, Illinois, College in 1888. He was awarded the Ph.D. degree from there in 1889. He was a fellow at the University of St. Andrew, Scotland, 1897 to 1899. He was given the D.D. degree from Wheaton, Illinois, College in 1902 and Western Michigan College conferred the LL.D. degree on him in 1904. Dr. Chalmers was married to

Elizabeth Anderson on August 30, 1888. There were born to this marriage: James Anderson, William Wallace, Elizabeth, Robert Burns, Margaret, Agnes, and Herbert Wallace. Dr. Chalmers held many positions in his life time: Professor of English, Eureka College 1888-1889; at Ohio State University, 1889-1894; President, Wisconsin State Normal School from 1894-1897; Pastor of Congregational Church, Elgin, Illinois, 1899 to 1902; President, South Dakota State College from 1902 to 1906; Pastor, Congregational Church, Fitchburg, Massachusetts, 1906-1914. He was Superintendent of Schools at Fitchburg, 1914-1917; president of the State Teachers' College, Framingham, Massachusetts, 1917-1931; lecturer on literature, Columbia University Summer Sessions 1921--; Saturday lecturer at Boston University 1922--; member of the Massachusetts State Board of Education, 1915-1917. He was a Mason. He wrote Bible, Emblems and Oriental Imagery in 1900; Seven Churches, 1913. His home was Framingham, Massachusetts. Died January 7, 1937.

Fifth President
1906 - 1914

Robert L. Slagle ¹ spent most of his professional career as a college president—seven years at the South Dakota School of Mines; eight years at South Dakota State College; 15 years at the University of South Dakota. Dr. Slagle was born at Hanover, Pennsylvania, on March 17, 1865. He was the son of William August and Margaret (Stine)

Slagle. He received an A.B. degree at Lafayette in 1887, an A.M. in 1890, and a LL.D. in 1922. Johns Hopkins awarded him a Ph.D. in 1894 and the University of South Dakota conferred the Doctor of Science degree in 1927. He married Gertrude Anna Rie Mann on May 28, 1896 (she died in 1915). He was associated with the late Professor W. O. Atwater in food studies at Middletown, Connecticut, 1894-1895. He was Professor of Chemistry at what is now South Dakota State University from 1895 to 1897. He began his services at the South Dakota School of Mines as Professor of Chemistry from October 1, 1897, to December 31, 1898. Dr. Slagle was President of the School of Mines from 1898 until 1905 when he became President of South Dakota State University. He served as chief administrator of this school from 1906 to 1914. He became President of the University of South Dakota in 1914 where he served until his death on January 29, 1929. Dr. Slagle was a Mason, Republican, and Episcopalian. From 1914 until his death he made his home in Vermillion. He is the only man, to date, who has served three of the State public colleges as President: South Dakota School of Mines and Technology from 1898-1905; South Dakota College of Agriculture and Mechanic Arts from 1906-1914; and University of South Dakota from 1914-1929.

G. L. Brown, Acting President
February 1 to July 1, 1914

1Dr. George Lincoln Brown was Acting President on two occasions and President for a short period in 1940. A short biography of Dr. Brown is included for that period.
Sixth President
1914 - 1918

Ellwood C. Perisho, a geologist, was born at Westfield, Indiana. He was the son of Joshua M. and Lydia Anna (Chappell) Perisho. He received a B.S. degree from Earlham College in Indiana in 1887; a M.A. degree in 1891, and an LL.D. in 1913. He also received a M.S. degree from the University of Chicago in 1895 and an honorary Doctor of Science degree from the State College of South Dakota in 1928. He was married to Inez Beebe on August 30, 1916. He held professional positions, such as Professor of Mathematics, Guilford College, 1887-1893; fellow of the University of Chicago, 1894-95; Professor of Geology, State Normal School, Platteville, Wisconsin, 1895-1903; Professor of Geology and Dean of College of Arts and Sciences at the University of South Dakota and State Geologist of South Dakota from 1903 to 1914; President of South Dakota State College of Agriculture and Mechanic Arts, 1914 to 1918; lecturer and Professor of Geology, Guilford College, North Carolina, 1921--; member South Dakota State Council For Defense, 1917-1919; lecturer on patriotic work, 1917-1918; work in American Army camps during 1918-1919; educational administrator and lecturer; faculty of the American Army University, Beaune, France, 1919. He was a member of U.S.A. Educational Corps in Europe in 1919; President, South Dakota Education Association, 1913; Conservation Congress 1911-1913; Chairman, College Work and Administration Section, Association of American Agricultural Colleges, 1916-1917; Chautauqua lecturer during 1920.

He was a Republican; member, Society of Friends; Editor of the Friends Messenger, 1926-1932. He was the author of *The Erosion History of Southwest Wisconsin*, *The Orge of Southwestern Wisconsin*, South Dakota's Artesian Basin and Its Wells, State College, and the Tenth Generation. He died on August 14, 1935.

G. L. Brown, Acting President
1918 - 1919

Seventh President
1919 - 1923

Willis Ernest Johnson, college dean. Before taking the positions he held after leaving South Dakota State College as President, Dr. Johnson had been President of the State Normal and Industrial School at Ellendale, North Dakota, and President of the Northern Normal and Industrial School at Aberdeen, South Dakota. Johnson was one of four men who, at one time or another, was President of two public colleges in South Dakota. (Dr. R. L. Slagle holds the honor of being the only one to hold three such positions in the State.)

Willis Ernest Johnson was born at Delano, Minnesota, on February 9, 1869. He was the son of Jonas and Christine (Anderson) Johnson. He was a student at the State Normal School at St. Cloud, Minnesota, from 1890 to 1894. He earned a Ph.B. degree from Illinois Wesleyan University in 1900 and a M.A. degree in 1907. He also earned

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1Biography given later in this document.

a B.A. and M.A. from the University of Minnesota in 1918 and a Ph.D. in 1919. Dakota Wesleyan University conferred the LL.D. degree in 1919 and in 1923 South Dakota State College awarded Dr. Johnson the Sc.D. degree. He was married to Eunice Stanley of Delano on April 2, 1890.

There were five children, four of whom survived: Willis Leslie, Arthur Lee, Stanley Clyde, Clarence Elbert, and Aylesworth (deceased). He served as critic teacher at the St. Cloud Normal School 1894-95; Professor of History and Geography at the State Normal School at Mayville, North Dakota, from 1895 to 1902, and Professor of Social Sciences and Vice-President there until 1913. He was President of Northern Normal and Industrial School at Aberdeen, South Dakota, from 1914 to 1919. The year previous, 1913-1914, he had served as President of the State Normal and Industrial School at Ellendale, North Dakota.

In 1919 Dr. Johnson was appointed President of the South Dakota College of Agriculture and Mechanic Arts at Brookings, South Dakota, where he served in that capacity until 1923. Dr. Johnson was a professorial lecturer at the University of Minnesota and Principal of the University High School from 1923-1924. He was Director of Education at the State Teachers' College, San Diego, California, until he retired. He also served on the staff of an educational survey of Virginia and Alabama.

Dr. Johnson was a member of Phi Beta Kappa, Phi Delta Kappa, Kappa Delta Pi. He was a Mason and authored Mathematical Geography in 1907, South Dakota--A Republic of Friends in 1911, and Community Civics (with F. A. Ranson) in 1922. His home immediately prior to his death was San Diego, California. He died April 24, 1951, and is buried at Brookings, South Dakota.
Eighth President
1923 - 1940

Charles William Pugsley, who ended his career as a college president was born at Woodbine, Iowa, on August 12, 1878. He was the son of George and Ida Alice (Kennedy) Pugsley. He was graduated from Woodbine Normal School in 1898; earned a B.S. degree in Agriculture at the University of Nebraska in 1906 and the degree D. Agr. in 1922. He married Lillian Florence Gibson on February 22, 1906. This couple raised one son, Albert LeRoy. He was a Professor at Woodbine Normal School from 1899 to 1902. He spent time on the farm from 1906 to 1908. He was Assistant Professor of Animal Husbandry 1908-1909; Head Professor of Agronomy and Farm Management, 1911-1914; Director of Agricultural Extension, 1911-1918, all at the University of Nebraska. State Statistical Agent from 1910-1914; State leader in demonstration and boys' and girls' work from 1912-1918. He was with the U.S. Department of Agriculture and Editor of the Nebraska Farmer from 1918-1922; Assistant Secretary, U.S. Department of Agriculture from 1921-1923. Dr. Pugsley became President of South Dakota State College of Agriculture and Mechanic Arts and served in that capacity until his death in 1940. No other President has held so long a tenure in that office as Dr. Pugsley. The present President, Dr. H. M. Briggs, has the next longest tenure being now (1971-1972) in his fourteenth year. During his career Dr. Pugsley served in other assignments which include: U.S. Delegate

to the International Institute on Agriculture held in Rome, Italy, in May 1913; Nebraska member American Commission for Investigation of Agricultural Credits and Marketing Systems in Europe, 1913; member of the Nebraska Constitutional Convention, 1919-1920; Nebraska State Board of Agriculture, 1918-1921. He was also, during his career, Governor of the 19th District of Rotary International during 1928-1929; Consultant of Natural Resources Board to South Dakota Planning Board 1934-1939. He was a President of the South Dakota Education Association at one time. From the date of his appointment as President of South Dakota State College until his death on December 17, 1940, Dr. Fugsley made his home in Brookings, South Dakota.

Ninth President
1940 -

George Lincoln Brown¹, who is listed as a college president in 1940, enjoyed the prestige of that position for less than six months since his successor, Dr. Lyman Jackson, was appointed to take over the responsibilities of the Presidency of South Dakota State College at least by the close of 1940 and Dr. Brown's appointment did not begin until July 1, 1940. Dr. Brown had, however, been Acting President of the institution on two previous occasions: one from February 1 to July 1, 1914, and another from the end of the administration of Ellwood C. Perisho at the conclusion of 1918 until the beginning of the administration of Willis E. Johnson in 1919.

Dr. Brown was born in Bates County, Missouri, on January 25, 1869. He was the son of John and Elizabeth (Seaver) Brown. He earned a B.S. degree at the University of Missouri in 1892; he received his M.S. degree there in 1893 and was awarded a Ph.D. degree from the University of Chicago in 1902. The LL.D. degree was conferred on him by the University of South Dakota in 1927. He was married to Winifred Loucks in 1898. She died in 1908. From this union three children were born: Cecil Langford, Mrs. Elizabeth Louise Peppers, and Mrs. Florence Margaret Bottom. In 1910 he was married a second time. His second wife was Anna York Loucks. From this marriage four children were born: Winifred York Christenson, Charlotte Seaver Morris, George Lincoln, Jr., and Gerald Edward. Dr. Brown was Professor of Mathematics at South Dakota State College from 1897 to 1944; Dean of the Faculty from 1910 to 1944; Vice-President from 1913 to 1944; and Dean of the Division of General Science from 1924 to 1940. He was named President Emeritus in 1944. He was a fellow of the A.A.A.S. and a member of Phi Beta Kappa. He belonged to the Presbyterian Church and made his life time home in Brookings. He died at Brookings on August 8, 1950, where he is buried.

Tenth President
1940 - 1946

Lyman E. Jackson\(^1\) was a teacher, dean, college president, and finished his professional career as a dean. He was born at Oregon, Wisconsin, on August 8, 1897, the son of Edson Bela and Josephine F. Jackson.

Jackson. He received a B.S. degree from the University of Wisconsin and a M.S. degree from the same school in 1925. The University of Minnesota conferred the Ph.D. degree on him in 1931. He married Madelon Charity Willman on August 26, 1922. There were two children, Josephine Mary and Willman Edson. He taught high school from 1921-1923 and was President of South Dakota College of Agriculture and Mechanic Arts at Brookings, South Dakota, from 1941 until 1946. From South Dakota he moved to the position of Dean of Agriculture at Pennsylvania State University in 1946. He served with the Coast Artillery in 1918; Chairman of the Commission on Instruction in Agriculture and Special Commission on Organization of the Association of Land Grant Colleges and Universities. He was a member of the survey committee of the Minnesota Agricultural Schools in 1944-1945. Member of the South Dakota Board of Vocational Education; member of the National Grange; Newcomen Society; Secretary-Treasurer of the Association of Land Grant Colleges and Universities from October 1945 to January 1947 (Chairman, Program Committee Convention 1948; Chairman, Committee on Educational Purposes 1948-1949). Dr. Jackson was a member of Alpha Tau Alpha, Scabbard and Blade, Gamma Sigma Delta, Phi Delta Kappa, Alpha Zeta, Alpha Gamma Rho, and Phi Mu Alpha. He was also a member of the Masonic Lodge. He authored books including *Design for Comprehensive Education* 1945. His home is at 743 Glenn Road, State College, Pennsylvania.
Acting President

Although Harold M. Crothers was never officially President of the South Dakota State School of Agriculture, he was Acting President during 1946-1947, 1951-1952, and 1957-1958. This is a total of three different office holdings.

Dr. Harold Marion Crothers, educator, was born at Hetland, South Dakota, on December 9, 1887. He was the son of Percy Robert and Carrie (Spildes) Crothers. He received a B.S. degree from South Dakota State College in 1910, a degree in electrical engineering from the University of Wisconsin in 1913, and a Ph.D. degree in 1920. He was married to Helena Mueller on December 28, 1914. There were three children born to the couple: Margaret Lucille Christoffersen, Milton Harold, and Marilyn Jean Anderson. He was an instructor at the University of Wisconsin from 1913 to 1920 and Assistant Professor there from 1920 to 1923. He was Professor of Electrical Engineering at South Dakota State College beginning in 1923 and made Dean of the College of Engineering in 1925. In addition to being Acting President on three different occasions, he was made Vice-President in 1947. He was associated with engineering in the U.S. Office of Education from 1941 to 1943. He also had other associations of a professional nature with the U.S. Office of Education and was associated with the Atomic Energy Commission from 1949 to 1954. He was a member of the American Institute of Electrical Engineers; American Society for Engineering

Education; Sigma Xi; Presbyterian; and a member of the Kiwanis Club. With Professor Edward Bennett he wrote Electrodynamics for Engineers in 1926. He made his home in Brookings, South Dakota, where he died on November 24, 1964.

Eleventh President
1947 - 1951

Frederick Harold Leinbach was born at Irving, Illinois, on April 22, 1901. He was the son of Rev. Samuel and Edith Beatrice (Luick) Leinbach. He earned a B.S. degree at Iowa State College in 1926 and a M.S. degree at Colorado State College in 1927. Cornell University (New York) conferred the Ph.D. degree on him in 1940. He was married to Alice Virginia Curry on October 9, 1927. Three children were born to the union: F. Harold, Paul Curry, and Mary Edith. He was an instructor in Animal Husbandry at Colorado State University during 1927-1928; Assistant Professor, 1928-1931; Associate Professor, 1931-1936. At Cornell University he was instructor and fellow in Agriculture during 1936-1937. Associate Professor at Colorado State University during 1937-1938. He became Professor of Animal Husbandry at the University of Maryland 1938-1940; Professor and Head of the Department from 1940-1946 and Assistant Dean of Agriculture and Head of Animal Husbandry Department in 1946. In January 1947 he assumed the Presidency of South Dakota State College of Agriculture and Mechanic Arts. He served in this position until his voluntary resignation on

July 1, 1951, which the Board of Regents was reluctant to accept.

Dr. Leinbach retired from professional education at the time of leaving South Dakota State College and became senior partner of the Leinbach Equipment Company at Buffalo, Minnesota. In 1943-44 he was Director of the National Livestock Conservation Program; member of the UCCF Commission; Director and Past Vice-President of the Westminster Foundation of Minnesota; member of the Board of Directors and member of the Executive Committee of the Minnesota Society for Crippled Children and Adults; Fellow of the A.A.A.S.; member of the Buffalo, Minnesota, Chamber of Commerce and its president in 1955-1956. Member of the Minnesota Implement Dealers Association and Chairman of its Legislative Committee from 1959 to 1966. He was also a member of Delta Chi, Alpha Zeta, Gamma Sigma Delta, Lambda Gamma Delta, Phi Kappa Phi, Sigma Xi, Scabbard and Blade, and Pi Kappa Delta. Dr. Leinbach belonged to and was active in the Presbyterian Church. He was a Mason and a Shriner. Member of Rotary International and Club President at Buffalo during 1954-1955 and Rotary District Governor during 1964-1965. He is a past National President of the Block and Bridle Club and has made his home at Buffalo, Minnesota, ever since resigning the Presidency of what is now South Dakota State University.
Twelfth President
1952 - 1957

John William Headley was a college president at the time of his death. He was born at Filley, Nebraska, May 5, 1901. He was the son of Fidelis F. and Nancy Elizabeth (Daugherty) Headley. He received a B.A. degree from General Beadle State Teachers' College at Madison, South Dakota, in 1931. He earned a M.A. degree at Colorado State College of Education, Greeley, in 1934 and the Ed.D. degree from the same school in 1941. He was married to Leona Lorraine Erickson on November 20, 1926. One son was born to the marriage, John (Jack) William. Dr. Headley began his pedagogical career as teacher and athletic coach at the junior high school level successively at Garden City, Hayti, and Bryant in South Dakota. He was a biology laboratory assistant at General Beadle State College during 1929-1931; Director of Special Service there from 1938 to 1945. Upon getting his degree in 1931 he served as Superintendent of Schools at Colman, South Dakota, from 1931 to 1935 and at Winner, South Dakota, from 1935 to 1938. He left General Beadle State Teachers' College at Madison, South Dakota, in 1945 to become President of the State Teachers' College at Mayville, North Dakota. He served there for two years and then moved to the State Teachers' College at St. Cloud, Minnesota, where he remained as President from 1947 to 1951. In 1952 Dr. Headley was appointed President of South Dakota State College of Agriculture and Mechanic

Arts where he remained until his death in November 1957. Dr. Headley held many positions in addition to his regular job (most of them required much work but were without remuneration except expenses). From 1940 to 1942 he headed the Committee for Curriculum Revision and Research for the State Department of Public Instruction at Pierre, South Dakota. He was with the United States Navy, attached to the recruiting service, from 1942 to 1945. He was a member of the South Dakota School Principals Association and its President in 1937. He also belonged to the South Dakota School Administrators Association and was President of this organization in 1938. In 1941 he was President of the Association of Deans of Education and from 1940 to 1942 he was Chairman of the Legislative Committee of the South Dakota Congress of Parents and Teachers. In North Dakota he was a member of the Research Committee of the Congress of Parents and Teachers and State Chairman of the Committee of the P.T.A. for Cooperation with the Colleges in 1946. He was Treasurer of the National Congress of Parents and Teachers. He was a member of the National Committee on Safety Education; a member of the American Legion, Phi Delta Kappa, Pi Kappa Delta, Delta Psi, Omega. He was a Mason and a member of Kiwanis International. He was editor of a course of study for elementary grades of South Dakota during 1940-1942. He contributed articles on educational methods and finance to professional journals. He made his home in the cottage provided by the State for its President while he lived in Brookings. He died accidentally while he was still holding the office of President of the South Dakota College of Agriculture and Mechanic Arts.
Hilton Marshall Briggs, now a college president, was born at Cairo, Iowa, on January 9, 1913. He was the son of John Weaver and Ethel Gladys (Marshall) Briggs. Iowa State College conferred the B.S. degree on him in 1933 and he received the M.S. degree from North Dakota State University in 1935. (This same institution awarded him the honorary Sc.D. in 1963.) He received the Ph.D. degree from Cornell University (New York) in 1938. He was married to Lillian Thorbjorg Dinusson on June 16, 1935. There are two children:inus Marshall and Janice Sue. Dr. Briggs was at different times a graduate assistant at North Dakota Agricultural College during 1934-1935; graduate assistant at Cornell University during 1935-1936; Assistant Professor, Oklahoma State University, 1936-1941; Associate Professor at the same institution, 1941-1945, and Professor, 1945-1950. He was Dean of Agriculture and Director of the Wyoming Agricultural Experiment Station from 1950 to 1958. On June 4, 1958, he assumed, and still holds, the Presidency of South Dakota State University. Dr. Briggs has received many honors and held many positions associated with his work as a student and as an adult. He was appointed a Trustee of the Midwestern Educational Television, Inc. in 1968. He was recipient of the National 4-H Club Alumni Achievement Award in 1959. In 1960 he received the Builder of Men Award of Farm House Fraternity. He is a Fellow of the American Association for the Advancement of Science; a

member of the American Society for Animal Production and served as Secretary from 1947 to 1950; Vice-President in 1951, and President of the organization in 1952. He was Business Manager of the Journal of Animal Science during 1948-1950; National Research Council (member of the Committee on Animal Nutrition from 1951-1957); Association of Southern Agricultural Workers (Secretary, Animal Husbandry Section during 1947-1948, Chairman during 1948-1949, and Director during 1948-1949); Committee on Colleges and Universities, North Central Association; Institute on International Education; National Institute Animal Agriculture; Upper Midwest Research and Development Council (Director in 1966 and Chairman, South Dakota Committee). Dr. Briggs is a member of Alpha Zeta, Gamma Sigma Delta, Phi Kappa Phi, and Sigma Xi. He is a member of the Methodist Church. He wrote Modern Breeds of Livestock in 1949 and revised editions in 1958 and 1969. He wrote the Cattle Section of the World Book Encyclopedia in 1956 and edited a revision in 1964. He wrote the Feeds Section of the Encyclopedia from a chemical technical point of view in 1951 and edited a revision in 1965. He is a specialist in determining quantity and quality of protein required by sheep and cattle. He resides in the President's residence on the campus of South Dakota State University.
South Dakota School of Mines and Technology

First Dean
1886 - 1889

Dr. Franklin R. Carpenter, the first administrative head of the South Dakota School of Mines and Technology, was born in Parkersburg, West Virginia, on November 5, 1848. He held an A.M. degree and a Ph.D. degree from Ohio University.

Dr. Carpenter began his official duties as Dean of the Faculty of the Dakota School of Mines on December 24, 1886. While in this position, he participated in a geological and mineralogical survey of the Black Hills, studying especially the tin deposits of the Harney Peak and Nigger Hills Districts. He and Professor Hoffman were responsible for a seventy-one page pamphlet entitled "The Mineral Resources of the Northern Hills." This gave the School much notoriety since it was translated into several languages and sent to all of the principal technical institutions in the world. The two men also worked on a new application of an ancient German process of pyrite.

1The information concerning the administrative heads of the South Dakota School of Mines and Technology was forwarded to the writer by Mrs. Bonnie E. McHugh, Administrative Aide and Secretary to the President. Mrs. McHugh names Mrs. Estella Helgeson, Associate Librarian; Earl Dake, Professor of Civil Engineering; Guy March, Professor Emeritus of Mathematics and Director, Alumni Association; Anne Connolly, Museum Assistant, Museum of Geology, as having cooperated in collecting the data.

2The first six heads of the institution bore the title of "Dean" and not "President." Robert L. Slagle was the first to be given the title "President."
smelting in the treatment of siliceous ores, making possible a better quality of gold at a lower price.

Dr. Carpenter is the author of several works on geology and papers about mining and smelting.

After his resignation as President of South Dakota School of Mines and Technology, he managed and developed the Golden Reward Smelter in Deadwood. Later he became one of the foremost mining men of the West.

He was a Fellow of the Geological Society of America and a member of the Black Hills Mining Men's Association, American Institute of Mining Engineers, and the Colorado Scientific Society.

Second Dean
1889 - 1890

George F. Duck, the second to head the School of Mining, held an E.M. degree from Lehigh University. His birth place was not ascertained.

Mr. Duck, an instructor at Lehigh University, became Dean and Professor of Geology of South Dakota School of Mines on November 4, 1889. He came highly recommended, having had excellent preparation for the position. Besides being responsible for theoretical education, he also had charge of the works in gold, lead, and coal mines.

He left at the end of the school year as a result of the friction between the recently formed State Board of Regents and the Board of Trustees of the School of Mines. The recommendation of the Board of
Regents to the Board of Trustees that none of the faculty be retained
was carried out and Mr. Duck's services were terminated.

Third Dean
1890 - 1891

The origin of Samuel Cushman was not reported. He probably held
no degree since, although he attended Brown University in Providence,
Rhode Island, he was forced to drop out of college because of poor
health. The following explains briefly how Mr. Cushman was appointed
to the job.

Samuel Cushman attended Brown University in Providence, Rhode
Island, but because of poor health was forced to drop out of college
and went west for his health. He edited a paper in Central City,
Colorado, and in Georgetown, Colorado. In 1878 he came to Deadwood
and engaged in business—selling blasting powder and insurance.

Mr. George F. Duck, who was Dean (as the President was called
in earlier times) at the time, hit upon strenuous times and in May,
1890, the Board of Regents transmitted to the School of Mines Board of
Trustees the following:

Resolved, that we are opposed to the future employment
of any of the present Faculty of the School of Mines.
That an assayer be employed from June first till the fall
term commences, who shall have said buildings and the
assaying department in charge during vacation. But we
are opposed to the employment of any person or assayer
who has in any manner been identified with the present
faculty.
Under these circumstances, Samuel Cushman was appointed as Dean at the School of Mines for the period of eight months from September 30, 1890, until May 31, 1891. It was purely a political appointment; Samuel Cushman was not an engineer and served for only a short time during this time of stress.

Fourth Dean
1891 - 1893

William Porter Headden was born near Red Bank, New Jersey, on September 21, 1850. He held an A.B. and A.M. from Dickinson, Pennsylvania, and A.M., Ph.D., and D.Sc. degrees from the University of Colorado.

Dr. Headden was the son of John and Mehetable Trafford (Parker) Headden. On November 25, 1875, he married Mary Alice Ralston. Their four children were named Helen Parker, William Ralston, Mary Alice, and Margaret.

Dr. Headden was a member of the staff of the laboratory of R. Fresenius in Wiesbaden, Germany, in 1873. From 1874-1876 he was an assistant to Professor F. A. Genth at the University of Pennsylvania. He was Professor of Chemistry at Maryland Agricultural College from 1880 to 1884, at the University of Denver 1884-1889, and at the South Dakota School of Mines 1889-1891. He became Dean of the School of Mines on July 1, 1891. After terminating his position as Dean on August 31, 1893, he became Professor of Chemistry and Geology at
Colorado Agricultural College and Chemist to the Agricultural Experiment Station in Fort Collins.

He was a Presbyterian and a Republican. He died February 5, 1932.

Fifth Dean
1893 - 1893

Walter Proctor Jenney was born at Fairhaven, Massachusetts, on January 11, 1849. He had an E.M. degree from Columbia University and also an honorary Ph.D. Dr. Jenney came to South Dakota School of Mines on September 1, 1893, as Dean and Professor of Geology. He served as Dean for only four months and twenty days, but continued a little longer as a professor in the School.

He is best known in South Dakota for his participation as geologist in the U.S. Government survey of the Black Hills in the late summer and early fall of 1875. Others in the expedition who were at times associated with the School of Mines were Dr. V. F. McGillicuddy, cartographer, and Professor Henry Newton, assistant geologist. The account of the expedition was first published in the annual report of the Commissioner of Indian Affairs for 1875. The report was later included in the Report on the Geology and Resources of the Black Hills of Dakota by Newton and Jenny, U.S. Department of Interior, 1880.

Dr. Jenney was geologist for several railroad companies and mining engineer for mining companies preceding and following his employment at Dakota School of Mines. He was consulting geologist for the U.S. Geological Survey from 1889 to 1892. He had papers published on many subjects including petroleum geology, ore deposits, photographic negatives, and even a recipe in a women's magazine. He died in 1921.
The last administrative head of the School of Mines to hold only the title of Dean was Valentine T. McGillycuddy. He was born at Racine, Wisconsin, on February 14, 1849. He attended the University of Michigan from 1866 to 1867. In 1869 he earned a M.D. degree from the Detroit (Michigan) College of Medicine.

Dr. McGillycuddy, for many years a member of the Board of Trustees, was elected Dean on December 23, 1893. Dr. McGillycuddy knew the Black Hills from the earliest days. He was chief topographer of the Newton-Jenney Survey of the Black Hills in 1875. He was for many years superintendent of the Pine Ridge Indian Reservation. He had had the advantage of early scientific training in the East and of military experience in the West, and had a wide acquaintance among the public men of the day. "He was of dynamic disposition, a keen observer, a clear thinker, and he knew the needs of the institutions, but his efforts and the efforts of his colleagues availed not under the circumstances to lift the institution to the plane it should have reached and where, if the general public had only known, it could have served a usefulness far beyond the hopes of its best friends." He died in June 1939. His ashes were placed in a crypt prepared for them by the Department of Forestry of the U.S. Government at the top of Harney's Peak.
Robert Lincoln Slagle was born at Hanover, Pennsylvania, on March 17, 1865. He held A.B. and A.M. degrees from Lafayette, Pennsylvania, and a Ph.D. degree from Johns Hopkins. The University of South Dakota conferred the honorary D.Sc. on him.


Dr. Slagle was assistant to Professor W. O. Atwater in food studies at Middletown, Connecticut, during 1894-95. He was Professor of Chemistry at South Dakota State University from 1895-1897. He served as Professor of Chemistry at South Dakota School of Mines from October 1, 1897, to December 31, 1898, and as President from 1898 to 1905. After leaving the School of Mines, he became President of South Dakota State University until 1914 when he became President of the University of South Dakota, a position he held until his death on January 29, 1929. He was a Republican and an Episcopalian. While at the School of Mines, he promoted interest in the School by building up a small, but top-notch, faculty by introducing a more technical scholastic program and a system of classification of students.

1 A brief biography of Dr. Slagle is also given among the Presidents of South Dakota State University. Dr. Slagle is the only man to date (1971) who has served as head of three of the state-supported institutions of higher education.
Second President
1906 - 1911

Charles H. Fulton was born at Ludwigshafen, Germany, on July 16, 1874. He held an E.M. degree from Columbia University, a Ph.D. from South Dakota State University, and an honorary Sc.D. conferred by the South Dakota School of Mines.

Dr. Fulton came to South Dakota School of Mines in 1900 as Professor of Mining Engineering and Metallurgy succeeding to the Presidency when Dr. Slagle retired at the close of the year 1905. He was President and Professor of Metallurgy until June 30, 1911. After leaving South Dakota, he became head of the Department of Mining and Metallurgy in the Case School of Applied Science in Cleveland until 1920 when he became Director of Missouri School of Mines. He was promoted to Research Professor of Metallurgy at the same school in 1937, a position which he held for a year. In 1942 he was appointed Professor at Montana School of Mines. His specialty was the metallurgy of gold, silver, copper, and lead.

Third President
1911 - 1935

Dr. Cleophas C. O'Harra was born in Bentley, Hancock County, Illinois, on November 4, 1866. He held a B.A. degree from Carthage College and a Ph.D. from Johns Hopkins University.

Dr. O'Harra came to the South Dakota State School of Mines in 1898 as Professor of Mineralogy and Geology and in July 1911 was appointed as President. He served the institution with distinction for nearly 37 years until his death in 1935.
He was a Fellow of the Geological Society of America and of the American Association for the Advancement of Science, American Institute of Mining and Metallurgical Engineers, and was a Corresponding member of the Geological Society of Washington.

He was a prolific writer and various bibliographies and indexes to scientific literature reveal more than 80 titles of books and magazine articles that he wrote. His account of the Custer expedition is one of the most complete and authoritative ever written. He had intended to bring together all of his accumulated information into a book of Black Hills History. He died before he was able to accomplish this. He was instrumental in persuading Washington organizers of the suitability of the Black Hills for the stratosphere flight. His former secretary and wife of former president, Mrs. Joseph Connolly, says of him, "Dr. O'Harra was one of the truly great men I have known and stands tall on the list of Presidents of the School of Mines and Technology."

Fourth President
1935 - 1947

Joseph P. Connolly was born in Cleveland, Ohio, on November 15, 1890. He held a B.A. degree from Oberlin College, a M.A. from the University of Missouri, and a Ph.D. from Harvard University.

Dr. Connolly came to the School of Mines as a Professor of Mineralogy and Petrography in 1919. His keen interest in geology brought him in close association with Professor C. C. O'Harra, then President of the College. One of Connolly's keenest interests was the
School of Mines Museum, and he worked diligently to add to its collections, particularly the White River vertebrate fossils and mineral exhibits. When the position of president became vacant through Dr. O'Harras death early in 1935, it seemed most fitting that Connolly should be appointed to that post. Under his guidance the school prospered.

Dr. Connolly was a fellow of the Geological Society of America and a fellow of the Mineralogical Society of America and the Society of Economic Geologists. He was a member of the American Institute of Mining and Metallurgical Engineers, A.S.E.E., and the American Association for the Advancement of Science.

In 1934-35, during the preparation for the ascents of the stratosphere balloons organized by National Geographic Society, Dr. Connolly worked closely with the officers of the Society and the Army Air Corps and was made an honorary life member in 1935. One of his last field trips was the joint expedition of the National Geographic Society and the School of Mines, which spent some months in the Badlands collecting vertebrate fossils from the White River beds. His final paper, "Big Game Hunting in the Land of Long Ago," published in the May 1947 issue of the National Geographic Magazine, described the work of this expedition and revealed the deep feeling that he had for the beauty of this strange landscape. Dr. Connolly died following a long illness on October 7, 1947.
Earl D. Dake was born in South Dakota on February 19, 1902. He held the degrees of B.S. in Civil Engineering from the South Dakota School of Mines. He also held the C.E. degree from the same institution. In addition to degrees earned at the South Dakota School of Mines and Technology, he held an M.S. degree in Highway Engineering from Iowa State College.

On two different occasions, Earl Dake has served this institution as Acting President. On August 23, 1947, he was appointed Acting Vice-President to relieve Dr. Connolly during his long illness. When Dr. Connolly died on October 7, 1947, Earl Dake was appointed Acting President, in which capacity he very capably conducted the affairs of the office until July 15, 1948, when the Regents appointed Warren E. Wilson as President and Earl Dake as Vice-President. Upon the resignation of Dr. Warren Wilson in July, 1953, Earl Dake was once again appointed by the Board of Regents as Acting President on September 1, 1953, and served until June 30, 1954, when Fay L. Partlo was appointed as President.

Earl Dake came to the School of Mines in 1924 as an Instructor in Civil Engineering. In 1930 he became Department Chairman. Professor Dake stepped down from the chairmanship of the Department of Civil Engineering in 1967 under the State's mandatory retirement from

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1 Earl Dake served as Acting President of the School of Mines and Technology on two occasions: from October 8, 1947, to July 15, 1948, and from September 1, 1953, to June 30, 1954.
administrative duties but still teaches full time in that department. He was largely responsible for the design as well as for the supervision of the construction of two important buildings—the O’Harra Memorial Building and the Mechanical-Civil Building. He has served actively on the South Dakota Society of Engineers and Architects, South Dakota A.S.C.E., South Dakota State Board, Engineering and Architectural Examiners.

Fifth President
1948 - 1953

Warren E. Wilson was born in Newark, New Jersey, on December 5, 1907. He held a B.S. degree from Lehigh University, a M.C.E. degree from Cornell University, a M.S. degree from the California Institute of Technology, and a Ph.D. degree from the University of Iowa.

Dr. Wilson first came to the School of Mines in September 1935 as an Instructor in Civil Engineering and was promoted to Assistant Professor in 1937. He left the Mines in 1938 to work on an advanced degree. Following teaching appointments at Tulane University, Wayne University, Colorado School of Mines, and Illinois Institute of Technology, he returned to the School of Mines in July of 1948 as President and served in that capacity until August 31, 1953, when he resigned to go to Harvey Mudd College in California.

Sixth President
1954 - 1966

Fay L. Partlo was born in Fairgrove, Michigan, on March 23, 1901. He held the degrees of Engineer of Mines and a B.S. from Michigan
College of Mining and Technology. He also held the degree Master of Philosophy in Physics from the University of Wisconsin.

F. L. Partlo came to Rapid City in 1954 from Houghton, Michigan, where he had served as Dean at Michigan College of Mining and Technology. During the 12 years of Partlo’s administration, several major buildings were constructed—Chemistry-Chemical Engineering Building, March-Dake residence halls, the Mineral Industries Building, and Surbeck Center with the help of a strong alumni association. Mr. Partlo retired from administrative duties in 1966 and taught in the Department of Physics as Professor for another five years. He retired from all duties at the end of the 1971 academic year. Mr. Partlo is listed in “Who’s Who in America,” “American Men of Science,” and “Who’s Who in American Education.”

Seventh President
1966 -

Harvey R. Fraser was born at Elizabeth, Illinois, on August 11, 1916. He earned a B.S. degree at the United States Military Academy. He holds a M.S. degree from the California Institute of Technology, a Ph.D. from the University of Illinois, and is a diploma graduate of the Von Karman Institute of Fluid Dynamics of Brussels, Belgium.

Dr. Fraser came to the School of Mines and Technology in 1965 as Dean of Engineering upon his retirement from the Army with the rank of Brig. General and more than 26 years of distinguished service. At the time of his appointment as Dean, he was serving as Deputy Head of
the Department of Mechanics and Professor of Mechanics at the U.S. Military Academy where he had completed 17 years of service. Upon the retirement of F. L. Partlo in June 1966, the Board of Regents appointed Dr. Fraser as the thirteenth President of the School of Mines and Technology.¹

Dr. Fraser is listed in "Who's Who in American Education;" "American Men of Science," "Who's Who in the Midwest," and "Who's Who in America." His professional memberships include the Society of American Military Engineers, American Society for Engineering, and Sigma Xi. He serves on the Board of Directors of Raven Industries in Sioux Falls, South Dakota, and St. John's McNamara Hospital in Rapid City, South Dakota.

During Dr. Fraser's first five years of leadership, the college has enjoyed a steady growth as evidenced by increased enrollments, revision of curriculum, and an energetic building program--Palmerton Hall, the new Devereaux Library, new parking lots, resurfacing of campus drives, campus lighting, an addition to Surbeck Center (presently under construction), and final approval by the last legislature to commence construction of a new Electrical Engineering-Physics Building late this summer. Under Dr. Fraser's dynamic leadership, the School of Mines and Technology continues in its fine tradition of offering a quality education in engineering and science to the youth of South Dakota.

¹This includes the first six heads of the institution who bore the title "Dean" but not "President."
Dakota State College*

First Head - First Principal
1883 - 1887

Charles S. Richardson, the first Principal of the Dakota Normal School, was a native of Maine. He graduated from Colby College in 1883. Prior to this, he had about ten years' experience in teaching. In the fall of 1883, he came to Madison, D. T., to head the new Normal School. The School opened in a public school building and the first Normal building was destroyed by fire soon after it was occupied. Despite the handicaps he organized the School and established it on a firm foundation. After leaving Madison in 1887 he took post-graduate work at Harvard, then taught mathematics and astronomy at Divet College in Michigan. In 1890 he went to Salt Lake City and became interested in mining and was a member of the firm of Richardson and Adams. While in Omaha on business, he was taken ill and passed away there on June 24, 1904. He was a member of the A.F. & A.M. and the Presbyterian Church while in Madison.

Second Principal - First President
1887 - 1889

William F. Gorrie, the first President, second Principal of the Dakota Normal School, was born in Salem, New York, on May 23, 1842.

* Data on Presidents of Dakota State College prepared by Dr. V. A. Lowry, President Emeritus, of that institution.
He attended the village school, then fitted for college entrance under a special tutor. Graduated from Williams College in 1864 with an A.B. and M.A. in 1876. Principal of Salem Academy, Salem, New York, in 1864. In 1868 he came to Minnesota and in the ensuing period of about seventeen years he served as principal or superintendent in a number of towns which included Stillwater and Mankato. He was superintendent of schools in Watertown, D.T., prior to his coming to Madison. He served as the head of the Normal School from 1887 to 1889 when he resigned and returned to Minnesota. He was a member of the Presbyterian Church in Madison. After returning to Minnesota he was active in educational circles, serving as President of the Minnesota State Teachers' Association for one year. He was also connected with the University Extension Service and served as Inspector of the Normal Schools under a Governor's appointment. He died in Minneapolis on October 25, 1903.

Second President
1889 - 1905

W. H. H. Beadle* was born in Parke County, Indiana, on January 1, 1838. Married Ellen S. Chapman on May 18, 1863, a widow with two young daughters. Parents of one daughter. Mrs. Beadle died in 1897. Early education received in a subscription school in his native township. Graduated from University of Michigan, A.B., 1861; M.A., 1864; LL.B., 1867 and honored with LL.D. in 1902. Served in the Union Army as an officer.

* William Henry Harrison
from 1861 to 1866, discharged a Brigadier General. Practiced law in Evansville, Indiana, and Boscobel, Wisconsin. Came to Dakota Territory in 1869. Served the Territory as Surveyor General, Secretary of Code Revision Commission, member of the Territorial Legislature, Superintendent of Public Instruction. Recognized as the conservator of the School and endowment lands of the State. Instrumental in organization of S.D.E.A., served as president several times. President of the Madison State Normal School from 1889-1905; continued on the faculty until 1912. Member of Zeta Psi, Loyal Legion, G.A.R., Mason-York Rite and 33rd Scottish Rite, Presbyterian Church. His statue appears in Statuary Hall, Washington, D. C.; State Capitol, Pierre, South Dakota; and the campus of Dakota State College. Died November 13, 1915.

Acting President 1901 - 1902

William Wallace Girton served as Acting President of Madison, State Normal School, from 1901-1902, while President Beadle was on leave of absence. Born in Lincolnshire, England, on April 10, 1850, and brought to the United States by his parents that year. Married Frances Richmond on August 1, 1877. Parents of three sons and three daughters. Educated in public school and academies in Wisconsin. Graduated from Wisconsin State Normal School in Platteville. Came to Dakota Territory in 1886. Engaged in newspaper and banking in Miner County. Served as Deputy Territorial Auditor and was Chief Enrollment Clerk in last Territorial Legislature. Superintendent of
Schools in Miner County. Joined Normal School faculty in 1896, serving as the first Secretary, also served as Registrar; prominent in Normal Institute work; President of S.D.E.A. Resigned in 1914, because of ill health. Member of ancient order of United Workmen, I.O.O.F., Mason, Scottish Rite, Baptist Church. Died May 1927.

Third President
1905 - 1920

John William Heston was born in Bellefonte, Pennsylvania, on February 1, 1854. Married Mary Ellen Calder on August 16, 1881. Parents of two sons. Mrs. Heston died 1915. Married for the second time to Eliza Swall in 1917. Attended public schools, Center Hall Normal, and Pennsylvania State College. He was a holder of the A.B., M.A., and Ph.D. degrees. The LL.D. was conferred by the University of Seattle in 1894. Studied law at Johns Hopkins and admitted to the Pennsylvania Bar in 1890. Taught rural school and in the preparatory department of Peru State. Later a member of the faculty of Peru State for a number of years. Went to Seattle, Washington, to practice law, but soon re-entered teaching as Principal of Seattle High School. Organized the Washington State Agricultural College. President of South Dakota State College from 1896 to 1903. President of Madison State Normal School from 1905-1920. Served as President of S.D.E.A. in 1902. Member of Phi Gamma Delta, B.P.O.E., Masons, Shrine, Baptist Church. Died in Madison on February 1, 1920.
Acting President
1920 -

Bela Malcohn Lawrence served as Acting President of the Madison State Normal School in 1920. Born in Cherryfield, Maine, on January 1, 1857. Married Laura E. Arey on March 30, 1886. Parents of one daughter. Graduated from high school in Cherryfield and attended Coburn Classical Institute. Earned A.B. from Colby College and M.A. from University of Chicago. After graduation from Colby, he came to Minnesota to teach in Pillsbury Academy. Later served as Principal at Farmington, Minnesota. Taught in a Baptist College in Lisbon, North Dakota; later Superintendent of Lisbon schools. Prior to his appointment to the Normal faculty, he was Superintendent of Schools at Flandreau, South Dakota. Joined the Normal faculty in 1905 as Head of Mathematics and the Training Department. Appointed Secretary and Registrar in 1917 and served until ill health forced his retirement. He held several offices in S.D.E.A. Member of Delta Kappa Epsilon, York Rite Mason, Baptist Church. Died in Madison, March 31, 1925.

Fourth President
1920 - 1931

of Schools at Elmore and Canby in Minnesota. Director of West Central Minnesota School of Agriculture at Morris for ten years. Elected President of Normal School in Madison in 1920. Many changes under his leadership and remarkable growth. Much controversy over the teachers' college movement and Dr. Higbie severely criticized for his part. He was sincere in his efforts to improve teacher education and was a good educator. Resigned 1931 to accept Presidency of Wilson Teachers' College in Washington, D. C. He was the first President of the Madison Kiwanis Club. Member of Phi Delta Kappa, Masonic Lodge, Presbyterian Church. Died on November 24, 1944, in Bethesda, Maryland.

**Acting President**

1931 - 1933

Earl A. Bixler served as Acting President of Eastern State Normal School from 1931 to 1933. He was born in Ohio on November 27, 1880. Married Cora Gates on August 30, 1911. Parents of two daughters. Mrs. Bixler died in 1957. Graduated from high school in Mt. Gilead, Ohio. Attended Normal School at Ada, Ohio, and one year at Miami University. Earned A.B. from Ohio State University; M.A. from University of North Dakota. Additional graduate study at Universities of Chicago, Iowa, and Minnesota. Taught in rural school and high school. Superintendent of Schools in Glendive, Montana. Joined the Normal School faculty in Madison as Director of Education in 1919. Appointed Dean and Registrar in 1927. Transferred to Northern in 1933 as Head of the Education Department and later appointed Dean of the College. Member of the Kiwanis Club in Madison, Mason, Scottish Rite. Church preference, Unitarian. Died July 20, 1958.
Fifth President
1933 - 1962

Wayne Arnold Lowry was born at Hibbard, Indiana, on September 23, 1896. Married Daisy V. Easterday on November 9, 1919. Parents of two sons and two daughters. Attended rural school, graduated from high school in Culver, Indiana. Earned B.S.A. from Purdue University in 1919. Graduate study at University of Iowa. Honorary LL.D. from Dakota Wesleyan University. Instructor at West High School in Des Moines, Iowa, in 1920. Instructor and Athletic Coach in Madison High School during 1920-1922. Joined Normal School faculty in 1922. Appointed Dean of Men in 1925; President, 1933 to retirement in 1962. Served on World War I History Board; Past President, South Dakota Academy of Science; Past President, Sioux Council Boy Scouts; Silver Beaver Award; State Chairman, U.S.O. and National War Fund, World War II; charter member, Madison Rotary Club; member of Beadle Club, State Historical Society, American Legion, Alpha Tau Omega, York Rite Mason, Red Cross of Constantine, Shrine, O.E.S.; member and elder in Presbyterian Church.

Sixth President
1962 - 1967

Laurence Samuel Flaum was born in El Paso, Texas, on February 11, 1911. Married Hazel Catherine Anderson on October 8, 1937. Parents of two daughters. Attended Universities of Texas and Arizona. Earned A.B. and A.M. from Columbia University; Ed.D. from Colorado State
College of Education. Elementary school teacher and principal. High School Principal and Superintendent of Schools in New York and Nebraska. Director of Education at Drake University for 12 years. Dean of the College at Minot, North Dakota, State College four years. President of General Beadle State College from 1962-1967. Served on Board of Directors at Des Moines Mental Health Association and Clinic; N.E.A. Committee for Improvement of Student Teaching; N.C.A. Planning Committee; N.E.A. in preparing Credo for Teachers; Education Editor at Burgess Publishing Company. Author of numerous books and articles. Member of Phi Delta Kappa, Kappa Delta Pi, Mason, Scottish Rite, Shrine, Elks, Kiwanis Club, and Presbyterian Church.

Seventh President
1967 - 1971

Dr. Harry P. Bowes was born November 12, 1935, in Des Moines, Iowa. The son of an attorney and a career Army officer serving on General McArthur's staff, he attended eleven elementary and secondary schools in eleven years, earning his B.S. in Business Administration and B.S. in Education at Northwest Missouri State College in 1957 and 1958. He earned the Master of Science degree at University of Missouri Extension at Maryville in 1959. After a year as Head Resident and Counselor at the University of Colorado and two years at Illinois State University, Bowes took a position as Dean of Students with Dakota State College, Madison, South Dakota. He completed his Doctorate at the University of Colorado in 1964, receiving commendation
for highest academic honors. A year later he was named Administrative Assistant to the President of Dakota State and was appointed Acting President in March 1967. The State Board of Regents elected Dr. Bowes as President of Dakota State College in July 1967, giving him the distinction of being the youngest college president in the Nation.

Completing high school and college in three years each, Dr. Bowes went on to earn a Doctorate at the age of 27. He was appointed an Assistant Dean at Northwest Missouri State College at the age of 22 years and went on to become a State College President at 31.

Dr. Bowes, named to Outstanding Young Men of America in 1965, 1966, 1968, and 1970, is active in a long list of civic organizations, including Kiwanis, Elks, Chamber of Commerce, Masons, Scottish Rite, El Riad Shrine, and serves as a layreader in the Episcopal Church. As a layreader he conducted services for his church for seven months during the absence of the regular minister.

The Karl E. Mundt Foundation obtained valuable assistance from Dr. Bowes in the early days. Dr. Bowes played a major part in the planning of the Karl E. Mundt Library and was Chairman of the Building Committee which resulted in a $855,000 library honoring South Dakota's Senator Karl E. Mundt. Through the efforts of Senator Mundt and Dr. Bowes, President Nixon chose the Dakota State College campus during the occasion of the Library dedication for his first official campus visit after his inauguration and gave a national policy address on campus disorder.
Van Buren Baker, who was the first head of the Normal School at Spearfish, South Dakota, served for such a short period of time—less than a year—that little is known of his credentials. It is known that, as the head of the School, he was a failure and the School closed in January 1885. Mr. Baker had apparently come from Pennsylvania, because Mrs. Carlson¹ says on Page 32 of her thesis that soon after the close of school (January 1885) he went back to his Pennsylvania home. What his academic preparation was is not clear. He may have finished a four-year course in a Normal School, but this is conjecture on the part of the writer. When he came to Spearfish he was unmarried, although a few months after his return to Pennsylvania he did take a wife. He was well liked in Spearfish, taking an active part in Sunday School and church work; also, it was later discovered that he was an ardent devotee of the game of poker to which he dedicated his Sunday afternoons. Mr. Baker also spent considerable time in electioneering for the office of Lawrence County Superintendent of Schools.² All in all, Principal Baker seemed ill-prepared for his job and not much


²Ibid., p. 31.
inclined to tend to business. He was a poor disciplinarian and because of his own personal conduct brought bad repute on the School.\textsuperscript{1} Few like to remember that a man such as Van Buren Baker was the first head or Principal of the Spearfish College, but for the record the more creditable parts of his behavior are here recorded. Those who would like to know what became of Principal Baker should read Mrs. Carlson's thesis.\textsuperscript{2} He died in Pennsylvania in 1894.

Second Principal - First President
1885 - 1919

Fayette Lamartine Cook, who classed himself as an educator, was the second Principal and the first President of what is today Black Hills State College.\textsuperscript{3} Dr. Cook was born in Ottawa County, Michigan, on August 22, 1850. He was the son of Martin William and Mary Elizabeth (Barnes) Cook. He was graduated from the State Normal School at Winona, Minnesota, in 1866. He then took private instruction under Irwin Shephard and others. He was awarded the LL.D. by the University of South Dakota in 1915. On August 25, 1892, he married Wenona Culbertson. For three years he taught country and village schools and he also taught for one year in a Minneapolis Commercial School. He was City Superintendent of Schools in Sauk Center, Minnesota, from 1872 to 1874. He

\textsuperscript{1}Ibid., p. 34.
\textsuperscript{2}Ibid., pp. 32-33.
then taught in the State Normal School at Winona from 1877 to 1879. He was County Superintendent of Schools, Olmsted County, from 1882 to 1884. He became the head of the Spearfish Normal School in 1885, and served as Principal and then President until he was given emeritus status in 1919. This span of thirty-four years as head administrator of one college has been equaled by few in the United States and not by three years by any public college head in South Dakota. Dr. Cook was an able, if stern, educator who wanted to help his teachers and pupils in every way, but he would not tolerate laziness or "monkey business." He was a popular lecturer and served in at least thirty-eight teachers institutes. He died at his home in Spearfish on September 17, 1922. Both his name and that of his wife are born by two imposing buildings on the Black Hills State College campus. Even today as the writer strolls on the College campus at Spearfish the spirit and influence of Dr. Cook is felt. Dr. Cook built the Black Hills State College foundation on which later leaders have expanded.

Second President
1919 - 1942

Ethelbert Cooke Woodburn,¹ classified as an educator, was the third head and the second President of the Normal School at Spearfish, South Dakota. He was born at Fowler, Indiana, on June 26, 1875, the

son of James D. and Nancy A. (Cooke) Woodburn. He was a student at the Battle Creek, Michigan, College. He also attended the Indiana State Normal School and received a B.A. degree from Indiana University in 1904. Chicago University granted him a M.A. degree about 1928 (the year he submitted the M.A. thesis) and the LL.D. was conferred upon him by Yankton (South Dakota) College. Dr. Woodburn was married to Bernice Esther Walker on January 1, 1907. Two children were born to the couple—Mary Esther (deceased) and Mrs. Dorothy Annette Crawford. He began his professional career as a teacher of rural and graded schools until 1897 followed by teaching in the high school at Fowler, Indiana, 1898 to 1900. He was School Principal at Ambia, Indiana, from 1900 to 1901 and Principal at Union City, Indiana, from 1901 to 1903. In 1904 he accepted the School Superintendency at Elk Point, South Dakota, where he served from 1904 to 1906; he held a similar position at Canton, South Dakota, from 1906 to 1910. In 1914 Dr. Woodburn became Principal of the Training School and Vice-President of the Northern Normal and Industrial School at Aberdeen where he served until he was appointed in 1919 as the President of the Spearfish, South Dakota, Normal School, now called Black Hills State College. He held this position until 1942 when he was named President Emeritus and Chairman of the Placement Bureau which kept him occupied until shortly before his death on June 16, 1958. He was a member of the South Dakota Education Association; a past President and an honorary life member of the Association. He was a life member of the National Education
Association and Phi Gamma Delta. He belonged to the Republican Party and the Congregational Church. He was a thirty-second degree Mason and a member of the Woodman Lodge. Dr. Woodburn made his home in Spearfish for thirty-seven years, from the date of his inauguration in 1919 to his death in 1958. He took over a growing Normal School and handed his successor a four-year Teachers' College.

Third President
1942 - 1967

Russell Edward Jonas, third President of the Spearfish College, was born at Sioux City, Iowa, on February 9, 1902. He has been a South Dakotan, however, for almost his entire life, except for a few years spent in Iowa getting a Ph.D. degree at the State University of Iowa and holding two State administrative jobs.

Dr. Jonas says:

At the age of six our family moved in a covered wagon from our city home to western South Dakota, settling on the edge of the Indian Reservation on the border of Meade and Ziebach Counties. There my early life was lived in a sod house and on a horse.

Dr. Jonas, after attending and teaching in a rural school, obtained a B.S. degree from Northern Normal and Industrial School at Aberdeen,


2Eociha (Black Hills Teachers' College Yearbook) 1958, p. 233.
South Dakota, in 1931. He obtained a M.A. degree from the University of Iowa in 1934 and a Ph.D. degree from the same school in 1936. Before going to the University of Iowa and after receiving his degree from the Aberdeen school, Jonas was Deputy Superintendent of Public Instruction for South Dakota from 1932 to 1933. Following the receipt of his doctor's degree, he was Director of Research, State Department of Public Instruction of Iowa from 1936 to 1937. From 1937 to 1942 he was the Executive Secretary of the State Board of Educational Examiners for Iowa. In 1942 he was appointed President of the Black Hills Teachers' College (now Black Hills State College) where he served until the age of mandatory retirement from administrative offices, July 1, 1967. Since then Dr. Jonas has taught two years at Northern State College, done some summer school and extension teaching, and involved himself with the activities of the Senior Citizens and Retired Teachers. As he did during his years as President, he still makes his home at Spearfish. Dr. Jonas held memberships in the National Education Association, Phi Delta Kappa, Kappa Delta Pi. The prospective teacher's grasp of high school content in his probable fields of instruction was emphasized by Dr. Jonas. His twenty-five years at the head of the College were years of growth and expansion.
Meredith N. Freeman became President of the Black Hills State College on July 1, 1967. He was born at Elvins, Missouri, on June 1, 1920, the son of William J. and Zelpha (McGuire) Freeman. His B.S. degree was received at Southeast Missouri State College in 1949 and a M.Ed. was obtained from the University of Missouri in 1951. Also, from the University of Missouri, he received an Ed.D. degree in 1955. Dr. Freeman was married to Helen Larkin of Esther, Missouri, on August 4, 1941; Mrs. Freeman died unexpectedly on November 28, 1970. On October 23, 1971, Dr. Freeman married Joyce M. Liebsch of Madison, South Dakota. The couple have four children: James Michael Freeman, 23; Judith Ann Freeman, 20; Mary Ann Liebsch, 17; Dawn Joy Liebsch, 9. He began his educational career as a teacher in a one-room school in St. Francois County, Missouri, from 1940-1941. He then taught in the New Haven Public Schools, New Haven, Missouri, from 1941-1942. From 1942 to March 1946 he was in the U.S. Army serving in ETO with the 70th Infantry Division. In 1946-1947 he returned to his former position at New Haven, Missouri. He was high school principal and science teacher at New Haven from 1947-1950. From 1950-1951 he was a graduate student at the University of Missouri and in the fall of 1951 he became Superintendent of Schools at Wright City, Missouri. In 1952 he was back at New Haven where he served for two years as Superintendent of Schools. In 1954-55 he was again a graduate student at the University of Missouri; also taught chemistry

\[1\] Biographical notes furnished the writer by Dr. Freeman.
and physics at Hickman High School, Columbia, Missouri. From 1955 to 1957 he was Associate Professor of Education at Ft. Hays, Kansas State College. In 1957 he became Director of Special Services and Professor of Education at Mankato State College. In 1964 he became Assistant Academic Dean at this college and in 1966 he became Acting Academic Dean. In 1967 he assumed the Presidency of Black Hills State College.

Dr. Freeman has received several professional recognitions: AASA; NEA (life); Phi Delta Kappa (formerly Faculty Sponsor El Chapter); Kappa Delta Pi; Sigma Tau Gamma (Honorary member); Who's Who in America; Leaders in Education; Two Thousand Men of Achievement (London, England); Who's Who in American Education 1965- . In addition to the above he has occupied several posts of honor: Chairman, Council of South Dakota State College & University Presidents, 1969-70, Secretary 1967-68; Member of South Dakota State Indian Scholarship Committee 1967--; Member of South Dakota Governor's Scholarship Committee 1970--; Former member Executive Committee, Minnesota Association of Colleges 1963-67; State Representative for South Dakota to the American Association of State Colleges and Universities, 1971--; Member of Committee on the Allied Health Professions, American Association of State Colleges & Universities 1968--; Member of Executive Committee, Black Hills Area Council, Boy Scouts, 1968--; United Methodist Church in Spearfish, South Dakota; Masonic Lodge in New Haven, Missouri; Spearfish Lions Club; American Legion, Post 164.

Dr. Freeman enjoys traveling, reading, music, hunting, fishing, camping, and painting.
First President
1897 - 1907

J. S. Frazee was the first President of what, in 1970, was Southern State College. The incumbent President of this institution has been able to find out little about this man, except that early catalogs show that he had both B.D. and M.A. degrees and that his fields of instruction were mathematics and astronomy. Because of the very difficult times which Springfield Normal had, particularly from 1897 until 1901, the first President had to be a man of determination and a person willing to work long hours and make great personal sacrifices. Professor Frazee must have worked hard on student recruitment, because at the end of the second year of his administration there were 196 pupils enrolled, seven of whom were collegiate and 64 of high school level. The remainder were at the upper grade level, special music students, or attended the Model School.

Second President
1908 - 1918

G. G. Wenzlaff, who was the second President of Springfield Normal from 1908 to 1918, took off one of the last years of his administration to engage in war work. He had sufficient academic training that his name appeared in the Who's Who publications. He is

1Springfield State Normal School, Annual Catalog 1897-1898, p. 3.
2Ibid.
classified as an educator and was born in Johannesthal (German colony) on November 5, 1865. He was the son of Johann Christian and Johanna Christina (Heinzelmann) Wenzlaff. He came to America in 1874 and earned a B.A. degree at Yankton (South Dakota) College in 1888. In 1893 he earned a M.A. from the Chicago Seminary and was awarded an LL.D. from the same school in 1911. He attended the University of Berlin and Leipzig during 1892-1893; the University of Chicago from 1897-1898. He was married to Susie Caroline Rice of Chicago on August 1, 1894. He was an Instructor of German and Philosophy from 1889 to 1893 and Professor at Yankton College from 1893 to 1899. He became Superintendent of the Yankton County Schools from 1905 to 1908.

On July 1, 1908, he became President of the State Normal School at Springfield. He was a member of the Corporation of Yankton College; President of the College and High School Department of the South Dakota Education Association in 1910. He was a Congregationalist and authored:

A Book of Dakota Rhymes (with others) 1898; The Mental Man 1909;
Teachers' Handbook of Psychological Principles 1910; Sketches and
Legends of the West 1912. During his tenure as President of Springfield Normal, he made his home in Springfield, South Dakota.

Acting President
1918 - 1919

Arch Crawford¹ was Acting President of Springfield Normal between the administrations of G. G. Wenzlaff and C. G. Lawrence. Mr. Crawford

¹Southern State College, "News Release April 14, 1971."
came to what is now called Southern State College in 1910 where he served faithfully for more than 40 years. Crawford was devoted to the teaching of English, but interrupted his chosen field to serve as Dean of Men during 1934. He passed away in August 1953. Following his death a scholarship fund was established in his name and one of the new dormitories bears his name. Mr. Crawford, in April 1971, was still survived by his wife, Vira M., who lived in Spearfish; a son, Stephen, is employed by the United States Department of Agriculture as County Supervisor for the Farmers Home Administration in Spearfish; and another son, Kenneth, has been self-employed as an independent grocer in San Rafael, California. Many students who had Arch Crawford as a teacher say of him, "He is the best teacher I ever had."

Third President
1919 - 1933

Carl Gustavus Lawrence,¹ characterized as an educator, served longer than any other person as President of what, to July 1, 1971, was Southern State College at Springfield, South Dakota. His administration extended from 1919 to 1933. Dr. Lawrence was born at Madison, Wisconsin, on January 12, 1871. He was the son of Ole H. and Marie (Hull) Lawrence. He received a B.Litt. degree from the University of Wisconsin in 1894. He did post-graduate work in History at the University of South Dakota and received from there an A.M. degree in 1919. Yankton (South Dakota) College conferred the LL.D. degree on him

in 1930. He was married to Gunda Jacobson on August 22, 1900. Two children were born to the family: Ernest Orlando and John Hundale. Dr. Lawrence began his professional career as Professor of Latin and History at Augustana College in Canton, South Dakota, from 1894 to 1898. He was Superintendent of the Canton City Schools from 1898 to 1907 and Superintendent of the Lincoln County Schools from 1907 until 1911. He served two terms (1911-1915) as Superintendent of Public Instruction. Following this experience he moved back to Canton where he was again Superintendent of the City Schools from 1915 to 1919. He was appointed President of Southern State Normal School at Springfield, South Dakota, where he served from 1919 to 1933. In 1933 he was moved from the Presidency of Southern to the Presidency of Northern State Teachers' College at Aberdeen, South Dakota, where he served until 1939 when, on July 1 of that year, he was designated President Emeritus. During his professional career he was a member of the State (South Dakota) Board of Education 1925 to 1932. After leaving South Dakota he served on the Berkeley City (California) Library Board, October 1946. He was a past President of the South Dakota Education Association during 1929-1930. He was a Lutheran and a Mason, also a Rotarian. After leaving South Dakota in 1939 he made his home in Berkeley, California, where he died on August 26, 1954. He is buried in the Chapel of Memories, Oakland, California.
Fourth President  
1933 - 1934

Theron A. Harmon\(^1\) assumed the Presidency of Southern State Normal School at the same time that C. G. Lawrence moved to the Presidency of Northern State Teachers' College. Dr. Harmon attended the Michigan State Normal School in 1896 and in 1909 he was awarded the B.A. degree by the University of Michigan. The University of South Dakota conferred the M.A. degree on him in 1917 and in 1928 he was given the LL.D. degree by Yankton (South Dakota) College. He did graduate work in 1929 at the University of California. Dr. Harmon began in the education profession by holding the position of Superintendent of Schools at Watertown, Michigan, from 1901 to 1906. He held a similar position at Hart, Michigan, from 1906 to 1908. In 1909 he assumed the City School Superintendency at Yankton, South Dakota, where he served until 1918; from 1918 until 1927 Mr. Harmon was Superintendent of the Watertown, South Dakota, City Schools. From 1927 to 1933 he was Head of the Department of Psychology at Northern State Teachers' College. He took over the President's duties at Southern State Normal School on July 1, 1933, but died after heading this institution for one year. Dr. Harmon was a lecturer who, at different times, was employed by American, Standard, and Redpath Chautauquas. He served five seasons doing this kind of work.

\(^{1}\)Southern State Normal School, Annual Catalog 1933-1934, Faculty and Officers.
Flora Radcliffe Harmon was the second Acting-President of Southern State Normal School, serving as chief administrator and teacher of psychology during the 1934-1935 fiscal year. Mrs. Harmon attended Benton Harbor Junior College in 1893; Michigan State Normal in 1896; University of Michigan, Summer Sessions in 1904, 1905, and 1906; University of Southern California, Summer of 1929. She taught in the Michigan rural schools for two years; the city schools of Benton Harbor, Michigan, for four years. Mrs. Harmon taught in the Department of Speech at Benton Harbor College for one year and the County Normal and Principal of the High School at Hart, Michigan, for two years. In South Dakota she was Head of the English Department, Yankton High School, for three years; Principal of the Mellette School, Palmer, teacher and English teacher at Junior High School in Watertown, South Dakota. When the Harmons moved to Aberdeen, Mrs. Harmon was a regular substitute in the Department of Psychology at Northern Normal and Industrial School for six years. She taught at Southern State Teachers' College until she reached the mandatory retirement age of 70. Thereafter she was given the emeritus recognition.

1Southern State Normal School, Annual Bulletin 1934-1935, Faculty and Officers.
William A. Thompson\(^1\) was the fifth President of Southern State Normal School and one of the few presidents of South Dakota's public colleges that had gained his ability in school administration almost entirely through experience. Mr. Thompson attended Indiana Normal School in 1898. In 1904 he was awarded the B.A. degree by Indiana University. He did some post-graduate work at the Indiana State Normal School. He started as a teacher in rural schools, then moved to the Principalship of Ward School and later to principalships of high schools. From 1904 to 1911 he was Superintendent of the Webster, South Dakota, Schools. From 1911 to 1913 he was City School Superintendent at Clark, South Dakota; he held a similar position at Tyndall from 1917 to 1919 and returned to Webster as Public School Superintendent where he served from 1919 to 1934. The following year he was not engaged in school administration, but on July 1, 1935, he assumed the Presidency of Southern State Normal School. After ten years President Thompson retired and was put on the emeritus list at a modest stipend for the remainder of his life.

J. Howard Kramer,\(^2\) who was professionally classed as an educator, was the first person to head the institution who held an earned doctor's

\(^1\)Ibid., Faculty and Officers, 1934-1935.


degree at the time he took over the job. Dr. Kramer was born at Canning, South Dakota, on November 12, 1902. He was the son of John and Harriet (Purinton) Kramer. He earned a B.A. degree at the University of South Dakota in 1924; a M.A. at the State University of Iowa in 1930; an Ed.D. degree from Colorado State College in 1943. Dr. Kramer was married to Lenette Dunlap on July 17, 1926. There were two children born to the couple: John Howard, Jr. and Lenette Miriam.

Dr. Kramer began a lifelong career in education as a Teacher of Speech in the Madison, South Dakota, High School from 1924 to 1927. During the same years he taught Summer School at what is now called Dakota State College at Madison, South Dakota. From 1927 to 1930 Dr. Kramer was Superintendent of Schools at Blunt, South Dakota; 1930-1937 at Miller, South Dakota; and 1937 to 1945 at Spearfish, South Dakota. During some of these same years he taught Summer School: Yankton (South Dakota) College 1931, University of South Dakota 1939, Black Hills State College 1944 and 1945. In 1945 he was named President of Southern State Teachers' College where he served for nine years. In June 1954 he moved to South Dakota State University at Brookings, South Dakota, where he was Head of the Department of Education and Director of Summer Sessions. Two years later, on July 5, 1956, he assumed the Presidency of Northern State College where he served until July 1, 1968, the date for mandatory retirement of State college administrators at age 65. Since then he has been on the staff of South Dakota State University as Professor of Education. He is recipient of the
Distinguished Service Award of the University of South Dakota; member and past Vice-President and President of the South Dakota Education Association. Dr. Kramer is a lifelong member of the National and the State Education Associations. For years he was an active member of the American Association of School Administrators and on September 2, 1969, he was granted emeritus membership in Phi Delta Kappa, having belonged to that organization for a period of thirty-nine years. He is also a member of Alpha Tau Omega, Tau Kappa Alpha, Kappa Delta Pi.

Dr. Kramer belongs to the Congregational Church; he is a Rotarian and past President of the Aberdeen, South Dakota, Club. At the time of his retirement he took demits from the Masonic Lodge, the Consistory, and Shrine of which he had been an active member for years. He has written at least 100 articles for professional journals and published, at his own expense, two handbooks for teachers and one in parliamentary procedure. Since his retirement from college administration, Dr. Kramer and his wife have made their home at 1047 Third Avenue in Brookings, South Dakota. His principal recreation interests are hunting, fishing, and landscaping.

Seventh President
1954 - 1962

W. W. Ludeman,¹ who served as President of Southern State Teachers' College for eight years, was born at Spencer, South Dakota, on December 13, 1895. He was the son of F. C. and Sarah (Roth)

¹Biographical notes furnished the writer by Mrs. Walter W. Ludeman, widow of Dr. W. W. Ludeman.
Dr. Ludeman received a B.A. degree from Dakota Wesleyan University at Mitchell, South Dakota, in 1918. He earned the M.A. degree at the University of South Dakota in 1923. Dakota Wesleyan conferred the honorary Ph.D. on him in 1954. He also attended the Universities of Chicago and Colorado during the summer terms of 1928 and 1930. He was married to Joyce Holleman of Springfield, South Dakota, in 1928. There were four boys born to the couple: Darrell R., D.D.S., Vermillion, South Dakota; Kaye D., Sioux Falls; Roger B., Monaca, Pennsylvania; Warren D., Flandreau, South Dakota. Dr. Ludeman began a lifelong career in education as a rural teacher in the Fulton-Spencer area of South Dakota. For a time before 1922 he was Superintendent of Schools at Fulton. From 1923 to 1925 he taught at the University of South Dakota. He taught education courses at the Black Hills Teachers' College during the summers from 1923 to 1925. He was appointed Dean of Southern State Teachers' College in 1925 and held that position until 1954 when he became President. Dr. Ludeman held several positions of honor during his career, such as President of the South Dakota Education Association and Chairman of the South Dakota Education Association Research Commission. He was a member of Rotary, Phi Delta Kappa, Beadle Club, and recipient of the Silver Beaver. He was a frequent contributor of articles to the American School Board Journal, School Executive, Instructor, Grade Teacher, Journal of Teacher Education, School and Society, Rotarian, South Dakota Education Association Journal, School Life, and others. His hobbies were writing, woodworking and outdoor sports. He was retired as President at age 66 on July 1, 1962. Death came to him less than one month after his retirement on July 20, 1962.
Eighth President
1962 - 1971

Allen R. Millar, the last President of Southern State College, was born at Ravinia, South Dakota, on December 5, 1922. He is the son of George H. and Beulah (Wilhelm) Millar. He received a B.A. degree from Nebraska State Teachers' College in 1947 and a M.A. from Colorado State College in 1951. The University of Nebraska conferred the Ed.D. degree on him in 1956. He was married to Edith Andres of Gordon, Nebraska, on December 22, 1943. The Millars have two children: Thomas Allen, 28, and Carolyn Edith, 23. Dr. Millar was the Chairman of the Department of Science in the Chadron, Nebraska, Public Schools 1947-49. He was Associate Professor of Science and Mathematics, Assistant Professor of Education and Director of Student Teaching at Chadron, Nebraska, State College 1948-55. In 1955 he was graduate assistant in school administration at the University of Nebraska at Lincoln. From 1956 to 1962 Dr. Millar was Associate Professor of Education at Mankato State College in Mankato, Minnesota. From July 1, 1962, to June 30, 1971, he held the office of President of Southern State College. In college he lettered in football, was editor of the campus newspaper, and was an honors graduate in chemistry. Dr. Millar is a member of Phi Delta Kappa, Association of Higher Education, South Dakota Education Association, National Society for the Study of Education, National Education Association (life member), American Association of School Administrators and Association of College Teachers of Education. His hobbies are boating, hunting, fishing, travel, bowling, reading, semi-classical music.

1Biographical notes furnished the writer by Dr. Millar.
First President
1902 - 1905

The first President selected to head Northern State College, first known as an Industrial School and Institute of Technology of South Dakota, was Charles F. Koehler.

He was born on the family farm in Ohio. All of his early education was obtained in a small rural school. After taking courses from Mount Union College he began his teaching career at the age of 18. After several years of experience he returned to Woster University at Woster, Ohio, to complete his education. Before coming to Aberdeen he held a professorship at Baldwin University and was an instructor at the institute at Mankato State Normal in Mankato, Minnesota. A serious fire during the construction of the Central Building necessitated its rebuilding. It was completed enough so the classrooms could be used in the fall of 1902. During the school year 1904-1905, which seemed to be going quite well, President Koehler shocked the school by resigning. Without previous notice the Board of Regents had asked President Koehler to resign for what they had described would be in the best interests of the school. The Regents replaced President Koehler because of (1) creating deficiencies and (2) lacking ability to develop the industrial side of the institution. The President of the Board of

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1Biographical and historical material on Presidents of Northern State College provided by Dr. Lloyd F. Johnson, Dean of Administrative Services at the School 1971.
Regents and members of the Board were keenly interested in an industrial school and President Koehler was interested in the field of teacher training. President Koehler and his wife returned to Ohio in 1904 and in the same year George Nash assumed the Presidency of the then known Northern Normal and Industrial School.

Second President
1905 - 1914

George Nash was born in Janesville, Wisconsin, in 1868. In 1877 the family moved to Canton, South Dakota, and during his younger years he assisted his father in editing the Sioux Valley News. He became a graduate of Yankton College and took a position on the staff at Augustana, which was then located in Canton. He became Principal of Yankton College Academy in 1893. Dr. Nash furthered his education by spending some time in Lieuspic, Germany. He also took graduate work at the University of Minnesota in 1877. He joined the staff as a Professor of Mathematics at Yankton College. In 1902 he became Superintendent of Public Instruction and resigned this position in 1905 to become President of Northern Normal and Industrial School in Aberdeen, a position he held until 1914.

During the time he was President at Northern a short industrial course was added to the curriculum which ran for eight weeks during the winter.

The Administration Building was built in 1906, the west wing of Central in 1911, and the east wing in 1915. The Department of Agriculture was added in 1914. During the year of 1913, Dr. A. H.
Seymour, who later became Acting President, joined Northern's staff. Upon leaving Aberdeen, Dr. Nash accepted a position as a second President of the Normal School in Bellingham, Washington.

Third President
1914 - 1919

Willis E. Johnson was elected President of the College with the termination of Dr. Nash's term. Johnson was not a stranger to the campus as he had been Vice-President of the School since it began. He was born in Delano, Minnesota, in 1869. He received his education from Minnesota Normal School and the University of Minnesota. He served one year as President of Ellendale Normal and Industrial School at Ellendale, North Dakota. After serving that year, he returned to Northern in 1914 as President, a position he held until 1919.

In his brief stay at Ellendale Normal, Johnson had become very popular with the students. They submitted a written appeal begging him to stay, and the Board of Regents offered him an inducement financially, but he chose to return to Northern and Aberdeen.

One new department was added in 1914 to help teachers secure State certificates. The Extension Department was added to provide home study courses in elementary education. The future of Northern Normal looked good by this time as the School was constantly trying to improve itself. The schools were competing, and during Dr. Johnson's term an effort was made to develop a four-year teachers' college, but with no success.
Johnson Field was added in 1915 and received its name in honor of the President of that time. Observation and practice teaching in the city school system began in 1917. Lincoln Hall was added to the buildings in 1918. Northern played an important role in World War I. Four hundred and forty-two students and instructors took an active part. Thirteen made the supreme sacrifice.

From Northern Mr. Johnson moved to South Dakota State University until 1924, at which time he became Dean of Education and Psychology at San Diego State. He held that position from 1924 until 1930.

Fourth President
1919 - 1927

When school opened in 1919 Northern had its fourth President. Dr. Harold W. Foght succeeded President Johnson. Dr. Foght was born in Fredrikshall, Norway, in 1869. He attended the University of Nebraska, Iowa State College, Augustana College, and pursued graduate study in Europe and at the American University in Washington. He taught in some of the schools and colleges in the Midwest and was a Special Assistant in Rural Education for the Bureau of Education from 1914 to 1917. He was Chief of the Rural School Division of the United States from 1917-1919. He was nationally known for his writings and as Director of Government State-Wide Survey Programs for the United States Board of Education. In 1919 he became President of Northern Normal, a position he held until 1927. According to Dr. Foght, some of the greatest events in the twenty-year history of the College took place in 1920.
Northern Normal was classified as a four-year teachers' college and given the power to grant B.A. and B.S. degrees in Education. It was the first normal school in the State to become a teachers' college and was one of the first to adopt a four-year Rural School Program. During the twenties, under the leadership of Foght, Northern reached its zenith as a teachers' college in rural education. The United States Bureau of Education ranked it 14th out of 27 normal schools in the nation. According to Columbia University's report, Northern was ranked 5th out of 27 teachers' colleges in the United States.

During Dr. Foght's Presidency, he made a survey of the Japanese rural school systems. He and Mrs. Foght visited Japan and were well received by the people of that country. Spafford Hall was completed in 1927.

Dr. Foght resigned to accept the Presidency at the Wichita Municipal University at Wichita, Kansas. He held this position until 1933 and then accepted the Superintendency and Special Disbursing Agent for the Cherokee Indians in the United States Office of Indian Affairs.

The Regents were not able to immediately find a suitable replacement for Dr. Foght; consequently, the Dean of the College, Dr. Arthur Seymour, became Acting President in the fall of 1927, a position he held until 1928 when Dr. David Allen Anderson was appointed to the Presidency.

**Acting President**
**1927 - 1928**

Dr. Arthur H. Seymour was originally from Ohio. He received his master's degree from the Ohio Normal University. He came to South
Dakota in 1895 and from that date until his death he was one of South Dakota's outstanding citizens. He served as Principal of Arlington School for seven years. He also served as County Superintendent of Kingsbury County and Superintendent of the City of Volga Schools before coming to Northern. He was offered a contract to come to Northern in 1913, but he had already signed a contract at Volga for the next year and said it would not be ethical for him to resign one position to take another. The contract from Northern was offered him again in 1914 and he accepted.

In 1920 Dr. Seymour became Dean of the College and was Head of the Department of Social Science in 1926. He assumed the duties as Vice-President and then became Acting President for the year 1927-1928. He was not extremely interested in the Presidency or in administration. He turned down the Presidency when it was offered him. He was well liked by faculty, students, town people, and everyone who came in contact with him. In an annual popularity contest Dr. Seymour was voted the most debonair, most popular, most congenial, and most impressive man. He was, undoubtedly, the most liked man on the campus. He was always referred to by the students as "Daddy Seymour."

The Seymour's had four children who all made names for themselves. Gideon held many newspaper positions and was Editorial Editor of the Minneapolis Star Tribune when he passed away. Margaret Severson is now back in the United States, but spent a number of years in Argentina. Forest, another son, was with the Des Moines Register and
just retired as the editor of a large eastern paper. Harriet Popowsky, who made her home in South Dakota most of her life, is known as a poet of renown.

**Fifth President**  
**1928 - 1933**

Dr. David Allen Anderson was born in 1874 in Lamoni, Iowa. He was a graduate of the University of Iowa with B.A., M.A., and Ph.D. degrees. He was married in 1900. He began his education career as a teacher and Principal in the Iowa and Illinois schools. He was Professor of Education at LaCrosse in 1912-1913 and Professor of Education and Psychology at Penn State from 1917-1926. At that time he went to Kent State Normal as President, a position he held from 1926-1928. Dr. Anderson came to Northern as President in 1928, about the time South Dakota was caught in the grips of the Depression. He held the office until 1933.

Internal strife on the campus resulted from fumbles and blunders of the administration. During the first years of his administration rumors and discontent among faculty and students developed. Faculty, administrators, and students all seemed to have a low degree of tolerance, and the President was in the middle of the action.

The third year of the Anderson Presidency (1931) Mrs. Anderson became extremely ill and had to be taken to Iowa for special treatment. The President had the School Nurse accompany them because the illness of his wife required constant attention. Mrs. Anderson was required to
remain for continued treatment and the President returned to Aberdeen with the School Nurse. This inadvertent action by the President led to considerable gossip and accusations. Although no claims of inappropriate behavior on the part of Dr. Anderson were ever substantiated, the accusations kindled the flame which divided the faculty, administration and students. For printing scandal sheets two students were dismissed. This resulted in a student and faculty strike. The strike lasted for two days. However, the campus was in a turmoil for a week. The Board of Regents requested that the controversy be referred to the College Discipline Committee. The Committee reinstated the two students who had been expelled.

During the period of the Anderson Presidency, both the agricultural and domestic art departments were discontinued. Dr. Anderson served as President until his resignation July 1, 1933.

Sixth President
1933 - 1939

Dr. Carl G. Lawrence was selected as the next President of Northern Normal and Industrial School and took office on July 1, 1933. He spent his early youth in Madison, Wisconsin, and obtained his B.A. degree at the University of Wisconsin in 1884 and his master's degree from the University of South Dakota. He had been in the South Dakota education system for 40 years. He taught at Canton and had been Superintendent of Public Instruction. Dr. Lawrence also served as President of Southern State College.

In 1934 the North Central Association for the Accreditation of Colleges and Secondary Schools dropped all teacher colleges from its
accreditation list unless they could meet certain requirements. North Central did not readmit Northern because it failed to meet the standards for college-level accreditation. In 1937 the School applied again to North Central, an inspection was held, but Northern was denied accreditation for the second time. The reason stated was too many areas of deficiencies. Northern was inspected again in 1939 and reported improved, but still not enough for accreditation.

During Dr. Lawrence's first several years in office, the Depression was very much in effect and created many problems for students who wanted to attend college. In 1935, at the suggestion of the President, a Student Forum was created for students to air their problems and complaints. The Exponent, the school paper, came under student management in 1937. Prior to that time it was under strict administrative control. The students began to take views and express them both on school and national policies. The College began taking on a more collegiate atmosphere.

Two things of great importance came in Dr. Lawrence's administration. In 1938 the name was changed from Northern Normal and Industrial School to Northern State Teachers' College. The next year Seymour Hall was built. Fifty per cent of the funds were raised by selling self-liquidating bonds. During this presidency Rural Education, although still around, was giving way to Urban Education.

The Lawrence's had two sons: Dr. Ernest Lawrence, who was a Nobel Prize winner and Dr. John Lawrence, an outstanding physician and surgeon.
Dr. Carl Lawrence and his wife retired from education when they left Aberdeen and spent their remaining years with their sons in California.

Seventh President
1939 - 1951

Dr. Noah E. Steele became President of Northern in 1939, a position he held until 1951. Dr. Steel was born in Indiana and obtained his early education in that state. He graduated from State College at Brookings, South Dakota, and received his doctor's degree from the University of Iowa. His teaching career began as a rural teacher in 1901. In 1908 Dr. Steele came to South Dakota as a rural teacher in Hyde County. In 1909 he became Superintendent of the Winfred Public Schools where he remained until 1912. That year he became Superintendent of Oldham and in 1913-1914 was Superintendent at Howard. From 1915-1917 he served as County Superintendent in Miner County. In 1919 he became Superintendent in Bryant and held that office until 1924 when he became Executive Secretary of the South Dakota Education Association, succeeding Dr. A. H. Seymour, who had been part-time Secretary of the organization. He held this position until 1939 when he became President of Northern. Prior to that time he had also taught at Madison Normal and the University of South Dakota.

During the summers of 1920 and 1924 he attended Columbia University. He also taught summer terms at General Beadle and Sioux Falls College. He was a charter member of the Beadle Club, an honorary education association.
Dr. Steele was destined to be the war time president which always carries additional responsibility. World War II brought campus developments to a halt. The enrollments of men and women both decreased and money was diverted to the fight in Europe.

In 1940 the Civil Aeronautics Authorities established a student pilot program on the campus. The first ten students graduated in January 1941. A glider pilot program was also inaugurated on Northern's campus. During the War many glider pilots were trained. Gliders were not available at the time so small two-place trainer planes were used to give the students glider experience. They would take their planes up to a 3,000-foot altitude and cut the motors, making dead stick landings. They also received ground school background for the glider work at Northern. In August 1943 an Army Specialist Training Program was approved for NSTC's campus for the teaching of the basic curriculum. This instruction of trainees continued until April 1944 when the program was discontinued. On the National Achievement Tests the cadets at Northern ranked first in composite scores among 48 leading schools in the nation.

In the fall of 1945 the veterans began returning to college. The sudden increase overtaxed the facilities of Northern. To meet the housing needs for married veterans the Federal Housing Authority constructed quonset huts and metal barracks in the summer of 1946. In all, 30 buildings were constructed on campus and each housed two families. These apartments rented for $30 a month, or for not more than 20% of the family income.
During Dr. Steele's tenure, Northern's accreditation was re-instated by the North Central Association of Colleges and Secondary Schools.

Dr. Steele was an outstanding speaker and traveled from corner to corner of the State year after year filling speaking engagements, for many of which he received no compensation.

While Dr. Steele served as Superintendent at Winfred he married one of his teachers, Miss Margie Hall. The Steeles had three sons who all became medical doctors. There are five doctor's degrees in the Steele family. Dr. Hugh Steele is presently practicing in Lafayette, Indiana; Dr. Charles Steele and his wife both have M.D.'s and are practicing in Great Falls, Montana. Dr. Grenville Steele and his family are living in Aberdeen.

Eighth President
1951 - 1956

Warren G. Lovinger was a native of Montana and attended various colleges in Montana and New York. He received his Ed.D. in Education from Columbia University. His experience included elementary school teaching in Missoula, Montana, and a history instructorship at Montana State. He served as Executive Secretary of the American Association of Colleges for Teacher Education before coming to Northern as President in September of 1951. The formal inaugural took place in May of 1952 in conjunction with the celebration of the 50th Anniversary of the College.
In 1951 when Dr. Lovinger became President the enrollment was 515. However, by 1955 it had increased to a record high of 1,034. In 1953 the Board of Regents authorized the program of Graduate Study in order to offer masters' degrees. Also a program of Extension Center Study was inaugurated during Lovinger's Presidency.

The Lovingers had three children, two boys and a girl. Upon leaving Aberdeen they moved to Warrensburg, Missouri, where Dr. Lovinger accepted the Presidency of Central Missouri State College at Warrenburg in 1956.

Ninth President
1956 - 1968

Dr. J. Howard Kramer was the ninth President of Northern State College. He served in that capacity from July 5, 1956, to June 30, 1968, when at the age of sixty-five retirement from administrative duties was mandatory. Following 1966 the Board of Regents had changed their policy on permitting retiring presidents to remain in some non-administrative capacity on the campus where they had served as chief administrator. The Regents, however, gave Dr. Kramer a choice on which South Dakota public college campus, other than that at Northern, he would like to continue his educational work in a non-administrative function. South Dakota State University was his choice and arrangements were made between Dr. H. M. Briggs, President of the School at Brookings, and the Regents to place the retiring Dr. Kramer on the staff there. Dr. Kramer's tenure at Northern equaled the twelve years that Dr. N. E.
Steele held the office. These are the two longest periods anyone has held the office to date.

The administration of Dr. Kramer at Northern was one of growth and expansion. The number of buildings on the campus more than doubled, the land area almost doubled and there were three times as many students enrolled the year Dr. Kramer retired (1968) compared with the spring enrollment of 1956, the year in which Dr. Kramer took over the job. The faculty had also doubled in size and its academic preparation had improved. Many programs of significance had been built up or added and Dr. Kramer left a proud and important institution for his successor to take over.

Note: The above write-up was composed by Dr. Kramer. Since a more detailed biography of Dr. Kramer's origin, education, experience, honors, and memberships are given in his listing as a one-time President of Southern State College, they are not repeated here.

Tenth President
1968

Norbert K. Baumgart became President of Northern State College on July 1, 1968. He became the tenth President of Northern. He began his administrative and teaching career as the Dean of Students at Wilmington College in 1960. Prior to that time he served as an admissions counselor at the University of Northern Iowa and a counselor in the Counseling Center at Indiana University. He served as Dean of Students and Professor of Educational Psychology at Mankato State College from 1963 until he assumed the Presidency at Northern.
Dr. Baumgart is a native of Kampsville, Illinois. He received his Bachelor of Arts and Master of Arts degrees in 1954 and 1958, respectively, from the University of Northern Iowa. During that period of time his studies were interrupted for a tour of duty with the United States Army. Upon returning he completed his work for the Doctor of Education degree in Student Personnel Administration at Indiana University in 1960.

Because of continued increase in enrollment, expansion of facilities and curricula have resulted. Jerde Hall, a 400-bed men's residence hall with dining facilities for 1,200, has been completed under Dr. Baumgart's Administration. The new Lloyd F. and Marie Johnson Fine Arts Center is under construction and due for completion in January of 1972. The campus will have 20 buildings with the completion of the Fine Arts Center.

Two dormitories have been remodeled and made into office space for faculty and administration. Seymour Hall, which was formerly a boys' dormitory, now houses many faculty members' offices as well as several classrooms. Graham Hall was remodeled and taken over by the Administrative Services offices, which formerly were located in the Administration Building. Graham Hall was previously a girls' dormitory. Much remodeling has been done in many of the buildings to meet the demands of increased enrollments as well as changes in offerings. Northern's campus continues to be one of the beauty spots in South Dakota.

The Baumgarts have three children: Tim, Susan, and Jean.