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The Small High School in South Dakota

W. F. Kumlien

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THE
Small High School
in
South Dakota

A minimum goal in the reorganization of school districts for secondary education in South Dakota should be a six or seven teacher high school.

Agricultural Experiment Station, South Dakota State College of Agriculture and Mechanic Arts, College Station, South Dakota
INTRODUCTION

This pamphlet is an expanded part of a larger and more inclusive study that is being made on "Town-Country Relations in South Dakota, 1901 - 1951" for the Agricultural Experiment Station, South Dakota State College, by Douglas Chittick, Associate Rural Sociologist.

The trends in education for South Dakota are closely related to the conditions found in most communities in the State. This pamphlet has been designed to give a general understanding of State-wide conditions with respect to the small high school. In it Mr. Chittick has indicated the trends in school attendance and reorganization of school districts. He has also summarized some of the principles involved in school district reorganization. The recommendations made are worthy of your consideration.

The late Dr. W. F. Kumlien, former Head of the Department of Rural Sociology at South Dakota State College, was one of the pioneers in the study of the reorganization of school districts. I feel that this pamphlet will answer many of the inquiries concerning school district reorganization that have come to this office since his death.

February, 1954.

Howard M. Sauer, Acting Head Department of Rural Sociology
SUMMARY

1. A minimum goal in the reorganization of school districts for secondary education in South Dakota should be a six or seven teacher high school.

2. Approximately fifty per cent of the farm youth move to urban communities. This means that high schools have the responsibility to give students a background for both agricultural and urban occupations. Few students know definitely where they will live.

3. The size of school buildings and their facilities are inadequate in many districts. The problem may be solved by increasing the size of the district (tax base) or by amending the State Constitution to permit an increase in bonded indebtedness. Both are recommended.

4. Increasing birth rates and the desire for a more adequate education mean increasing enrollments in the larger towns offering a broader program of high school courses and extra-curricular activities.

5. An increasing proportion of those of high school age, especially boys, are attending high school.

6. Unless a town center has a population of about one thousand or more, it should have a sufficient amount of rural farm area included as a part of its district to insure an adequate school. Most South Dakota towns of one thousand or less have decreased in size since 1940.

7. South Dakota has too many small inefficient four year high schools. Many of them may have to close for the same reasons that more than one hundred, one, two, and three year high schools closed during the past twenty years.

8. The smaller high schools located in areas between the county seat towns and larger places are points of strain. Proper reorganization in these areas will solve local school problems as well as problems in many of the larger high schools in these areas.

9. About one-fourth of South Dakota's high schools had only three teachers in 1950; more than fifty per cent had six or fewer teachers. This means that these schools must necessarily offer a limited program of courses and extra-curricular activities.
10. Approximately forty per cent of the high school enrollment in South Dakota represents tuition students—most of whom are farm boys and girls. If the nine largest schools are not included, almost fifty per cent are tuition students. Those sending students on a tuition basis do not have representation in forming policies or determining courses offered in schools attended because of residence outside the district. Farm people should have a voice in their schools.

11. Reorganization should be considered a continuous process. Conditions change; therefore, reorganization should continue to meet changing educational needs.

12. The reorganization of school districts would effect a more efficient and equitable distribution of state aid to schools if much of it is earmarked for transportation and buildings.
South Dakota must solve two closely related high school problems. First, there is a need for a greater variety of courses in many high schools. Second, school buildings and facilities are inadequate in many districts. The need for additional staff and enlarged school facilities has been brought about by increased birth rates, the increased proportion of those of high school age attending school, and increased pupil assignments from rural schools. Furthermore, many of these districts are unable to offer an adequate program of courses to prepare many young people for the competition that exists today in either agricultural or urban occupations. Changes must be made in this area of our educational system if equality of opportunity in secondary education is to be obtained.

These problems have a historical background. High schools were established primarily as local institutions serving the needs of town and city people as well as a few rural people who lived near these schools. As four year high schools were not greatly in demand at this time, many were one, two, and three year high schools. Thus districts were small, often constituting only the incorporated areas of these towns which provided a sufficient property tax base to support educational needs. In addition, a smaller proportion of young people attended high school then because economic welfare was not so dependent upon it, and the largest part of the enrollment was made up of girls, because many of the boys went directly into agriculture upon eighth grade graduation.

After this pattern of small property tax base districts and small high school buildings was established, a very significant and far-reaching change took place in agriculture. The increasing efficiency of mechanized agriculture affected an increase in the size of farms and consequently reduced them

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1Associate Rural Sociologist, Agricultural Experiment Station, South Dakota State College, Brookings, South Dakota.
in number. A corresponding decrease in the rural farm population by about thirty-five per cent since 1930 has affected educational institutions in rural areas, towns, and cities.

Increased enrollments and expanding school building needs are only part of the problem. The educational needs of those who choose agriculture as an occupation are much greater today than they were even twenty years ago. Agriculture is now more than just production and hard work; it is a competitive business that calls for an interpretation of conditions over and beyond the local situation. It demands an understanding of markets, trends, and basic factors operating in our economy. Closely related to the needs for more agricultural education is the fact that from forty to fifty per cent of farm youth may be expected to move to urban communities. This means that high schools have the responsibility of preparing young people today to meet competition for occupations in cities as well as the new type of competition that exists in agriculture.

There has been little change in the school building situation since the schools were originally constructed. A survey by our State Department of Education in 1951 reveals that of the combined elementary and secondary school plants, 123 were considered satisfactory, 102 were rated fair, and 32 were rated unsatisfactory. Plants rated unsatisfactory are those that have non-corrective fire hazards, are structurally unsafe, and are completely obsolete as to educational adequacy. This report does not consider or include overcrowded class rooms. "Construction of school buildings has lagged since 1941 due to the inability of school districts to finance school construction and shortages of materials during this period." One of the reasons that many districts have not been able to build school plants is because the State Constitution limits the amount of bonded indebtedness to five per cent of the

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assessed valuation of the district. Complicating this more or less static building situation is the fact that rural school pupils are being assigned to city and town schools where high school work is offered. Rural schools have been closing at the rate of about sixty-eight per year since 1918 in South Dakota. Approximately fifty per cent of the rural schools that existed at some time have been closed. The rural elementary pupils assigned to city and town schools as tuition students, together with the general increase in enrollments as a result of the recent increased birth rates, are over-crowding building facilities in many of our town centers.

Increasing School Enrollments

An increasing number of people are attending school in South Dakota (table 1 and table 2). There was a significant increase from 1940 to 1950 in the number of people twenty-five to twenty-nine years of age who had completed one or more years of high school (table 1). The increase was 11.7 per cent for males and 8.4 per cent for females during this ten year period. Increased

| TABLE 1. PER CENT OF SOUTH DAKOTA POPULATION, AGE 25 - 29, BY SEX, IN 1940 AND 1950, WHO HAD COMPLETED ONE OR MORE YEARS OF HIGH SCHOOL |
|------------------|------------------|
| Residence        | Age              |          |
|                  | 25 to 29         | Male     | Female |
| South Dakota     |                  |          |        |
| 1940             | 38.3             | 46.7     |
| 1950             | 50.0             | 55.1     |
| Urban            |                  |          |        |
| 1940             | 49.1             | 56.7     |
| 1950             | 49.1             | 59.1     |
| Rural-Nonfarm*   |                  |          |        |
| 1940             | 42.6             | 47.5     |
| 1950             | 51.6             | 54.9     |
| Rural Farm       |                  |          |        |
| 1940             | 30.1             | 38.4     |
| 1950             | 49.8             | 50.9     |
| *The Rural-Nonfarm classification represents town centers with fewer than 2,500 people. |

percentages existed in all places of residence except for urban males where

1Article XIII, Section A, South Dakota State Constitution.

2Community School Districts In The Making, South Dakota State College Experiment Station Bulletin, Number 429, page 25.
there was no increase between 1940 and 1950. A larger percentage of girls than boys attended school, but the percentage of boys attending school increased more than the percentage for girls. The greatest difference, 19.7 per cent, existed for rural farm males. There was also an increase, 12.5 per cent, in school attendance in 1950 over 1940 for rural farm girls. It is evident that more and more farm people have been realizing the importance of a high school education for boys and girls. Increased agricultural technology and mechanization requires less man power on farms and no doubt may be considered a factor influencing greater attendance for farm boys.

![Table 2](image)

From 1930 to 1950 there was a general increase in the percentage of people fourteen to seventeen years of age who attended school. This increase in school attendance was true for all economic areas in the State (table 2).

Public high school enrollments in the State decreased during the decade 1940 to 1949 by almost twenty-five per cent. Even though an increasing percent of those fourteen, fifteen, sixteen, and seventeen years old attended school during this time there was a decreasing enrollment. High school enrollments have been increasing, however, since 1950 and will continue to increase because of the increased birth rates during and since World War II.

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There was on an average only one high school in economic area 1 for each 762 square miles (table 3), and yet eighty-five per cent of the young people fourteen to seventeen years old attended school (table 2). The per cent of school attendance in economic area 1 is almost as high as that in economic area 4b where there was a high school for each 102 square miles; and still more than in economic area 4a where there was a high school for each 125 square miles. These trends of an increasingly larger percentage of people attending school, in spite of the great differences in the availability of high schools in the different economic areas, would seem to reflect the growing demand for a high school education.

**TABLE 3. NUMBER OF SQUARE MILES PER POPULATION CENTER HAVING A FOUR YEAR HIGH SCHOOL IN SOUTH DAKOTA IN 1951 BY ECONOMIC AREAS**

<table>
<thead>
<tr>
<th>State</th>
<th>Economic Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1 2a 2b 3a 3b 4a 4b</td>
</tr>
<tr>
<td>311</td>
<td>762 327 144 274 135 125 102</td>
</tr>
</tbody>
</table>

It is apparent that sacrifices are being made to attend school, but the main problem remains unsolved for many students. Increasingly larger numbers of high school people are being transported to high schools in all economic areas; however, the problem is that many are attending high schools having three or four teachers offering a very limited program of studies. An understanding then of the distribution of high schools in South Dakota will help interpret present educational needs (figures 1 and 2 and table 4).

There were 285 high school centers in 1950-51 which offered a four year high school course as compared with 278 high school centers in 1950-51.¹

¹Figures 1 and 2 were prepared on the basis of the availability of high schools; not on the number of high schools. Those places having a public high school were included, but Indian and parochial schools were not counted in these places; however, parochial and Indian schools were counted as centers operating high schools if no public high school was located at the place and if educational privileges were open to all regardless of race or religious affiliation.
FIG. 1. LOCATIONS OF SOUTH DAKOTA HIGH SCHOOL CENTERS, 1930-'31

- Four year high schools
- One, two, and three year high schools
Fig. 2. Locations of South Dakota High School Centers, 1950-51

- Four year high schools
- One, two, and three year high schools
- Boundaries of Economic Areas
During this twenty year period twenty-one new four year high schools were added and twenty-eight were closed. The greatest change was in the one, two, and three year high school centers; 114 in 1930-31 and only seven in 1950-51. No public high schools operated in the State with less than four years of work in 1953-54.¹

The number of one, two, and three year high schools was quite evenly distributed throughout the State in 1930-31 in spite of the fact that there is a wide difference between the East and West River areas in the density of population. In view of transportation facilities at that time, there was evidently a desire for high school training to be available in local areas. Their disappearance was directly related to the decline in the supporting rural population as well as the increase in the number of students who chose to attend schools that had broader course offerings. The disappearance of these schools foreshadows the closing of many small four year high schools for the same reasons. It is quite obvious that the four year high schools continue to be located according to the pattern of main highways in the State indicating the influence of transportation.²

The classification of four year high schools on the basis of the number of teachers is especially meaningful as related to their territorial distribution (table 4).

County seat towns are for the most part the large towns in South Dakota maintaining the largest high schools. These towns represented twelve per cent of the total number of population centers in South Dakota in 1951,³ but they included sixty-seven per cent of the total population of all these town centers. As of 1950-51 forty-seven of the sixty-seven county seat towns operated four

²Check for example, the four year high schools along U. S. Federal Highways: 12, 18, 281, etc.
³Dun & Bradstreet lists 545 population centers for 1951.
year high schools with seven or more teachers. Seventeen county seat towns

TABLE 4. NUMBER OF HIGH SCHOOLS*, TOTAL ENROLLMENT, AND PER CENT OF TOTAL ENROLLMENT WHO ARE TUITION STUDENTS, CLASSIFIED BY NUMBER OF TEACHERS, 1950-1951

<table>
<thead>
<tr>
<th>Number of Teachers**</th>
<th>Number of Schools</th>
<th>Total Enrollment</th>
<th>Tuition Students; Per cent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>82***</td>
<td>2,782</td>
<td>47</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>2,302</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>2,244</td>
<td>47</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>2,684</td>
<td>51</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>2,552</td>
<td>52</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>1,431</td>
<td>45</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>1,199</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>815</td>
<td>42</td>
</tr>
<tr>
<td>11-20</td>
<td>27</td>
<td>6,259</td>
<td>42</td>
</tr>
<tr>
<td>21 &amp; Over</td>
<td>9</td>
<td>7,131</td>
<td>16</td>
</tr>
</tbody>
</table>

*Refer to the footnote on page 5.
**Includes Superintendents, Principals, and Supervisors.
***One school has two teachers.

maintained four year high schools with fewer than seven teachers; however, most of these operated five or six teacher high schools. Since more than half of the centers operating high schools with more than seven teachers were county seat towns, there was a good distribution of the large high schools over the State. The smaller high schools then are distributed over the State in areas between county seats and larger places.

For the last thirty years the larger towns in South Dakota have been increasing in population, and the smaller towns have been decreasing in size. Population centers of about 1,000 people ten years ago have made slight increases; however, the larger the center was above 1,000 the larger the increase. On the other hand, those places below 1,000 decreased in population; the smaller the center below 1,000 the greater the decrease. There has been a tendency for more and more high school students to attend the larger schools in the larger towns. This means that many of the schools in the larger places are
experiencing housing difficulties; some have even had to discourage tuition attendance. Some of the smaller schools in the interstitial areas have increased their bus service, in some instances to the point of diminishing returns, in order to recruit a sufficient number of students to justify operation of a school.

If we do not include the nine largest schools in the State in 1951, which have a small percentage of the tuition students, we find that about forty-five per cent of the remaining high school enrollment attend schools with three to six teachers. About one half of these are tuition students.

Practically all of the tuition students are rural farm residents. Many of these students attend small teacher high schools because they live near them. Some rural students are not tuition students because they live on farms within high school districts. So, legal restrictions for some, and close proximity to schools for others, force many students to attend small high schools.

Another disadvantage in so many tuition students is that these farm people have no representation on the board of education and, therefore, have no voice in school policies because they live outside the district. Farm people should have a voice in their schools.

This, in summary, is the high school problem in South Dakota which requires a solution: Enrollments are increasing in the larger high schools and at the same time State Constitutional provisions restrict many of these districts from providing increased building needs. Many of the small high schools, which include a high percentage of rural farm students, do not offer a broad enough program of studies to prepare young people today for the demands that will be made upon them.

School District Reorganization

South Dakota has a school district reorganization law\(^1\) and as of this date,\(^1\)

\(^1\)Session Laws of 1951, Chapter 81.
approximately twenty counties are evaluating their educational needs. Little, of course, can be accomplished until a majority of the residents concerned know the purposes of reorganization, what reorganization has accomplished elsewhere, and what the conditions and facts are concerning their respective home areas.

The purpose of school district reorganization is, first, to provide an adequate educational program to prepare young people to take their places in an increasingly complex society in either rural or urban areas; and second, to determine the size of the area for the best balance for enrollment, assessed valuations, and transportation to insure such an adequate program.

It is natural for people to be concerned about what reorganization will do. Space does not permit inclusion here of a discussion of even a small part of the information available on the subject. Often one of the first inquiries concerning reorganization is whether or not it increases the taxes. It has been found in many cases that the taxes were raised in some of the former districts and lowered in others, but that the total cost of education in the reorganized district was decreased or no higher if no improvements in buildings, staff and curriculum were made. In as much as "you get what you pay for," additional courses, improved facilities, and better trained teachers cost more, proportionate to the improvements; however, this cost is spread over a wider base in properly reorganized districts.

In a study of 552 reorganized districts in eight widely separated states, combining a total of 8,424 old districts since 1941, it was found that the five subjects added most frequently in reorganized districts of 300 or fewer students were: agriculture, homemaking, industrial arts, music, and driver education. This study reveals that many additional courses and services were added in the larger reorganized districts. However, the additional courses added with

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reorganization do not tell the whole story. One of the principal values comes with the increased teaching staff in the larger schools who are trained and specialized in their respective fields. Not often do we find the right combination of three teachers in a three teacher high school who have had preparation and training in all of the course areas a high school should offer.

It is difficult to determine just what would constitute an ideal school district. What might be considered ideal from the standpoint of cost may involve such a large enrollment and total population that there would be a loss of local interest—social cohesion. On the other hand, an ideal enrollment in sparsely settled areas would necessitate such a large district that transportation would not be practical.

School authorities have made studies, theoretical and actual, to determine the best compromises among taxes, enrollments, and distances for meeting educational needs. A few recommendations from these studies are given here, to serve as a broad general outline.

There is general agreement among authorities that, for administrative purposes, an ideal school district should include all grades from kindergarten to grade twelve, and the total enrollment should be over a thousand pupils. Considering a teacher for approximately twenty-five to thirty pupils, these authorities would require a minimum of thirty-five to forty teachers. (The cost per pupil is reduced as the enrollment increases, and the larger the enrollment the broader the program of course offerings.) There is a limit, of course, to the size of the enrollment in the district, and some authorities have set this figure as high as 10,000.

There are some services that small districts cannot offer such as psychological testing programs, physical examinations, corrective instruction for pupils with speech and reading handicaps. These could be regional or state-wide services in South Dakota.
Another limitation on the size of the attendance area is the matter of transportation. Authorities generally agree that the number of busses and bus routes should be organized so that elementary pupils are not on the bus more than forty-five minutes and high school pupils not more than one hour going either to or from school.

Most authorities agree that a district should include one or more town centers. One of the purposes is to insure a sufficient enrollment for a program from kindergarten through grade twelve. Another reason is to take advantage of the community of common interests that exists in the socio-economic relationships between the people in the open country and the town center. This may mean in many cases that one administrative unit may include a number of attendance areas. High schools should be organized on the basis of community acres while elementary schools should be established on the basis of neighborhoods.

Reorganization for South Dakota

Considering the sparsity of population, reorganization for ideal school districts in South Dakota would not be possible in most cases. The object, of course, is to approximate the ideal within practical limitations. Enrollments must be confined to practical transportation distances, and the difference between actual enrollments and recommended enrollments would mean additional money. This balance between the size of the district and the costs of operation would vary in different parts of the State. It is this relationship between high school services and their cost that can be improved in South Dakota. Currently, we are not getting as much as we should for the money we are spending.

Just what the compromises should be for reorganization in South Dakota depends upon objective studies of local situations. There are widely different conditions in different parts of our State which will call for different adjustments. This has been true in other states. In a study of 552 reorganized
school districts referred to before,\(^1\) it was found that there were great differences in the areas, the total population, the ratios of the population of town centers to rural population, and assessed valuations of these districts. The areas varied from 4.5 to 3,400 square miles and the population varied from 85 to 75,000 persons. The median enrollment for the 552 districts was 626; however, the enrollments varied from twenty elementary pupils in one district to a suburban area with 13,351 pupils. This study also revealed that there were greater differences within states than there were between states.

Often a school district reorganization program proceeds on the basis of dividing the rural trade territory in a county among all the town centers. This practice is no doubt influenced by the assumption that a certain amount of the farm area surrounding a town center "belongs" to that town. Studies by rural sociologists, economists, and others have found that the trade and service areas of all population centers are constantly changing. For instance, the farm area around a small town "belonged" to the country doctor in that town at one time. Now, however, this area as well as the town itself "belongs" to some larger place where specialized medical services as well as a hospital are available. Changes in transportation in recent years has effected changes in what "belongs" to different sized communities. Secondary education is becoming a more specialized service which means that high schools must be established where they can be supported socially and economically.

A suggested approach to reorganization would be, first, to consider the purpose of reorganization which is to provide adequate educational facilities for young people, and second, to determine the most practical area for the district on the basis of enrollment, assessed valuation, and transportation distances to provide such an adequate program of education. The minimum educational needs should be determined first, and then the supporting area should be considered even though it may be necessary to include more than one town center.

and some farm area in adjoining counties. The first question in reorganization then concerns what a minimum program of education should include.

As a point of reference, let us presume that a minimum high school program (grades 9-12 inclusive) should include the following:

1. Language Arts (English, Journalism, Speech, Foreign Languages)
2. Mathematics
3. Science
4. Social Studies (History, Government, Sociology, Economics)
5. Business Education
6. Vocational Agriculture
7. Industrial Arts
8. Vocational Homemaking
9. Music and Art
10. Health and Physical Education

If we should presume that school plays, club activities, and a testing and guidance program are included, it would take at least seven full time teachers to provide such a program. Perhaps six full time teachers could carry out the work if the enrollment is small and a program of alternating courses is followed.

Nebraska, which is in many ways similar to South Dakota, provides that, in the future to become accredited, "Schools which have not previously been accredited should have an enrollment of seventy-five or more high school students (grades 9-12) and an equivalency of five full-time high school teachers."¹

The North Central Association of Colleges and Secondary Schools has the following to say with respect to the size of a school: "An approved school employs, as a minimum, a number of teachers whose full time equivalency is one in excess of the number of years in the organization of the school."² With reference to teaching load this organization has this to say: "An average enrollment in the school in excess of thirty pupils per teacher is considered a violation of this Regulation. For the purpose of interpreting this Regula-

¹Approval and Accreditation of Nebraska Schools, State Department of Public Instruction, Lincoln, Nebraska, 1953.
tion, the principal, vice principals, study hall teachers, vocational advisors, librarians, and other supervisory officers may be counted as teachers for such portion of their time as they devote to the management of the high school."

TABLE 5. NUMBER OF HIGH SCHOOLS, TOTAL ENROLLMENT, AVERAGE ENROLLMENT, LOWEST AND HIGHEST ENROLLMENTS, CLASSIFIED BY NUMBER OF TEACHERS, 1950-51

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Number of Schools</th>
<th>Total Enrollment</th>
<th>Average</th>
<th>Lowest</th>
<th>Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>82**</td>
<td>2,782</td>
<td>34</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>2,302</td>
<td>54</td>
<td>27</td>
<td>82</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>2,244</td>
<td>70</td>
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</tr>
<tr>
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<td>32</td>
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<td>129</td>
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<tr>
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<td>25</td>
<td>2,552</td>
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<td>77</td>
<td>165</td>
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<td>13</td>
<td>1,431</td>
<td>110</td>
<td>40</td>
<td>149</td>
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<tr>
<td>9</td>
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<tr>
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<td>815</td>
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<td>11-20</td>
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<td>54</td>
<td>359</td>
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<tr>
<td>21 &amp; Over</td>
<td>9</td>
<td>7,131</td>
<td>792</td>
<td>374</td>
<td>1,993</td>
</tr>
</tbody>
</table>

278 29,399


*Includes Superintendents, Principals, and Supervisors.

**One school has two teachers.

As of 1951, South Dakota had eighty-two high schools with three teachers and forty-three schools with four teachers; average enrollments were thirty-four and fifty-four, respectively (table 5). Sixty-four high schools had five and six teachers with average enrollments of seventy and eighty-four. These four classifications represented more than fifty per cent of our high schools.

Residents in these communities, both town centers and rural areas, should consider conditions objectively. People who live in these areas should consider the trends, the possibilities, and the limitations of their respective communities. Some of these schools could no doubt be reorganized into larger districts.

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The solution to this problem is through reorganization. Some of the small high schools could incorporate a sufficient rural area surrounding them, disregarding artificial county boundary lines, to provide adequate educational facilities. In other cases, two or more small communities could combine their areas to form one administrative unit and several attendance areas. Some small high schools could be closed. These suggestions seem especially feasible in view of the data in table 6. Ninety-nine of our small four year high schools are within twenty miles of schools with six or more teachers.

TABLE 6. NUMBER OF FOUR YEAR HIGH SCHOOLS HAVING TWENTY-FIVE OR FEWER RESIDENT STUDENTS WITHIN SPECIFIED DISTANCES OF HIGH SCHOOLS WITH SIX OR MORE TEACHERS AS OF 1953-54.

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Number of Miles to High Schools With Six or More Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>6 to 10</td>
</tr>
<tr>
<td>36</td>
<td>11 to 15</td>
</tr>
<tr>
<td>22</td>
<td>16 to 20</td>
</tr>
<tr>
<td>5</td>
<td>21 to 25</td>
</tr>
<tr>
<td>5</td>
<td>26 to 30</td>
</tr>
</tbody>
</table>

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The problem does not only involve the small high schools. A good reorganization of the small high schools in interstitial areas will help solve some of the problems of the larger schools, because some rural students attending larger schools now would prefer going shorter distances to their own school if it provided an adequate program. These are questions to be decided by local residents on the basis of what kinds of schools they want. It should be pointed out, however, that the trends are toward larger centralized schools and that this has been a trend that will continue slowly, at great cost to
some districts, in spite of reorganization.

Some small schools may contemplate the construction of a new gymnasium and other school buildings at great local sacrifices in the belief that such facilities would have great holding power and guarantee the continuance of a school. A short drive into the country in most areas in South Dakota will take one to any number of vacant rural school buildings. Many of these buildings are relatively new standard schools—some are brick structures. Their broken windows, depreciating playground equipment, and unkept yards should be a reminder that planning pays dividends.
BIBLIOGRAPHY

This is a suggested bibliography for those who are interested in the techniques, principles, and values for the reorganization of school districts. There are many other good sources.

A. BOOKS


South Dakota School Laws, Chapter 81, Session Laws of 1951.

B. BULLETINS


The following bulletins are available from the State Superintendent of Public Instruction, Pierre, South Dakota:

No. 101A School District Reorganization Law.
No. 103 Manual of Procedure for the County Committees on School District Reorganization.

C. ARTICLES

South Dakota Education Association Journal, Sioux Falls, South Dakota, March 1954 issue.