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The High School Education of Farm Boys and Girls in South Dakota

W.F. Kumlien

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BULLETIN 250
MARCH, 1930



The
HIGH SCHOOL EDUCATION
of
FARM BOYS AND GIRLS
in
SOUTH DAKOTA

DEPARTMENT OF RURAL SOCIOLOGY
AGRICULTURAL EXPERIMENT STATION
SOUTH DAKOTA STATE COLLEGE OF
AGRICULTURE AND MECHANIC ARTS
BROOKINGS, S. D.

Digest

In 1926 South Dakota had 415 High Schools with an enrollment of 27,021 pupils. This was 56.1% of those of high school age.

Pages 9 to 11.

Thirteen thousand seven hundred sixty-nine or 50.9% of the total high school enrollment were farm boys and girls and 13,252 or 49.1% were children from the villages, towns, and cities.

Pages 12 to 13.

As 10,846 or 78.7% of the farm children attending high school lived outside a high school district, they had to patronize some other district as tuition pupils. Last year the average rate of tuition paid was \$12.29 per month, or \$110.61 for the school year. This meant a total yearly tuition bill for the rural districts of over \$1,000,000.

Page 13.

Even so it will not pay agriculture to build up its own separate High School system. The wiser alternative is to throw in its lot with the townspeople. The crux of the problem lies in how to satisfactorily merge the town and country groups for high school purposes but on a joint tax supporting basis.

Page 14.

The tuition plan has served well during the transitional period of the years past, but is not stable enough so that the towns feel justified in expanding their teaching program adequately to take care of all the vocational needs of both the town and country pupils.

Pages 41 and 42.

Of the special vocational subjects taught 36.8% of the schools offer some work in commerce, while only 7.1% offer vocational training in Agriculture. This is in spite of the fact that 65% of all the men gainfully employed in South Dakota are engaged in agriculture, while only 7.8% are employed in commerce.

Page 15.

A possible solution seems to be in putting high school support on a county or state aid basis. Such a plan would relieve the necessity of charging such a high tuition rate and at the same time reduce the amount of local school tax paid by the residents of high school districts. Additional special aid should be given to those schools offering courses in Vocational Agriculture and Home Economics. This would put the choice of vocational electives on a parity with academic electives when schools are trying to decide what to offer.

Page 43.

At present three-fourths of the farm pupils attending high school do not return to the farm. Whether deliberately or unconsciously the academic high school course seems to attract farm pupils to town callings. In contrast, vocational training in Agriculture and Home Economics seems to encourage pupils to go back to the farm.

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The High School Education of Farm Boys and Girls in South Dakota¹

W. F. Kumlien²

PART I

High School Education as Related to Agriculture in South Dakota.

The extend of formal education received by the average South Dakotan has increased by fully 50% within one generation. The parents of our present day school children on the average did not complete the elementary grades. At present more than half the children from fourteen to seventeen years, inclusive, enter high school and approximately one-third complete the course. Another decade will probably see three-fourths enter high school and full one-half complete the course.

During the past eighteen years the enrollment in our South Dakota high schools has increased 298%.³ In 1911-12 there were 7,820 pupils enrolled in 194 high schools, which was 16.7% of those of high school age at that time.⁴ In 1928 the enrollment had increased to 27,021 enrolled in 415 high schools, which was 56.1% of those of high school age for that year.

Not only has the number and enrollment of high schools greatly increased within a generation, but their scope has been extended as well. Whereas, with few exceptions, the older idea of education was to give a generalized training, present day demands include some vocational training as well. Slowly but surely the exclusively apprenticeship system of initiating young people into their life work is breaking down and the task of preparation is gradually being turned over to the school.

Quite naturally some vocational groups have accepted and cooperated in this trend more readily than others. Practically all of the so called professions are now taught through a formal professional course of training which is accepted, encouraged, and indirectly influenced by professional men themselves. The various mechanical trades and industries are also rapidly falling in line. Training is being given either in so called trade schools or in vocational courses attached to public high schools. Various lines of business are also demanding that their recruits come to them with some business training. Business colleges are now found in practically every city of 10,000 and

¹ Throughout this bulletin, the term "high school" is used instead of secondary school. While the latter is more comprehensive, the term high school is more commonly used and understood. In this study we are including all the schools offering intermediate work, between the elementary grades and work of college rank. High School work is sometimes spoken of as the ninth, tenth, eleventh, and twelfth grades.

² The first year of this study was made in cooperation with the section of rural life studies, Bureau of Agricultural Economics, U. S. D. A.

³ 19th Biennial Report of the Superintendent of Public Instruction, 1928, p. 21.

⁴ 12th Biennial Report of the Superintendent of Public Instruction, 1914, p. 352.

over. Courses in commerce of one kind and another are now offered in practically all of the higher institutions of learning, both private and public. The movement for teaching commerce in high school has gained such headway that 36.1% of all of our high schools in South Dakota offer some work in commerce.¹

Agriculture is among the last of the vocational groups to give up the practice of training its workers mainly through the apprenticeship system. It is true that considerable progress has been made in establishing agricultural schools of various kinds in America. The land grant colleges of agriculture and mechanic arts were first authorized in 1862.² A few high schools have taught agriculture for a half century or more, but this type of training in the secondary school system was not firmly established until the passage of the Smith-Hughes Act in 1917.³ Despite this auspicious start the number of farm people who take advantage of an agricultural training either in high school or college is relatively small in proportion to the total farm population. South Dakota has 79,537 farm families.⁴ Assuming twenty years to be approximately the average period that a farmer is actively engaged in farming, it is estimated that we have an annual turnover of 4,000 farmers in the state. In contrast to this number, it is probable that the total number of graduates and others leaving an agricultural school of any grade each year to re-enter active farming in South Dakota will not exceed 350. It is thus evident that the schools are furnishing only about 8 to 10% of enough boys with agricultural training to replace the annual turnover of farmers.

There seems to be little doubt but that the principles and, to a considerable extent, the practices of agriculture can be successfully taught through the medium of the school. This has been and is being demonstrated on every hand and is now quite generally accepted, at least in educational circles. The slowness, therefore, with which farmers have accepted the school medium for transmitting the art of agriculture is probably due to their traditional conservatism.

Generally speaking, agriculture as a vocational group has not organized its own distinctively rural educational system beyond the elementary grades. In order to meet present day educational demands, will agriculture expand this one-room rural school system so as to include high school departments or will it gradually abandon the idea of maintaining its own separate system and throw in its lot with the townspeople? In South Dakota it is especially difficult to tell, but there are meagre indications which seem to point to an eventual merging of the two systems, with the location of such schools chiefly in towns. For high school and college work this is already the prevailing system. In accepting this merged or joint high school system, however, there are certain fundamental questions that agri-

¹ South Dakota Directory of High Schools, 1925-26.

² South Dakota State College of Agriculture and Mechanic Arts was established in 1881.

³ South Dakota has 27 high schools teaching Smith-Hughes vocational agriculture, with a total enrollment of 526 boys taking the agricultural course. (From personal correspondence between the state supervisor of vocational agriculture and the writer, 1927.)

⁴ Federal Agricultural Census of 1925.

culture should ask itself in trying to provide for the secondary education of its young people.

Do adequate high school facilities exist at present for taking care of all the farm pupils in the state that desire to obtain a high school education?

Are these high schools properly distributed over the various parts of the state so that transportation problems for farm boys and girls are reasonably simple?

Is there a reasonable proportion of farm children attending high school in proportion to the total farm population?

Is there an excessive cost burden to the individual farm family in sending its children to high school?

What proportion of the farm boys and girls return to the farm after finishing the high school course?

Out of the five possible types of high school, what are the best types adapted to the local needs of a typical South Dakota rural community?

If a high school is limited in enrollment and facilities, to what extent should special vocational subjects such as agriculture and home economics be taught?

This study will attempt to answer or at least to throw some light on these questions.

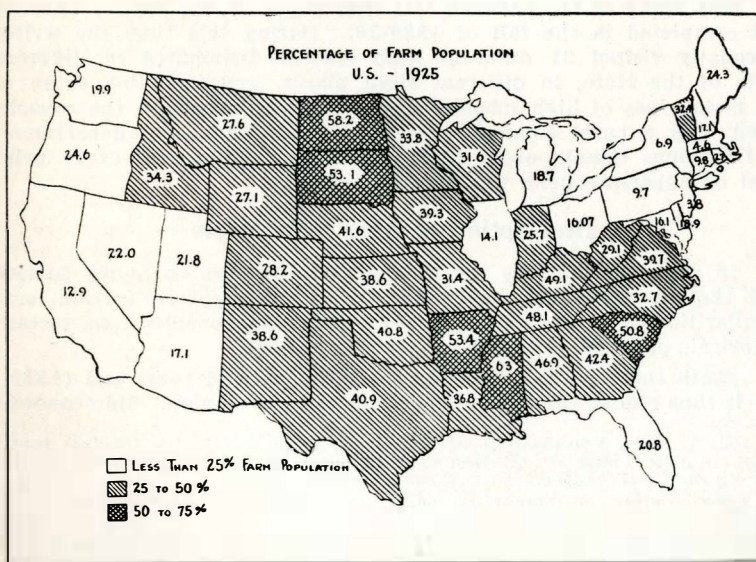


Figure 1—Percentage of Farm People in Each State of the Union

Method of Study

In this study the high school is treated as a community social institution¹ in its relation to the rural people of south Dakota. Among the important things to discover in studying a social institution are the following:

1. Its chief purpose.
2. The causes and conditions under which it grew up.
3. What groups of folks it is most naturally associated with.
4. How fixed or how easily changed are these established relationships?
5. Is the institution giving needed service to the community of which it claims to be a part?²

Owing the large number of high schools in the state, together with their widespread distribution, it has been obviously impossible to cover the whole field except in certain limited aspects of local interest and that only in a very limited way. In order to meet the situation at all adequately it has seemed best to divide this bulletin into three parts. Part I states the problem, method, scope and background of the problem. Part II covers the high school situation in its rural relationships in a general way over the entire state. Part III narrows the study down to one county which is thought to be typical of eastern South Dakota conditions.

The method used in this study has been a combination of the statistical analysis of census materials and public records, the holding of personal interviews³ and the use of five different sets of questionnaire schedules.

The study of the problem was first begun in the fall of 1925-26 and completed in the fall of 1929-30. During this time the writer personally visited 31 different high schools distributed in different parts of the state, in different sized places, and including three of the main types of high schools; namely, the independent, the consolidated, and a rural common school with a high school department. In Brookings County every high school was visited and every principal or superintendent was interviewed.

Description of Area and People

In order to compare the high school situation in South Dakota with that in surrounding states and to properly appraise certain local peculiarities, it is necessary to first take into consideration certain historical, physical, economic and social factors.

South Dakota was taken into statehood only 41 years ago (1889) and is thus one of the ten youngest states in the union. Its economic

¹ E. A. Ross, *Foundations of Sociology*, p. 88, says: "A (social) institution is a grouping or relation that is sanctioned by society—the actual may or may not conform to the sanctioned."

² See similar statement in para. 3, p. 2, *Social Institutions*, J. O. Hertsler.

³ Interviews were held with parents of high school pupils, high school teachers, high school executives, school district officers, county superintendents, and state officials of the State Department of Public Instruction, so as to get their first-hand reaction to the problem.

interests have always been predominantly agricultural and at present it is one of the five remaining states where more than 50% of its population live on farms.¹ (See Figure 1.) In addition to the 53.1% living on farms in South Dakota, 17.7% live in cities of 2,500 and over; 20.5% live in towns ranging in size from 250 to 2,500; and 8.7% live in small villages of 250 people or less. (See Figure 2.)

One of the peculiarities of South Dakota towns and small villages is their tendency to incorporate. Of 234 towns and villages having 250 or more in population all but 26 are incorporated.² Eighty-one villages of less than 250 people are also incorporated. Attention is called to this fact because of its effect in retarding cooperative tax supported projects between town and country districts.

In area South Dakota ranks as the fourteenth state in the union but in population thirty-ninth only. Its average density is 8.7 per square mile. On the basis of per capita wealth South Dakota ranks second in the United States, being outranked by Nevada only.³ In point of income per capita, however, South Dakota would be well down toward the end of the list owing to the fact that much of its wealth is in the form of land which since the world war has not produced a relatively high income.

¹ The five states where more than 50% of the population live on farms are: Mississippi 63%, North Dakota 58.2%, Arkansas 53.4%, South Dakota 53.1%, South Carolina 50.8%.

² South Dakota State Census of 1925, p. 9.

³ Report of the National Industrial Conference Board (1928).

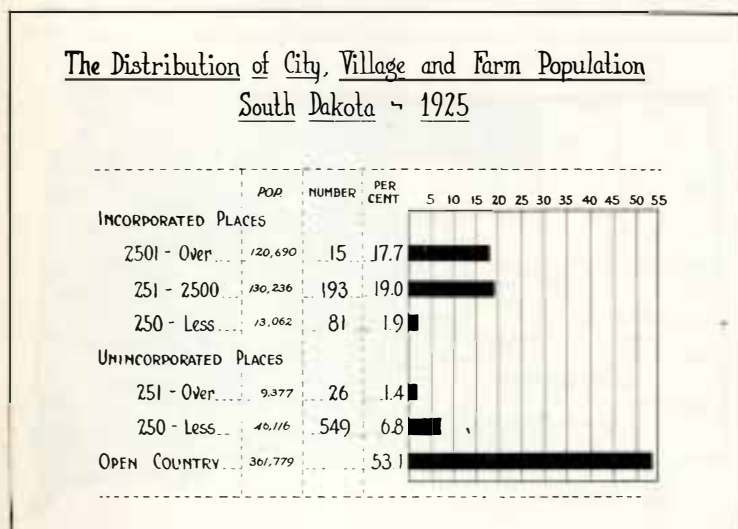
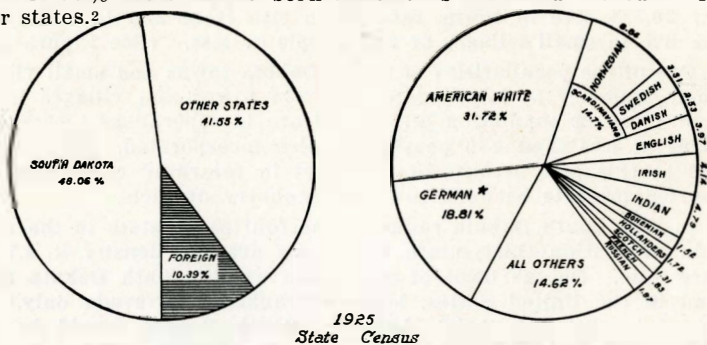


Figure 2—The Distribution of City, Village, and Farm Population in South Dakota

In 1890 the foreign born in South Dakota numbered 27.6% but by 1925 this group had decreased to 10.4%.¹ Slightly less than half of the state's population were native born South Dakotans in 1925, while 41.55% were native born Americans that had moved in from other states.²



PLACE OF BIRTH

ANCESTRY OF PRESENT POPULATION

Figure 3—The Place of Birth and Ancestry of the Present Population of South Dakota

With reference to ancestry, the population of South Dakota is predominantly of north European stock. Approximately 32% gave their ancestry as being American, 18.81% as German,³ 14.71% as Scandinavian, and 9.42% as British. (See Fig. 3.)

¹ State Census of 1925.

² Ibid.

³ Germans and German-Russians are included in the same group.

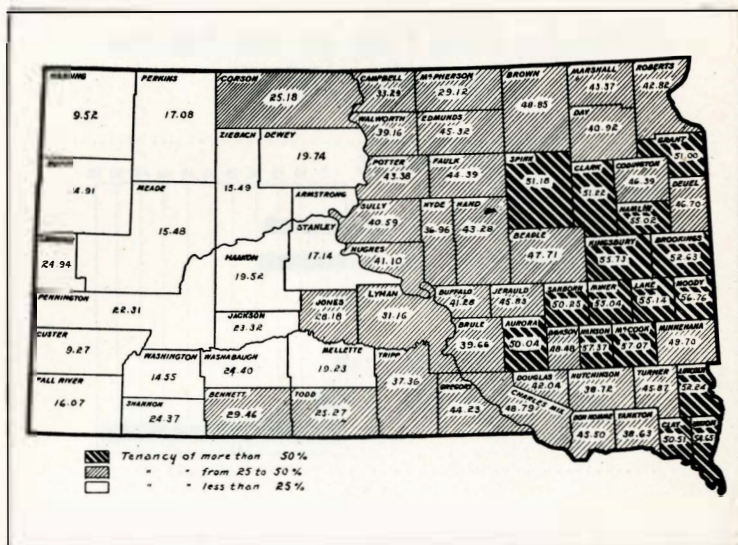


Figure 4—Farm Tenancy in South Dakota

In point of literacy South Dakota ranks high. Only 1.1% of the white population above nine years of age can not read or write. Educationally, the population of the state compares favorably with surrounding states. Of the white population above eighteen years of age, 78.5% have stopped school somewhere in the grades, 13.9% have attended high school and 7.1% have either attended or graduated from higher institutions of learning.⁴

In the rate of tenancy South Dakota is somewhat above the average for the west north central states. In 1925 South Dakota had 41.5% of tenancy while the west northcentral group as a whole averaged 37.8%. Naturally the older counties with the higher priced land have the highest per cent of tenants, while western South Dakota has a low tenancy rate. (See Fig. 4.)

⁴ State Census of 1925.

PART II

General Facts About High Schools in South Dakota

South Dakota has 415 high schools.¹ Figure 5 shows their distribution over the state, the symbols in the legend indicating the group size of the place in which each high school is located. Classified on this basis, there are fifteen high schools in cities of 2,501 or over; 213 high schools in places of 251-2,500; and 187 high schools in places of 250 or less, including those located in the open country.²

¹ 19th Annual Report of the State Superintendent of Public Instruction (1928).

² Directory of Secondary Schools (1928-29). Issued by the State Department of Public Instruction, Pierre.

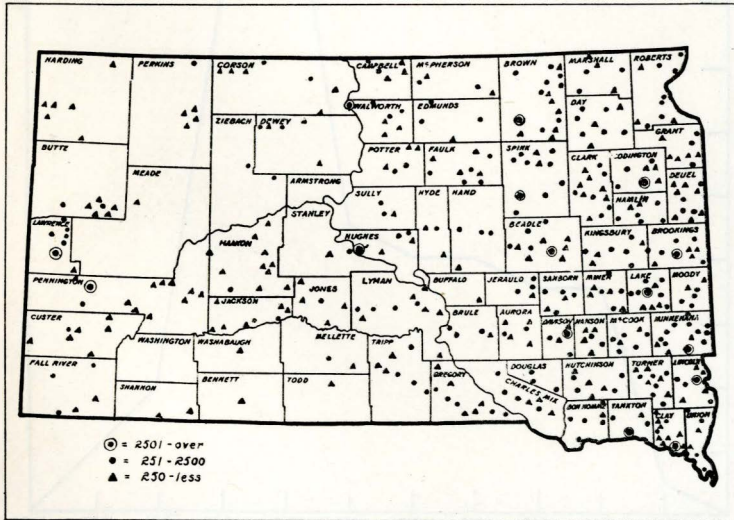


Figure 5—Distribution of High Schools Located in Different Sized Places in South Dakota

Such a statement, however, without some qualifications would be misleading. Only 292, or 70% of the total number of high schools, offer four years of work and seven out of the 292 are non-accredited.¹

Another classification of equal interest to many is the distribution of high schools on the basis of the type of organization of the various school districts. The school laws of South Dakota² under certain conditions permit any one of five types of district organization in the state; namely, the independent, consolidated,³ township, county, and the maintenance of a high school department within a common

¹ Ibid. See page 3 for standards of accreditation.

² The School Law of South Dakota, Revised Code of 1919 and Amendments thereto, including 1923 Session Laws.

³ The consolidation movement in South Dakota began in 1913 and ended abruptly in 1923. There have been no school consolidations since that time.

PERIODS OF CONSOLIDATION

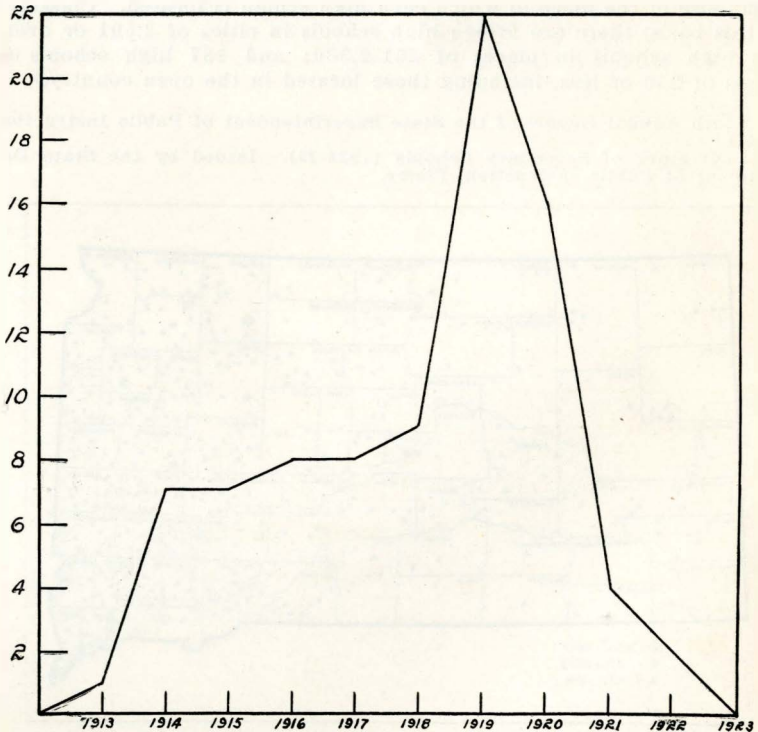


Figure 6—Periods of School Consolidation in South Dakota

school district. The following list shows the classification and number of these various types of school districts in the state.

1. Independent high schools305
 - public 283
 - private 22
2. Consolidated high schools 93
3. Common schools with high school departm'ts 12
4. Township high schools 3
5. County high schools 2

415

It should be noted that the independent high school is by far the most prevalent type, constituting 71% of all the high schools in the states. The consolidated high school is second in number, there being 93 or 21.4% of the total. (See Fig. 6.)

Of even greater interest to this particular study, however, is the enrollment and distribution of high school pupils in the state. Figure 7 shows that in the school year of 1926-27 there were 27,021 pupils enrolled in the 415 high schools. Of this number, slightly more than half (50.9%) come from the farms or open country, while 49.1% come from the villages, towns, and cities.

Figure 8 shows the total number of young people of high school age, 14 to 17, inclusive, in the state.¹ This number, 47,832 or 7.5% of the total population, is for those 14-17 years of age as enumerated in the Federal Census of 1920. This is the latest census for which the various age groups of the state population are available. Applying the same percentage ratio of 7.5% to determine those of high school age in the 1925 state census gives us 48,095 out of a total population of 681,260. According to the high school directory for the following year (1926-27) it was found that there was a high school enrollment of 27,021, which is 56.1% of all those in the state of high school age. Some objection might be raised at this point to limiting the high school age to the years of 14 to 17 inclusive when

¹ 14th Census of the United States. Vol. II, p. 267.

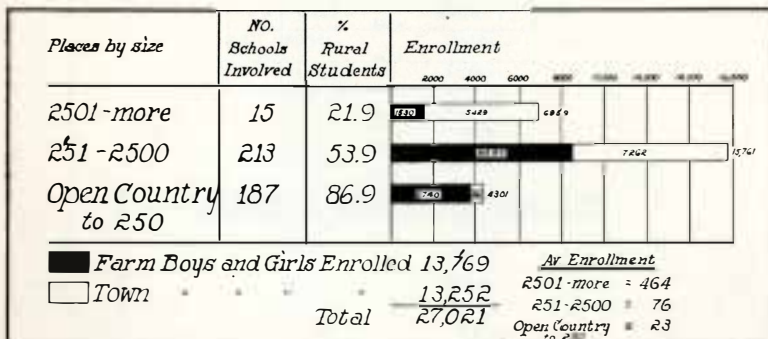


Figure 7—Enrollment of Farm and Town High School Students in South Dakota

obviously many high school students are less than fourteen years of age, and others are more than seventeen. To check this point, the entire Brookings County high school enrollment was analyzed as to age and it was found that there was nearly an equal number of students during their fourteenth and fifteenth year who were still in the grades, besides many others being through high school during their sixteenth and seventeenth year. If we take the Brookings County figures, therefore, to be representative, it is clear that any seeming discrepancy is fully offset.

These comparisons from Figures 7 and 8 are still more meaningful when we know what proportion of the total state population is formed by the open country and town groups. (See Fig. 2.)

The farm population constitutes 53.1% of the total population of the state (681,260), while the village, town, and city population is 46.9%.¹ It is thus evident that the farmers of the state are sending almost as large a proportion of their young people of high school age to high school as are the townspeople.² This is particularly note-

¹ Federal Agricultural Census of 1925 and State Census of 1925.

² This statement must be qualified slightly, owing to the larger number of children in the average farm family than is found in the average town family.

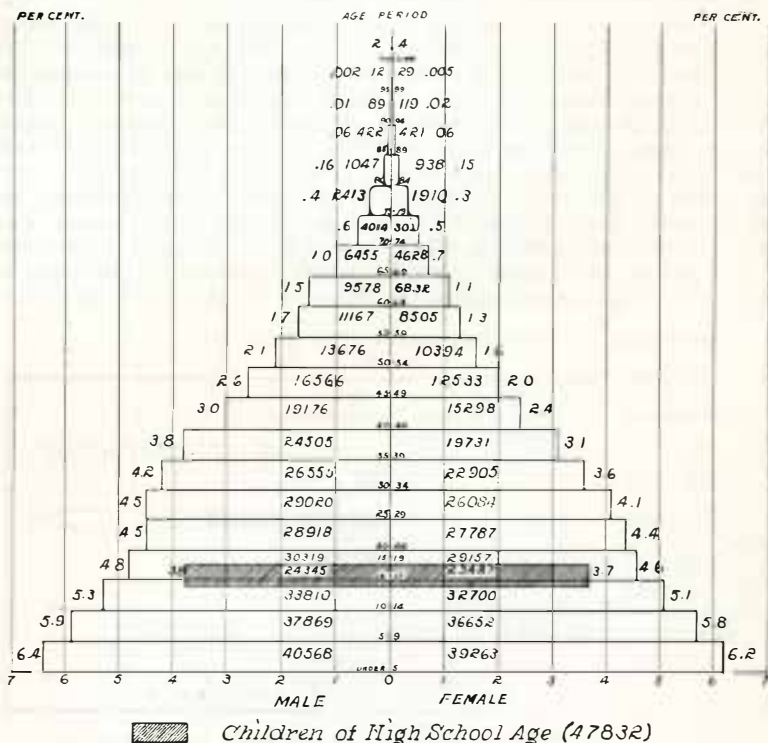


Figure 8—Distribution of South Dakota Population by Age Groups

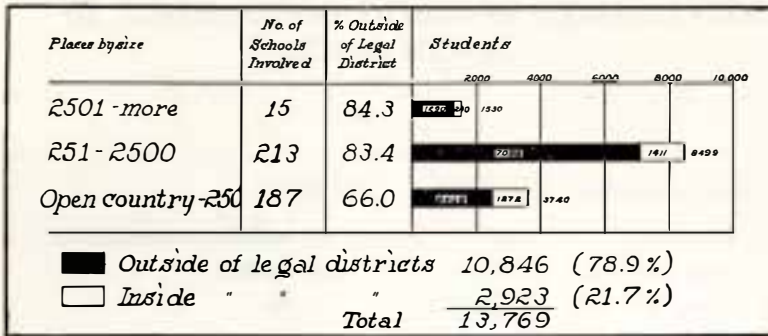


Figure 9—Tuition Students Living Outside of Legal High School Districts in South Dakota

worthy when we consider that 78.9% of the farm children attending high school go as non-resident, tuition students, with the handicap of living several miles distant from the high school attended. (See Table 5.)

In Figure 7, further attention is called to the distribution of the farm children among the high schools classified according to the size of the place that they are located in. Rural students constitute 21.9% of the high school enrollment in towns of over 2,501; 53.9% of the middle sized towns from 251-2,500; and 86.9% of the small village schools of 250 or less, including those located in the open country.

In Figure 7, it is also interesting to note that the average enrollment for the fifteen city high schools is 464, for the medium sized village and town high schools, 76, and for the small villages and open country schools is only 23.¹ If we accept the "enrollment of 100 students" as one of the main minimum unit requirements for an efficient four year high school as cited by Professor J. H. Kolb,² then only 20% of our 415 high schools can qualify in that respect.

Another aspect of comparing the farm and town groups with reference to high school education is to note that virtually all of the villages, towns, and cities of the state lie within a legally organized district maintaining a high school, while approximately 85% of the open country lies outside a district with a high school. The significance of this fact is not apparent until one has thought through just what the implications are in such an arrangement. In 1926-27 nearly 11,000 farm boys and girls in South Dakota attended high schools as paying guests, mainly of the independent town districts. Slightly under 3,000, or only 21.7% of the farm boys and girls in the state were residents of a district maintaining a high school. (See Fig. 9.)

The average tuition paid per month by the home township for each pupil was \$12.29 or \$110.61 per year. For the entire group of 10,846 tuition students this meant a total bill per year of more than

¹ It should be kept in mind that approximately two-thirds of the group of 187 schools having an average enrollment of twenty-three are high schools offering less than four years of work, many of them being non-accredited.

² J. H. Kolb, "Service Institutions for Town and Country." Wisconsin Experiment Station Research Bul. No. 66, p. 17.

MEN ENGAGED IN USEFUL OCCUPATIONS IN SOUTH DAKOTA

1925

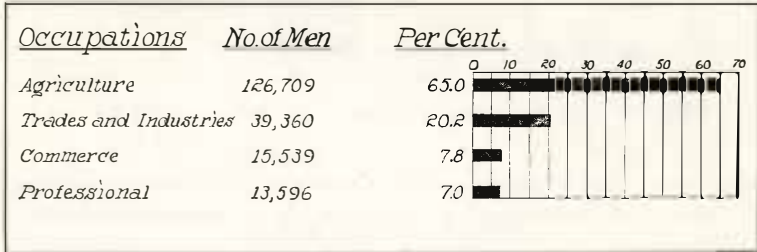


Figure 10—Men Engaged in Useful Occupations in South Dakota

\$1,000,000. Considering the actual cost to the high schools taking care of these non-resident students as tuition pupils, the charges were probably not excessive. The most serious aspect of the whole situation was that the parents of 10,846 farm boys and girls had "farmed out" the high school training of their children to the surrounding town districts and thereby were not actively participating in helping to direct the policies of the high schools. Oddly enough, the farm people of the state have jealously guarded the right to control the policies and operation of the common schools of their own local districts but have been almost indifferent in following out the policies dealing with the schooling of their children on into the high school.

To illustrate the inevitable result of such a course of non-participation on the part of farm parents in the management of the high schools, Figures 10 and 11 are inserted. Figure 10 shows the distribution of the males of the state (10 years and over) engaged in useful occupations as set forth by the state census of 1925. The grouping of the many occupations listed in the census under the four general headings of agriculture, trades and industries, commerce, and profes-

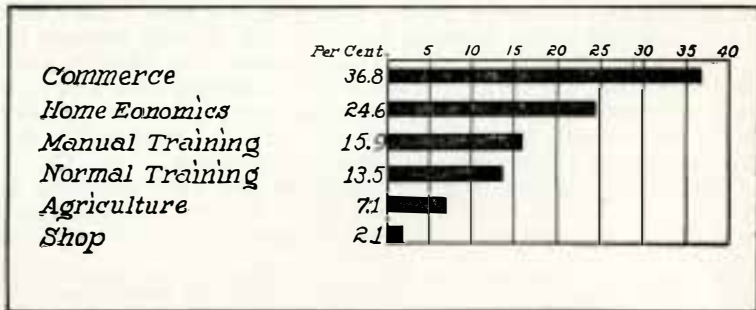


Figure 11—Special Vocational Subjects Taught in South Dakota High Schools

sional workers was made more or less arbitrarily by the writer, but he believes it to be a fair classification. In Figure 10 attention is called to the fact that agricultural workers comprise 65% of all the males of the state, while commerce engages only 7.8%.

Figure 11 shows the special vocational subjects taught in the various high schools of the state for the same year of 1925-26. Attention is called to the fact that 36.8% of the schools¹ purport to offer some work in commerce, although only 7.8% of the males of the state are engaged in commerce. In contrast, only 7.1% of the high schools offer agriculture as a subject for vocational training, although 65% of the males of the state earn their livelihood by farming.

The writer, by inference or otherwise, is not attempting to attach blame to the town citizens for this situation. He is simply attempting to point out the fact that until the farmers of the state become sufficiently interested actively to follow the work of their children on into high school, they will probably not get their full share of vocational training for those of their children who hope to return to farming as their life work.

In this same connection it is noteworthy that approximately 25% of all the high schools offer home economics as a course in vocational training, this subject as taught being equally valuable for prospective home builders in either town or country.

Figure 12 shows the location of the high schools over the state which offered vocational courses in agriculture and home economics during 1926-27.²

¹ Directory of Secondary Schools for South Dakota 1925-26.

² Ibid.

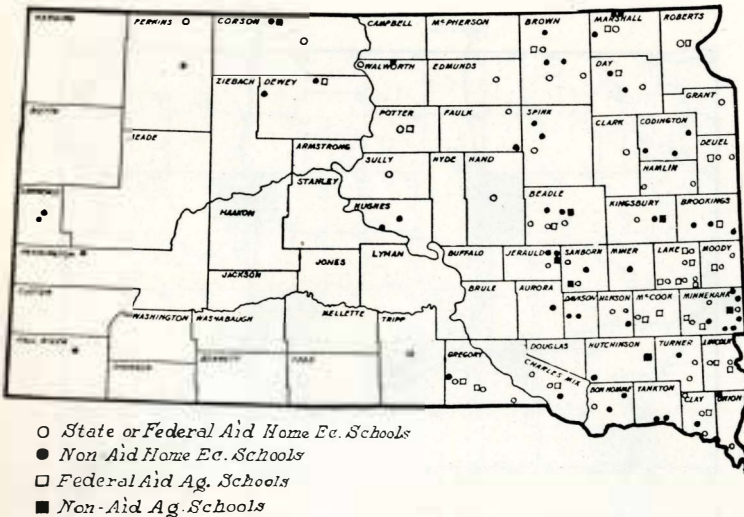


Figure 12—High Schools in South Dakota Offering Special Vocational Courses

PART III

The High School Situation in Brookings County

In order to obtain a close up view of the education of farm boys and girls in South Dakota, the study at this stage was narrowed down to a single county. Brookings County was selected as being fairly typical for the eastern part of the state with respect to its physical background, economic resources, and social development.

Trend in Population

The growth in the population of Brookings County as a unit has been relatively slow but consistent since the county was first organized in 1879. The federal and state census reports give the following:

Year	Population
1925	17,320
1920	16,119
1915	15,544
1910	14,178
1905	14,019
1900	12,561
1895	10,840
1890	10,132
1885
1880	4,965

If we compare the growth of the city of Brookings, however, with the rest of the county, we find that since 1920 the former has grown faster than the latter.

Year	Brookings Population	Gain in Brookings	Gain for rest of county
1925	4,613	699	402
1920	3,924	518	57

There are apparently a number of factors at work which have caused this more rapid gain in population on the part of the city of Brookings and a tendency to slow up on the part of the rest of the country. (See Fig. 13.)

In the first place, the rural portions of the county are now approaching maturity at least under the present type of farming. Practically all of the arable land of the county is now in farms (92.6%), and the average size of individual farms has now reached about as low a point as will utilize most economically the available capital, labor and equipment of the average farm family.¹

While it is true that the number of farms in the county (See Fig. 14) so far has increased steadily² there are some indications of a counter-movement setting in.³ Attention is also called to the ten-

¹ Rogers and Elliott, "Types of Farming in South Dakota," South Dakota Experiment Station Bul. 238, 1929, p. 25.

² In 1925, 1920 and 1910 the number of farms in Brookings County was 2,014, 1,891, and 1,738, respectively.

³ A census analysis by the writer of the 1,372 organized townships in the state indicated that 37% have decreased in population since 1920.

dency of even rural families¹ gradually to grow smaller and to recent widespread movement away from farms to the cities. The sum total of these factors leads the writer to believe that there will not be any appreciable gain in the farm population of the county within the next few years. If for some unforeseen reason the type of farming now being practiced in the county should change to a more intensive system, this of course would alter the situation. The small towns of the county also have experienced a change in fortune with respect to growth. Elkton, Sinai, and Bushnell are the only three small towns that have increased in size since 1915. Elkton, however, had fewer people in 1925 than it had in 1920. In explaining the decline in population of the small towns there are apparently a number of factors at work here also. An economic adjustment is taking place whereby the scope of the small town in apparently becoming more limited in the patronage it receives, except for certain types of services. The larger towns seem to be gaining rapidly in patronage given to certain types of specialized services. The net effect of these changes is shown clearly by the fact that since 1920 only 40.7% of the 53 towns of 1,000 or over have failed to grow since 1920, while 53.5% of the towns under 1,000 have failed to grow since 1920.²

¹ In 1910, 1920 and 1925 the number of people per farm in Brookings County was 5.21, 4.90, and 4.85 respectively. In the town group for 1929 the average size family is 4.4, while the farm group the average size family is 5.6.

² State Census of 1925, p. 9-13. This trend seems to be a nation wide phenomenon.

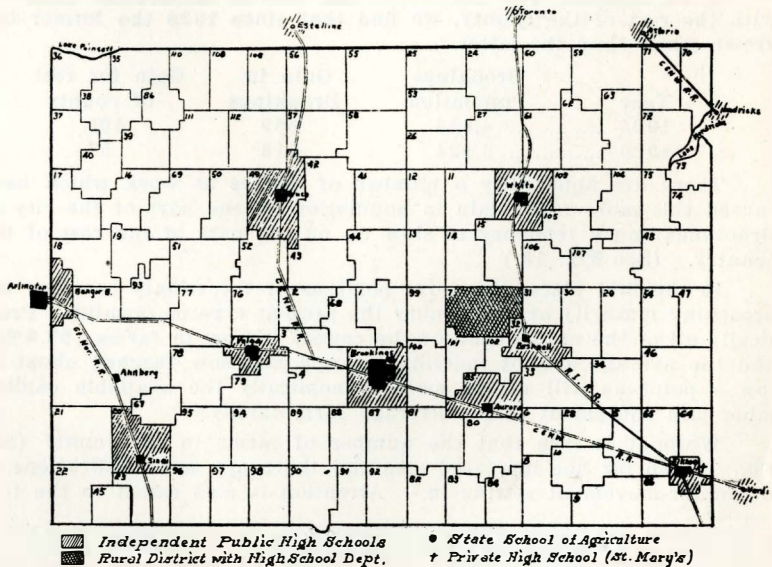


Figure 15—School Districts in Brookings County Maintaining High School Departments

Elementary School Organization

Any treatment of the high school situation of the county would be incomplete without including some description, however, brief, of the distribution and status of the elementary school system.

Quite naturally, in every school district the organization of an elementary school has been the first step in starting a public school educational system. Figure 15 shows the location and designation by number of the 112 common school districts. In addition, the map shows the Fountain rural district No. 7 which maintains a two-year high school department, the independent town districts—all with high school departments, the state secondary School of Agriculture at Brookings, and St. Mary's parochial school at Elkton.

During the varying periods of fifty years or less that the common school districts have been operating in the county, very little change has taken place in the general scheme of organization. A typical rural district is from five to seven square miles in size, has fifteen to twenty families living in it, and an average enrollment of fifteen pupils in the local school.¹ Since they were organized, a few districts have changed their boundaries, but in general they have remained approximately the same. Thirty-two of the districts have built new buildings within the last six years.² These buildings are all modern structures, being patterned mainly after the standard school plan recommended by the State Department of Public Instruction. Some twenty-two of the schools have met the standard school requirements as laid down by the state department and are officially designated as standard schools.³

¹ Nineteenth Biennial Report of the State Superintendent of Public Instruction, 1928.

² Courtesy of Brookings County Superintendent of Schools (1929).

³ "Standards and Laws Pertaining to State Standard Rural Schools and State Consolidated Schools of South Dakota," issued by Department of Public Instruction, Pierre, S. D., June 1923, p. 9.

A standard school must include the following:

1. School must be in session at least nine months each year.
2. School grounds must comprise at least one acre. Weeds and grass must be cut before school opens in September.
3. The teacher must hold a first grade certificate or higher for the entire term and must have had successful experience.
4. School building must be modern.
5. All windows in the schoolroom must be equipped with translucent, adjustable window shades.
6. Whether room heater or basement furnace is used there must be fresh air intake and foul air outlet. The heater must provide ample heat for classrooms and provision must be made for moistening the air.
7. Toilets must be clean, sanitary, flyproof. (After July 1, 1923, no new buildings will be accepted for state aid, unless indoor, sanitary, chemical toilets intended for school use are provided.)
8. At least eighty square feet of good blackboard, genuine slate preferred, must be installed, at least part of it to be set no more than 26 inches from the floor.
9. A flag pole at least 25 feet high must be erected on the school grounds. A flag at least 3 feet by 5 feet must be provided and it must be floated every day school is in session, weather permitting, as required by law.
10. Schoolroom equipment. Special items of equipment are recommended but can not be itemized here on account of lack of space.
11. The school shall maintain a regular course of study for elementary schools as prescribed by the state course of study, including instruction in elementary agriculture and home economics.

Among the 112 rural school teachers, 103 are women and 9 are men. The average salary paid is \$872 per year.¹ Two teachers have life diplomas, thirteen have state certificates, sixty-two have first grade certificates, and thirty-five have second grade certificates only.

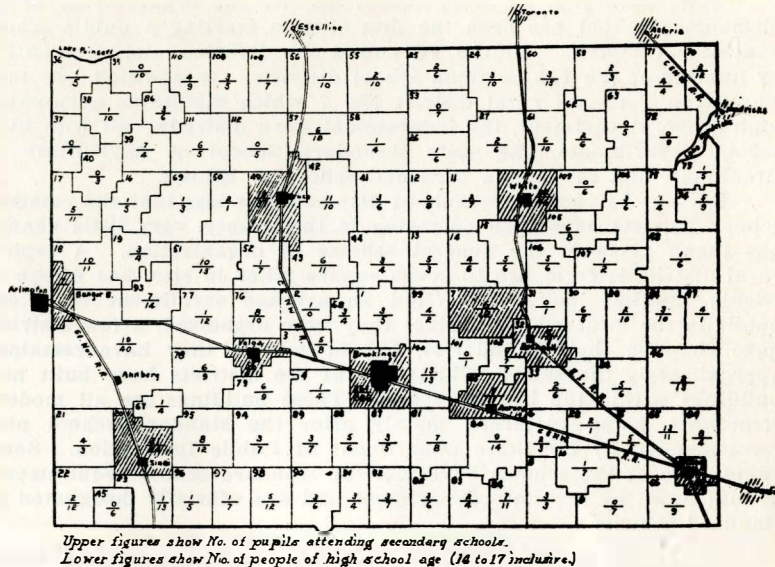


Figure 16—Children of High School Age and High School Pupils by School Districts in Brookings County

Financially, the rural districts are in good shape. There is a total indebtedness of only \$100,604 against the 112 districts. The average district tax levy is only 4.65 mills.²

As indicated above, only one of these common school districts attempts to maintain a high school department. As districts they have apparently preferred to pay the necessary tuition to independent high schools to take care of whatever children there are of high school age (14-17) who wish to attend. The cost of this system very naturally varies from year to year and according to the prevailing custom among the young people in each local district of going to high school after finishing the eighth grade. Twelve districts in the county do not have a single pupil going to high school at present, while other districts, like No. 100 for instance, have thirteen pupils attending out of a possible thirteen. (See Fig. 16.)

Last year the tuition bill amounted to \$36,879.92 for the 399 farm boys and girls in Brookings County who attended independent

¹ Nineteenth Biennial Report of the State Superintendent of Public Instruction, 1928.

² Nineteenth Biennial Report of the State Superintendent of Public Instruction, 1928.

high schools as tuition pupils. While this seems like a large figure, it is of course much cheaper than it would have been for the various districts to maintain their own separate high school departments.

Replies from a carefully worded questionnaire sent to various common school clerks of the county, indicated that 95% are fairly well satisfied with the present tuition system and that their respective districts have no other plan to suggest for the high school education of their boys and girls. The writer could find no evidence of a desire for consolidation among the rural districts, nor for rural districts near towns to be joined with the independent town districts.

The only indication of a change in policy on the part of local districts is where two districts have temporarily discontinued maintaining their local schools and instead are transporting their pupils to adjoining districts. In both cases, however, the local districts discontinuing their schools are keeping their district organization intact. This tendency of discontinuing local schools may increase as a number of rural schools now do not have more than three or four pupils.

High School Pupils

The first problem in arriving at the percentage of boys and girls in Brookings County enrolled in high school, is to ascertain the actual number of children of high school age in the county. It is customary to assume that the normal high school age under South Dakota conditions is from fourteen to seventeen years, inclusive. By actual count, from the Brookings County school census of 1928, it was found that there were 1,272 children from fourteen to seventeen years of age resident in the county. This is 7.34% of the total county population of 17,320.

In Table 1 is shown that 859 Brookings County pupils are enroller in high schools in and outside of Brookings County. Attention is thus called to the fact that 67.5% of all the boys and girls of high school age in the county are actually attending high school. This is surprisingly high considering the fact that approximately 40% of high school age are attending high schools in the United States as a whole, and 56.2% in South Dakota. This relatively high percentage of enrollment for Brookings County can probably be accounted for, at least in part, because of the influence of the following factors: First, the high proportion of north European nationality stocks that make up the population of the county who came from nations in the old world thoroughly believing in education. Second, the influence of the South Dakota State College in stimulating high school education within the border of the county. Third, the presence of the secondary School of Agriculture and Home Economics, which has attracted a certain number of pupils who otherwise would not have attended high school. Fourth, the lack of opportunity for employment suitable for boys and girls of high school age in the various towns of the county.

In this same table the fact should be noted that of 859 pupils there are 141 more girls than boys. This is not unusual but significant, nevertheless. There are doubtless many factors that enter into this situation. One important factor is revealed by a glance at

Table 1

BROOKINGS COUNTY PUPILS ENROLLED IN SECONDARY SCHOOLS
1928-1929

Name of High School	Pupils Residing in Brookings County (town and farm)		Town Pupils		Farm Pupils		Farm Pupils Residing in High School Districts	Farm Pupils Residing Outside H. S. Districts
	Boys	Girls	Boys	Girls	Boys	Girls		
Attending Public High Schools in Brookings County								
Aurora	10	15	4	3	6	12	0	18
Brookings	156	210	108	132	48	78	16	110
Bruce	13	20	5	11	8	9	3	14
Bushnell	5	4	2	4	3	0	0	3
Elkton	13	31	5	14	8	17	5	20
Fountain	1	7	0	0	1	7	8	0
Sinal	18	20	7	3	11	17	11	17
White	26	39	10	15	16	24	7	33
Volga	41	69	28	26	13	43	2	54
Attending Public High Schools Outside of Brookings County								
Arlington	22	29	----	----	22	29	7	44
Astoria	0	3	----	----	0	3	----	3
Estelline	5	13	----	----	5	13	----	18
Hendricks, Minn.	4	6	----	----	4	6	----	10
Toronto	2	2	----	----	2	2	----	4
Attending Other Secondary Schools in Brookings County								
Elkton (St. Mary's)	20	24	8	9	12	15	----	27
State School of Agriculture.....	23	8	5	2	18	6	----	24
Totals	359	500	182	219	177	281	59	399
Per cent of all pupils.....	42%	58%	21%	25%	21%	33%	7%	47%

Table 2¹ dealing with the choice of vocations that there 500 girls have selected. They are nearly all vocations in which a high school education or its equivalent is required as a pre-requisite; namely, teaching, nursing, stenographic work, etc. On the other hand, the vocational choices designated by the majority of the boys do not have standard education requirements as a pre-requisite. (Table 3.)² The largest group was undecided what they wanted to do. The next largest group selected farming, which recruits most of its candidates on the basis of experience, after the rudiments of an education have once been secured.

Until recently most of the boys entering farming did not go to high school at all. In comparing numbers of boys and girls enrolled in high school at the present time, it is evident that there is much less disparity in numbers between town girls and boys than between country girls and boys. The country girls comprise approximately one-third of the total high school enrollment in Brookings County.

Another significant point in Table 1 relates to the fact that there are 458 pupils from the farm attending secondary schools, and only 401 from the villages, towns, and cities. That is, the farm pupils comprise 54% of the entire enrollment, while the town pupils constitute only 46%. The rural population of the county comprises 9,781 or 56% of the county's total population of 17,320, while the people who live in villages and towns comprise only 7,539 or 44%. It is thus evident that the proportion of farm pupils to total population is almost as high as in the villages and towns. Considering the spatial handicaps under which the farm pupils labor in attending high school, this is rather an unusual showing. (See Fig. 17.)

Still another factor of note in Table 1 relates to the relatively small number of farm boys and girls who reside in school districts maintaining a high school department. Figure 16 shows the exact situation in Brookings County. Only 50, or less than 13%, live in districts maintaining high school departments, while 399 or 87% attend as non-resident tuition pupils.

Choice of High School

The school laws of the state permit each non-resident pupil to choose which high school he or she shall attend, provided, of course, that particular high school which is chosen cares to accept outsiders as tuition pupils. In view of this fact, the question naturally arises as to what factors determine the choice of high school of farm boys and girls.

In Table 4 these factors are arranged in order of their importance according to the statements received from 375 pupils. Nearness to home is the chief determining factor of 70% of those replying. The second most important factor in the choice of approximately 40% of the pupils is the fact that the town in which the high school is located is the family's chief trading center. Other factors such as the attendance of friends, the reputation of a particular school, relatives living in town, special vocational subjects offered, low tuition rates, etc., received only minor consideration.

¹ See Table 2, Appendix, page 48.

² See Table 3, Appendix, page 49.

³ See Table 4, Appendix, page 50.

Transportation and Living Problems

In the very nature of the situation, the problem of distance from the high school is one of the biggest handicaps which the farm boy and girl has to overcome. In consolidated schools transportation by school busses is the usual solution.¹ While seemingly expensive, everything considered, it is probably the best solution that has been found. In independent districts no standard organized method of collectively transporting the pupils has been devised. It has been considered to be a private matter for the individual farm family to settle in sending its children to high school. There are, of course, numerous cases where farm families living close together and on the same route, co-operate (or take turns) in transporting their respective children. This practice, however, is not general. It appears to the writer that the transportation problem to and from the independent high school is one that will have to be solved more satisfactorily before the present scheme of taking care of non-resident pupils can be considered a

¹ In South Dakota the boards of education of consolidated districts are compelled by law to provide adequate transportation for all pupils in the district who live a greater distance than $2\frac{1}{2}$ miles from the school.—School Laws of South Dakota, Revised Code of 1919 and Amendments thereto, p. 67, News Printing Co., Aberdeen S. D.

Ninety-one of the ninety-three consolidated schools in South Dakota were using a total of 356 busses in the fall of 1928-29. Two hundred forty-one of these were motor vehicles and 115 were horse drawn. These busses transported 5,611 pupils daily. The total cost of this service was \$92,213.56 for the previous year.—Data furnished by State Department of Public Instruction, Pierre, South Dakota.

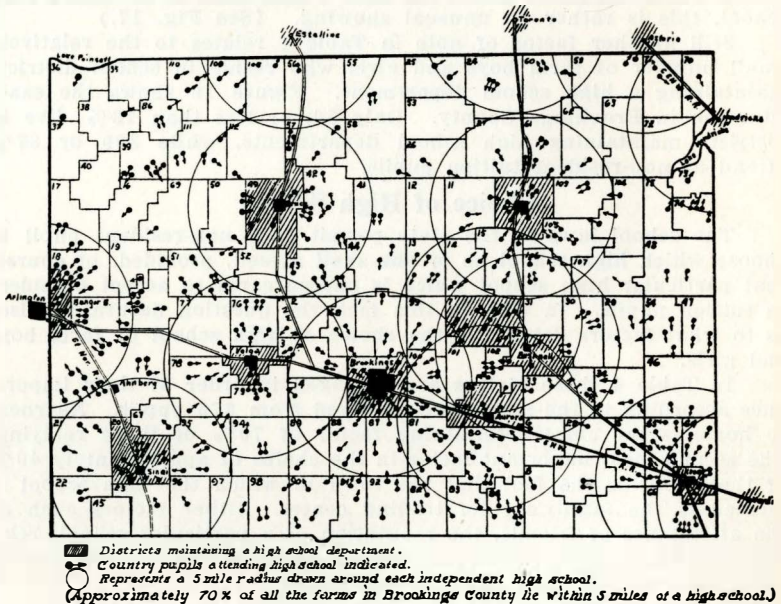


Figure 17—Location of Farm Pupils in Brookings County with Arrows Indicating the High School Attended

complete success. It is realized that in one sense this is an extra-school matter with the major responsibility resting on the non-resident patrons who have not chosen to become a part of the high school district. In a larger sense, however, it becomes a matter of public concern if some farm pupils can not attend high school regularly if at all because of the handicap of transportation. It is a well known fact that fully one-half or more of the farm boys and girls that attend high school do not return to the farm but make their future

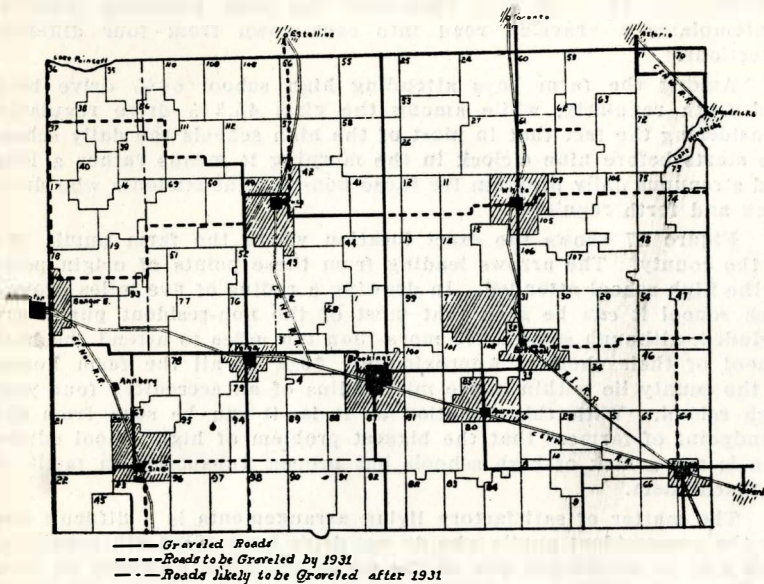


Figure 18—The Road Improvement Program in Brookings County

home in town.¹ In so doing, they go to the town ready to assume the duties of citizenship but having been reared and educated at the expense of the farm group. If the task of rearing and educating has been well done they are clearly an asset to the town. If not, they are just as clearly a liability. In either case, the town cannot escape some responsibility and an interest in the matter.

In Brookings County it should be noted that the average farm boy attending high school lives 4.6 miles from the school and the average farm girl lives 4.8 miles from the school (Table 5).² In this connection, however, attention is called to the fact that the average distance varies considerably between the schools. In some cases the variation is due to the location of the school, while in other cases it

¹ Eugene Merritt, "The Farm Youth and Their Economic Background," Extension Service Circular No. 108, June 1929, p. 1. Office of Cooperative Extension Work in Agriculture and Home Economics.

² See Table 5, Appendix, page 51.

is due to the greater "pulling power" of a certain school, making it more desirable to individual pupils.

The contrast in the "difference in average distance from the school" between the boys and girls is of course due to the fact that there are 234 girls involved in the computation while there are only 141 boys.

Taking the roads of the county as a whole, leading in to the various high schools, it should be noted that slightly less than half are graveled. (See Fig. 18.) This situation is being rapidly improved. By 1931 or soon thereafter the road graveling program contemplates a graveled road into each town from four different directions.

Among the farm boys attending high school 64% drive back and forth regularly, while among the girls 45.3% drive regularly. Considering the fact that in most of the high schools the daily schedule starts before nine o'clock in the morning it means rather a long and strenuous daily program for those non-resident students who drive back and forth regularly.

Figure 17 shows the exact location where the farm pupils live in the county. The arrows leading from these points of origin point to the high school attended. In drawing a radius of five miles around each school it can be seen that most of the non-resident pupils are included, although some drive more than ten miles to attend the high school of their choice. Approximately 70% of all the farm homes in the county lie within a five mile radius of an accredited four year high school. With this situation as it is, it can be seen from the standpoint of farmers that the biggest problem of high school education is not a lack of high schools but proper transportation facilities to reach them.

The matter of satisfactory living arrangements is a difficult one for the non-resident pupils who do not drive back and forth regularly. This may be considered one of the major problems although as road conditions improve more pupils will naturally drive back and forth. It is thus seen that proper living arrangements and the transportation problem are very closely linked together. All things being equal, it is unquestionably better, with possibly certain few exceptions, for pupils of high school age to live at home than to attempt to stay in town even with relatives.

Family and Community Relationships of High School Pupils

In any study of this kind it is well to know something of the home background of high school pupils. In so doing, one of the first questions to be considered is the occupation and economic status of the families represented by the pupils.

The parents of the children living on farms in Brookings County are practically 100% farmers, or at least their primary interest is agriculture. This being the case there is very little difference in the social status of the members of the group. The principal economic difference lies in the system of land tenure. In Brookings County 47.27% are owner operators, while 52.63% of the farmers are tenant

operators. (See Fig. 4.) Under South Dakota conditions most of the owners of the farms operated by tenants are either farmers or other nearby citizens living in town round about. As an interesting sidelight to this fact, the answers to the questionnaires showed that approximately 68.3% of the parents of town pupils were born and brought up on a farm. The average number of years that these parents had lived in town was fifteen. The answers further revealed that approximately one-third of the town people who had formerly lived on a farm moved to town either to retire, because of ill health, or to give their children a better education. Another one-third had left the farm to enter business of one kind or another. In contrast to this it was found that 38% of the fathers of farm pupils had lived in town at some time or other, while among the mothers 41% had had this experience.

Table 6¹ shows that among the farm children attending high school, 63.5% were from the owner operator group, while only 36.4% were children of tenant operators. If we accepted this fact without further investigation it would seem to indicate that tenants are less interested in giving their children a high school education than owner operators. There are, however, several reasons which account satisfactorily for the difference in rate.

In the first place, taking the county as a whole, the renter operators are considerably younger on the average than the owner operators. The average age of renters is 41 and that of their wives approximately 35, while the average age of owner operators is 50 and that of their wives almost 45. The owners have been married 23.6 years on the average, while the tenants have been married only 14.1 years. It is thus evident that the tenant group would not have as many children of high school age as did the owners. Another social factor that enters into the situation lies in the average number of years spent on the present home farm by both groups. The owner operators have averaged slightly over seventeen years and spent approximately twenty years in the same community. The renters on the other hand have averaged slightly over six years on the same farm and but twelve years in the same community.

It should also be borne in mind that tenancy in this part of the country does not connote a distinctive economic class as is found in some of the older states. Most of the South Dakota tenants are potential owners who have not as yet reached that rung of the ladder where they are able to buy land. Between 20 and 25% of the tenant operators are directly related to their landlords, most of the former being sons or sons-in-law of the latter.

Among the town pupils the occupations of the fathers will naturally vary more. Approximately 70% of the fathers of town pupils are following non-professional work such as merchandising of various kinds, mechanics, etc. The professional group includes 6.4% of the townsmen, such as doctors, lawyers, ministers, teachers, etc. Retired farmers is the classification given 8% and another 2% as day laborers.

¹ See Table 6, Appendix, page 52.

Education of Families of High School Pupils

The parents of the present high school pupils in Brookings county received a considerably better education in their day than the average boy or girl of their time in the county as a whole. Slightly more than 65% of the fathers of farm pupils completed the eighth grade, 5.3% finished high school and 2.9% are college graduates. (Table 7.)¹ Among the fathers of town pupils 77.7% completed the eighth grade, 27.1 finished high school and 9.7% are college graduates. Even higher percentages hold true for the mothers of high school pupils, with about the same relationship between farm and town pupils. (Table 8.)²

In carrying out the comparison further, it should be noted that the town parents have from 12-20% more of their number who have completed the elementary grades, more than five times as many who have completed high school, and between three and four times as many who have completed college. While the advantage in extent of education in this former generation of parents is clearly with the town group it is noteworthy that there is scarcely any difference in the proportion of pupils attending high school from either the town or farm group at the present time.

The same favorable showing, educationally, of the present generation of pupils holds true for the older brothers and sisters of both farm and town high school pupils and about in the same relationship. The town group here also shows a slightly better proportion completing the eighth grade, and a considerably better showing for both high school and college. The unusually large percentage of both parents and older brothers and sisters of high school pupils who have attended college is largely due to the fact that the State College of Agriculture and Mechanic Arts is located in Brookings County.

Relation of High School to Other Community Services

Not only is nearness to home an important factor in determining which high school is to be chosen but it is evident that there is a marked association between high school attendance in a certain town and the patronage of other community services by families of these same high school pupils. Table 9³ shows this relationship between high schools and twelve other services commonly patronized by farm people. The buying of groceries, selling of grain, livestock, cream and eggs; attendance at social affairs, and attendance at church are most strongly localized of the various services studied and have the closest relationship to the high school attended. The amusement centers patronized, the weekly newspapers subscribed to, hospitalization, and the particular doctor employed are less closely related to high school attendance. Probably the main reason for this lesser association is that many of these last named services require a large volume of business to maintain them on a profitable basis and consequently are not found in some of the smaller towns. A striking example of this may be found in the trend of certain amusements, such

¹ See Table 7, Appendix, page 53.

² See Table 8, Appendix, page 54.

³ See Table 9, Appendix, page 55, also Figures 19, 20, 21, 22.

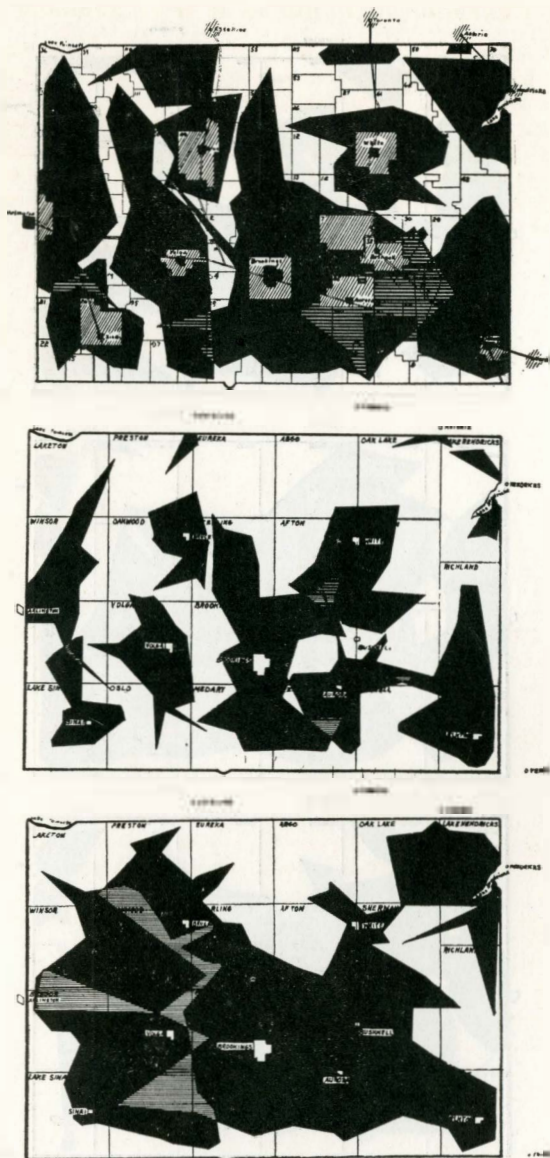


Figure 19—A Comparison of the Town's Incorporated Limits and the High School Area (upper drawing), Church Area (middle), and Hospital Area (lower).

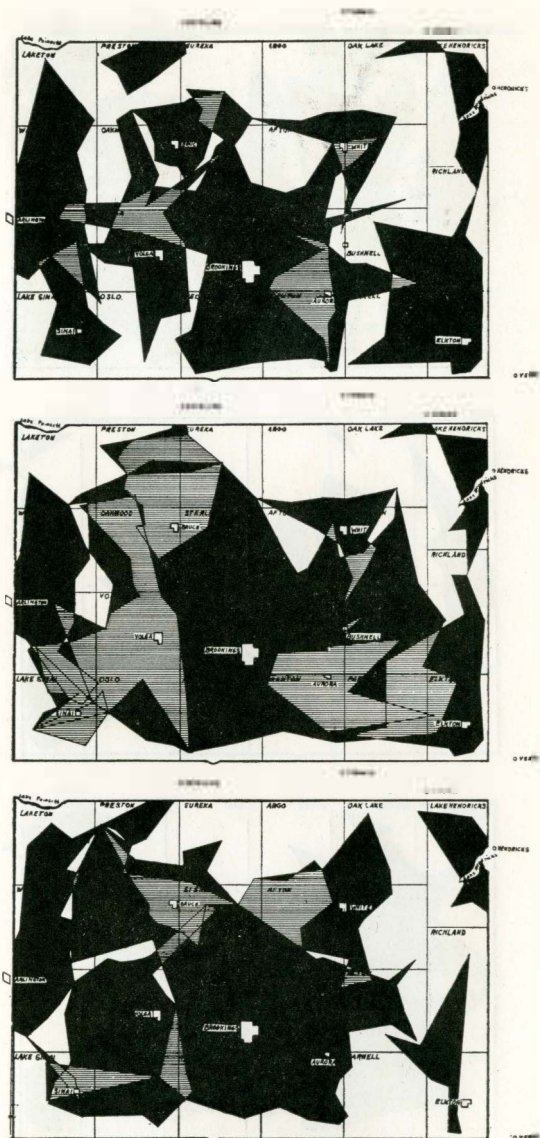


Figure 20—A Comparison of the Town's Incorporated Limits and the Social Affairs Area (upper drawing), Amusements Area (middle), and the Newspaper Area (lower).

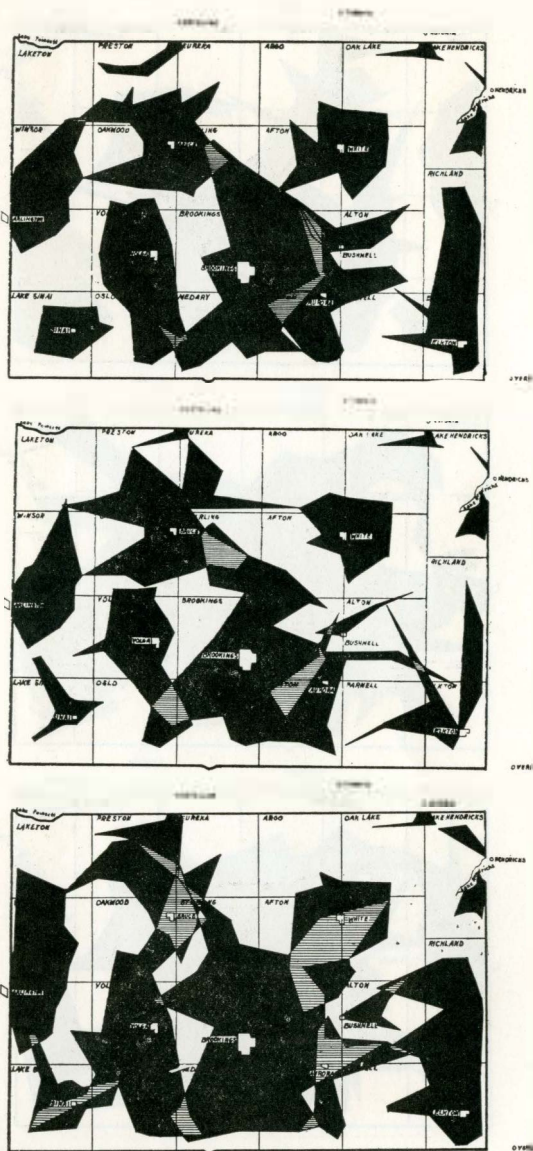


Figure 21—A Comparison of the Town's Incorporated Limits and the Farmers' Selling Areas for Grain (upper drawing), Livestock (middle), and Cream and Eggs (lower).

as talkies, dances, etc., to center in Brookings. Only four towns of the county print a newspaper locally, only two towns maintain a hospital, and only four towns have a doctor. Another interesting corollary of this relationship of high school to other community services has been that most farm families become habituated to patronizing one center only for most community services. Tables 10, 11, 12 and 13¹ bring out this fact clearly. It is mainly in making the larger purchases that farmers leave their smaller local towns where their children attend high school and drive to cities offering more complete and specialized services.

High School Service

Educational authorities are fairly unanimous in holding that efficient public high schools should possess certain unit requirements. At least six of the factors usually involved in these requirements pertain to income or assessed valuation basis, pupil enrollment, course of study, teaching staff, buildings and equipment, and the current operating budget.

Based on this assumption, Dr. J. H. Kolb in his bulletin entitled "Service Institutions for Town and Country" has formulated a set of minimum and efficiency unit requirements for high schools as follows: "A high school district needs an assessed valuation of at least one million dollars and two and a half million dollars is considered better. As a matter of fact, over 50 per cent of the districts in the state now fall within these valuation limits. The number of pupils, in order to have an efficient arrangement of courses and teaching staff, should not fall below 100, and 250 is suggested as a more economical working unit. The courses of study ought to include the four special courses of Agriculture, Domestic Science, Manual Training, and Commercial Work. Each of these can well accommodate from 25 to 35 students. The enrollment of 100 pupils will require a staff of seven teachers, including the principal, while the 250 enrollment will need fifteen teachers, including the principal. To care for the smaller service unit, a building costing about \$40,000 is needed. For the larger unit, a building costing about \$80,000 would be required, since provision for an auditorium and gymnasium should be made. It is estimated that an amount equal to about ten per cent of the cost of the building is necessary for the installation of the proper equipment. It is further suggested that with existing price levels a current budget for the 100 pupils unit should include \$9,800 for instruction and \$1,500 for general operation. The budget for the larger 250 pupil unit should include \$24,500 and \$3,700 respectively. If it is assumed that two-third of these amounts are to be raised by local taxes and 61.2 per cent of the gross receipts do now come from this source, the rate would be about seven and one-half mills on both the million and the two and one-half million dollar valuations."

Granting that these unit requirements have been drawn up under a different set of conditions from those we have in South Dakota, they are at least suggestive as a measuring stick for our own high school system. In Table 14 we have attempted to apply the standards to the

¹ See Tables 10, 11, 12 and 13, Appendix. pages 56, 57, 58, and 59.

Table 14

APPLICATION OF "MINIMUM UNIT REQUIREMENT STANDARDS" TO BROOKINGS COUNTY HIGH SCHOOLS

Efficiency factors in high school service	1	2	3	4	5	6	7	8	9	
	People necessary to have 100 children (14-17 years of age)	No. of pupils enrolled	Sq. miles in district	Assessed valuation of district	School tax levy in mills	Operating budget for high school	No. of teachers employed	Total value of Bldgs.	Equipment	
Minimum Unit Requirements	1,250	100 or over	41.7	\$2,380,000	4.7	\$11,300	7	\$40,000	10 % of Bldg.	
	(A)	(B)								
Brookings	4,725	1,600	366	9	\$4,973,455	19.08	\$32,813.55	16	\$450,000	\$40,000
Volga	663	1,200	110	5	708,022	22.60	8,450.	4	75,000	10,000
White	609	1,400	65	8	822,225	13.38	8,084.	4	35,000	3,030
Elkton	886	1,200	31	3	876,308	12.56	7,742.14	5	30,000	3,500
Sinai	361	1,000	38	10	555,936	17.09	2,967.42	2	56,000	1,650
Bruce	424	1,000	33	11	835,845	13.17	6,675.	3	20,250	2,200
Aurora	313	900	25	7	558,957	12.53	4,820.	3	15,000	3,000
Fountain	100	100	8	10	424,610	10.60	2,160.	1	18,400	2,500
Bushnell	238	100	9	6	362,961	11.03	1,375.	1	7,500	300

Col. 1-(A)—Includes the total population of the various legal high school districts of the county.

Col. 1-(B)—Includes the total estimated rural population living outside the legal districts that should logically patronize the various high schools. (See Fig. 19, High School Service Area.)

Col. 3—Fractional parts of square miles have been omitted.

Col. 5—The tax levies included for the Brookings County schools are for the entire school budget in each case. The levy for high school purposes is not separated out.

Col. 6—Includes only instructional expenses, text books and supplies.

eight public high schools located in Brookings County. Giving our local situation even the most sanguine interpretation it is evident that there are only five or six high schools that can lay claim to a present standard of efficiency in any of the factors considered in Dr. Kolb's unit requirements. The best that one can say is that all but two may develop into effective units at some later date.

Assessed Property Valuation of High School Districts

In the first place, the assessed valuation basis in most of the districts is too small. The Brookings city independent district is the only one of the group with more than a million dollars of taxable property. Further, it is doubtful if the amount of taxable property in most of these districts in the small towns will be increased in the near future. The trend of population as far as numbers is concerned does not seem to be favorable to either the open country or the smaller towns. This being the case, the most plausible remedy would seem to be to extend the area of the various independent districts so as to include more agricultural land. It is probable, however, that such a move will be delayed for some time in view of the deep seated prejudice which seems to exist among farm people against joining with the town in tax supported projects. In a large sense of course the tuition paid in by the various districts to the independent high schools is a form of tax. Reference to Table 15¹ will reveal that each high school in the county receives tuition money in sums varying from a few hundred dollars per year in Bushnell, to more than twelve thousand dollars per year in Brookings. From the standpoint of the high schools the difficulty with this method of collecting income is that the system is not stable enough so that the schools feel warranted in embarking on a permanent program of building and development completely to serve the rural people as well as themselves. It is therefore probable that before the problem of income can be satisfactorily solved that some form of county or state school tax will have to be devised to cover at least a part of the expense of both rural pupils and town pupils instead of leaving the whole amount to be covered by a direct property tax on the local district.

Courses of Study

Of the sixteen secondary institutions inside and outside the county extending educational service to the farm boys and girls of Brookings County, all but one are fully accredited by the state Department of Public Instruction.² Two of the schools offer but three years of work, while two others offer two years of work only. (See Table 16.)

Nominally, at least, the so called "constant" subjects are taught as required for accreditation by all of the schools, depending naturally upon the number of years of high school work offered. The chief differences in curricula from a quantitative standpoint center around the electives offered.

Attention is first directed to the wide difference in academic and miscellaneous electives offered. More especially, however, the reader

¹ See Table 15, Appendix, page 60.

² State Directory of High Schools, 1923-29.

Table 16

SUBJECTS OFFERED BY SECONDARY SCHOOLS SERVING BROOKINGS COUNTY PUPILS

Type of High School	4-year accredited					3-year accredited			2-year accredited			4-year non-accredited				
Number of Schools	9					1			2			2				
No. of years subject is taught...	4	3	2	1	½	3	1	½	2	1	½	4	3	2	1	½
Constants																
English	3			1		1			2			1	1			
American History				4	5		1							1		1
Algebra (El.)				9			1			2				2		
Geometry (Plane)				8			1			2				1		
Physics				6										1		
Chemistry				1										1		
Physiography				1					1							1
Biology				6			1							2		
General Science				8			1							1		
Academic Electives																
Latin	2		5										1	1		
German			1													
French			2													
Spanish			1													
Algebra (Adv.)					5			1								1
Geometry (Solid)					3											1
E. E. History										1						
World History			2													
Ancient History			6				1							2		
Modern History			5				1			2				1		
English History			3													
Community Civics			2	2							1					1
Economics				8												2
Sociology				9			1									1

Table 19

**A SUGGESTED THREE TEACHER PLAN OFFERING VOCATIONAL AGRICULTURE,¹
HOME ECONOMICS, AND AN ELECTIVE ACADEMIC CURRICULUM**

Vocational Courses in Agriculture and Home Economics							
English I	English II	English III	English IV or Glee Club				
Agric. I or H. E. I	Agric. II or H. E. II	General History	American History				
Shop I or General Science	Shop II or Biology	Physics or Chemistry	Present Day Problems				
Mathematics	Citizenship	Elective	Elective				
<hr/>							
A Possible Elective Academic Curriculum							
English I	English II	English III	English IV				
Mathematics	Biology	Later History	American History				
General Science	Early History	Chemistry	Physics				
*Elective (Citizenship)	*Elective (Geometry)	*Elective	Present Day Problems				
<hr/>							
A Three Teacher Schedule Based on the Above Suggested Curricula²							
First Teacher (English & Social Sci.)		Second Teacher (Agric. & Mathematics)		Third Teacher (H. E. & Science)			
First Year	Second Year	First Year	Second Year	First Year	Second Year		
English I	or English II	1 Agriculture I	or Agric. II	2 H. E. I	or H. E. II	2	
English III	or English IV	1 Shop I	or Shop II	2 Gen. Sci.	or Biology		
Early History	or Later History	1 Mathematics	or Am. Hist.	1 Chemistry	or Physics	3	
Pres. Day Problems	or Elective	1 Elective	Elective	1 Music	Music	1	
Physical Education	Writ. & Spell.	½					
Writing & Spelling	Phys. Ed.	½					
		6 Periods			6 Periods	6 Periods	

¹ Issued by North Dakota Department of Public Instruction.

² The three teacher schedule meets the required "constants" as laid down by our own State Department of Public Instruction, but requires considerable alternating.

is asked to note the difference in those electives having some vocational bearing. Four of the larger schools offer some work in home economics, four offer certain courses in commerce, three offer one year or more of normal training work, but only one public high school offers a course in vocational agriculture.¹

While granting that 50% of the farm children will prepare themselves primarily for town or city careers, what vocational training will the remaining high schools give to those children who intend to return to the farm? Whatever method is adopted it should be borne in mind that for the best interests of town and country nothing should be done that will in any way limit the number of farm children attending high school. The towns people should constantly keep in mind that 50% of these country children will either settle in their town or some other town. The towns are thus vitally concerned as to the quality and training of these immigrants from the rural districts.

On the other hand, agriculture is equally concerned. Is agriculture to be recruited only from those who do not receive a high school education? If so, the future of agriculture is doubtful. In elementary education we have accepted the principle as final that it is the inalienable right of every child to receive an education regardless of their ability to pay and irrespective of their location. Have we not reached the time when this same principle should be applied to the field of secondary education as well?

Of 177 farm boys in the county attending secondary schools, only 48 or 27% are receiving any vocational training in agriculture. Of the 48 boys attending the Brookings high school, 30 are enrolled in the Smith-Hughes vocational agriculture course. The other 18 are enrolled in the School of Agriculture.

In this connection in Table 17² it is interesting to notice that 49 other boys distributed throughout the various high schools state that they would have taken vocational agriculture had it been offered. The Arlington high school has 15 such boys, while Volga has 8.

It would seem to the writer that Arlington, Volga, Estelline, and possibly Elkton and White could well afford to give careful consideration to the establishment of a vocational course of agriculture in their respective institutions. Admitting that it is more expensive to maintain than the usual academic elective, it is believed that the additional tuition which would be received from farm boys and girls who would be attracted to such a course, would more than compensate for the extra cost. What is even more important, however, is that it would assure the rural folks in the surrounding territory that those particular schools would be giving a high school service based on the actual needs of their respective rural constituencies. Such a move would go far in building towards a closed town-country relationship,

¹ In addition to the vocational course in Agriculture offered by the Brookings High School the secondary School of Agriculture located at Brookings offers curricula only in agriculture and home economics. The work, however, is hardly comparable, as the term is for only five months per year and the income is derived mainly from state appropriations.

² See Table 17, Appendix, page 61.

not only in the high school but in the other social institutions of the community as well.¹

Because of the prevalent belief that vocational agriculture and home economics can not be given advantageously in the smaller high schools of less than 100 pupils and five teachers, the writer is submitting a suggestive plan for small schools serving rural communities.² (See Table 19.) In this plan the three curricula are designed to meet the usual four special aims of a high school course; namely, the socio-cultural, citizenship, vocational training, and college entrance requirements.

Buildings and Equipment

All things considered, most of the high schools in the county are fairly well off as regards buildings. (See Fig. 23.) Brookings, Volga, and Arlington have virtually new school plants. Elkton, White, Bruce, Aurora, Fountain, and Bushnell are well enough situated to take care of their present numbers comfortably, and in most cases even some slight increase.

The district with the poorest showing in building is Sinai. This district is perhaps as strategically located as any in the entire county as far as its surrounding non-resident rural population is concerned. What is most needed is some sort of working agreement between the Sinai independent district and the surrounding common school districts who send tuition pupils in to the high school. The best solution would be of course some form of union high school, but such a movement is somewhat improbable under present economic conditions. As the situation now stands the Sinai district does not feel sure enough of its income and pupil constituency to go ahead and build an adequate high school building to take care of the entire Sinai community. Accordingly the high school is poorly housed, has insufficient equipment and a staff of only two teachers. As a consequence the school is non-accredited. As a result the country people have not patronized the school as generally as they should, many of the students going to other schools or else not attending high school at all.

Operating Budgets

The variation in the operating budgets of the various schools is largely determined by the item of instructional expense. The average salary paid to high school teachers in Brookings County in 1928-29 was \$1,408.75. This is a fair average compared to other high schools in this state and in adjoining states. The only other items of expense included in column 6, Table 19, are textbooks and supplies. The remaining items in the operating costs of the various high schools such as heat, light, repairs, interest charges, etc., were omitted from the table because they do not appear as separate items in the annual reports of the schools. Had they been included these items would

¹ See Table 9. "The relation of high school service to other kinds of community service among families of farm high school pupils."

² This suggestive plan includes a vocational agriculture, home economics and academic course as put out by the North Dakota State Department of Public Instruction. This plan can easily be adapted for use in small rural high schools in South Dakota having a staff of three teachers.

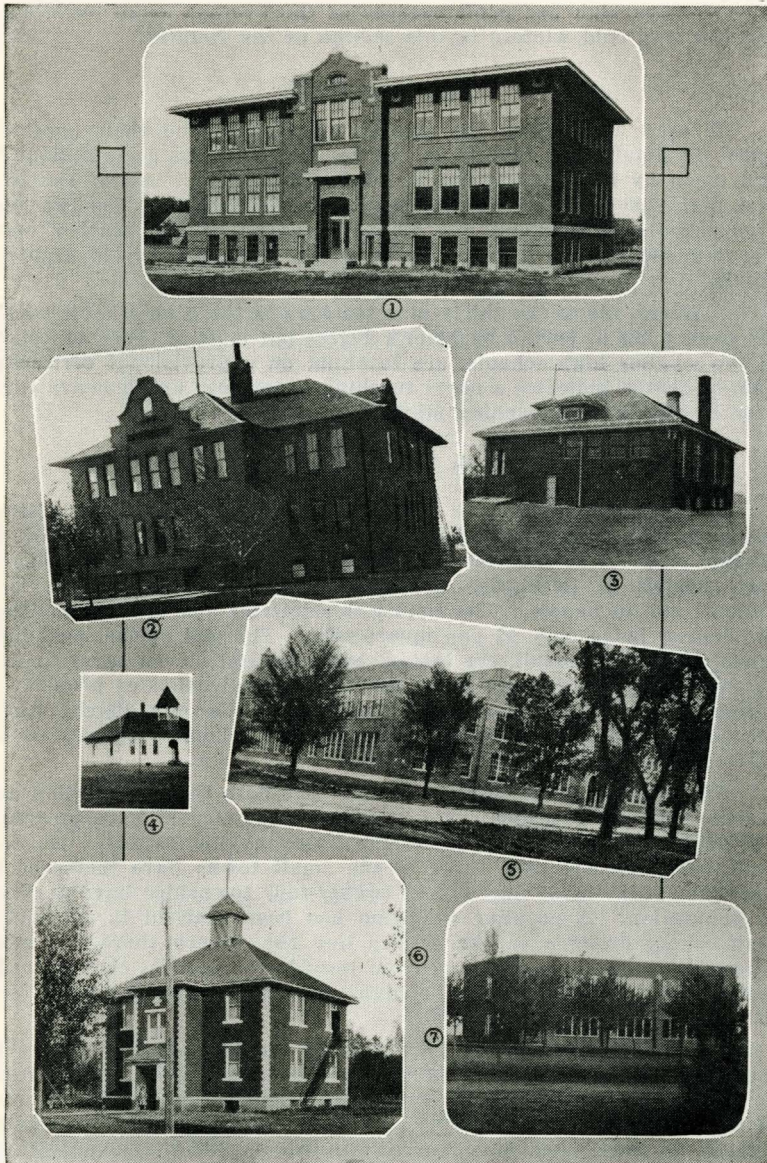


Figure 23—Types of High School Buildings in Brookings County

- | | |
|--|--------------------------|
| 1. White High School | 4. Sinai High School |
| 2. Elkton High School | 5. Brookings High School |
| 3. Fountain rural school with two
year High School department | 6. Aurora High School |
| | 7. Volga High School |

have average high per pupil because of the average small enrollment and the long cold winters in this section of the country.

Teaching Staff

In each high school the number of teachers and their qualifications are determined mainly by the requirements for accreditation as laid down by the Department of Public Instruction. All of the four year high schools but one have three or more teachers. The two year high schools at Bushnell and Fountain have but one teacher each. The high schools as a group average one teacher to every eighteen pupils.

Every one of the thirty-nine teachers in the high schools within the county has at least a bachelor's degree but most of them, especially in the smaller high schools, are teaching on a provisional certificate. This of course indicates a short teaching experience and a heavy turnover in the various teaching staffs.

High School Income

The question as to the optimum size of a high school district naturally varies with the density of population and the amount of taxable property in the district. The data pertaining to this phase of high schools in Brookings County indicate that the problem is a difficult one to handle. The county is relatively sparse in population, the density being only 22 per square mile. The size of the legal high school districts is small, the largest being around eleven square miles. As most of the towns are rural the assessed valuation of property is correspondingly somewhat low. Brookings is the only district where the taxable property is sufficient for the high school to operate on an efficient basis.

While many town districts assume that both their population and taxable property will materially increase with time, we have no tangible evidence that such will be the case in this county. As was indicated elsewhere only three of the small towns have increased in size since 1915, while nine out of twenty-four townships have declined in population. A peculiar condition has been reached in all of the high school districts in the county but one, where there are more students attending each school from outside the district than actually reside in the district. Will the high schools continue to operate and improve under such a condition?

Obviously, the various high schools would doubtless prefer to include more agricultural land within their boundaries. This would be the logical way to create a stable and adequate income to take care of its needs. As the possibility of such action is probably somewhat remote we must consider other alternatives.¹ Obviously, unless the rural districts will join with the towns in making union high school districts, they must continue to pay some form of tuition for non-resident students. Should this tuition be paid entirely as a local

¹ According to questionnaire returns approximately 95% of the rural school district clerks of the county were opposed to any such plan.

direct tax borne by the districts sending the pupils?¹ The writer is of the opinion that the time is now ripe for modifying the present tuition scheme, so that at least a portion of this tuition charge will be covered by some form of county or state tax.

Potential Pupil Enrollment

As stated elsewhere in this bulletin the growth in high school enrollment during the past decade has been truly phenomenal in the county, among both resident and non-resident pupils. Despite the fact, however, only three of the public high schools serving Brookings county pupils have one hundred or more students enrolled; all but two of the remaining schools have well below half of that number. What probability has this latter group of reaching the one hundred enrollment mark? In Col. 1-A, Table 14, the writer has inserted the actual population of the various legal districts and in the adjoining column (1-B) estimated the rural population contiguous to the towns that should be developed by their respective high schools for an increasing number of pupils.

If these estimates are approximately correct, Fountain and Bushnell can not possibly hope to have high schools offering more than two years of work and a maximum enrollment of not more than 15 to 20 pupils in each school. While such schools probably can not be considered to be efficient according to the usual academic standards, it may be that the local tax payers and patrons will find it practical to continue them temporarily, at least, as the less of two evils.

Of the remaining districts of less than one hundred pupils, White, Sinai, Bruce, and Elkton would all seem to be able eventually to attain the goal of one hundred pupils, even though the actual enrollment should not exceed 75% of those of high school age.

As the various high schools are better organized and equipped to serve the rural people according to their needs the areas of patronage of each school will doubtless be both widened and intensified. Figure 17 indicates that approximately 80% of the county is already reached to a greater or less degree.

¹ Attention is called to the following provision of the state law that the local home district of the non-resident high school pupils must pay the tuition costs. This applies to pupils attending the School of Agriculture at Brookings as well.

Session Laws of South Dakota, 1925, p. 165, sec. 7517, para. 1:

"Any pupil who shall successfully complete the work of the eighth grade as established in the State Course of Study, and who holds a common school diploma granted by the county superintendent, or other eighth grade diploma endorsed by him, is privileged to continue his school work up to and including the twelfth grade by attending any public high school or State educational institution of this State, or adjoining State, furnishing a higher course of study than that offered by his home district for a period not to exceed five years, without payment of any tuition except for laboratory fees or individual instruction outside of regular school hours. Provided, that the school district or State educational institution in which such pupil is enrolled as a high school student shall be compensated by the school board of his home district for such instruction as hereinafter provided. Provided further, that any such pupil shall have the privilege to attend the School of Agriculture maintained at the South Dakota State College of Agriculture and Mechanic Arts in lieu of attending any public high school or state educational institution of this state or adjoining state, and the home district of the pupil shall pay such tuition as may be established by the Regents of Education of the State of South Dakota, for such course in agriculture."

Vocational Training

One of the legitimate questions that farm families with children in high school may well ask themselves is, what proportion of the high school pupils will return to the farm after completing their course? It is not to be expected that all will return. In fact, under the present system of machine farming, together with the large natural increase in population among farmers, probably 50% of farm boys and girls of the future will have to seek employment in the towns and cities. From the standpoint of agriculture the important question is, which 50% of their children will remain on the farm and which will go to the city?

Our questionnaire data show that while 67.5% of those of high school age in Brookings county are now going to high school, the number is not equally divided between the sexes. The girls constitute 62% of the farm pupil enrollment and the boys only 38%. Assuming the sexes among the 738 rural children of high school age to be equally divided, we find that 76% of the possible number of girls are enrolled but only 48% of the possible number of boys.

The question was asked of 141 boys, "Do you plan to return to the farm?" In summarizing the answers, only 28% had definitely decided to go into farming. Eleven per cent had decided on teaching, 8% on going into engineering, 1.5% into commercial work, 4% into aviation, 14.5% into miscellaneous lines of work, and 33% were undecided. About 40% state provisionally that they would have no objection to making their future home on the farm, but 50% were definitely opposed to it.

Among the older brothers of farm high school pupils, 55% are now farming and 45% are distributed among town occupations. Of these older brothers 27.4% had completed a high school course.

Of the 141 farm boys replying to the question of vocational choice, only 30 or 21% had ever studied agriculture in high school. Among this 30, 40% stated they had definitely decided to return to the farm, while several of the others were in the group that were undecided. These data of course are too meager to be at all conclusive as to what the influence of taking agriculture in high school has on the student's choice of vocation.

In this same connection, however, we do have an unpublished study in South Dakota that is much more complete on this point. In 1927 the state supervisor of agricultural education in South Dakota conducted a survey among those who had taken Smith-Hughes agriculture in the past few years in South Dakota high schools. It was found that 70% of the students completing the agricultural course had either gone directly into farm work or else into work closely allied to it; 54.13% went into actual farming, 9.5% into service closely allied to agriculture and 6.34% as students in the State College of Agriculture.

Summary and Conclusions

In summarizing the findings of the study, what light do the conclusions throw on the questions raised in the introductory section of Part I, Page 4? Briefly the following conclusions attempt to answer these questions in their respective order:

1. With certain few exceptions, the existing high school facilities of Brookings County and Eastern South Dakota are either adequate or else are being rapidly expanded to take care of all the farm pupils that desire to obtain a High School Education.

2. The high schools are surprisingly well distributed over various parts of the eastern portion of the state. It is estimated that approximately 80% of the rural territory lies within a 7 mile radius of a high school. Probably one-half the main roads leading into the small towns are either gravelled or will be within the next two years. Probably half of the farm boys and girls attending High School drive back and forth daily from their homes.

3. Slightly more than half the farm children of high school age in South Dakota are now enrolled in high school. This is surprisingly high and compares favorably with town children.

4. The High School tuition charges to rural non-resident pupils in South Dakota averages \$12.29 per month. This rate is not excessive, measured in terms of actual pupil cost, and is probably as cheap, if not cheaper, at present to the rural districts than if their lands were included in the district maintaining the high school. This will not continue to be the case, however, if the number of farm children attending high school increases very much more.

Despite the fact that the high school tuition charge is paid by the pupil's home district, it places a somewhat heavy burden on the pupil's family. In addition to paying their share of direct school tax in the district, the family must defray the pupil's transportation cost and living expenses when away from home. It is probable that the time is now ripe for some form of county or state tax to aid high schools, which will relieve in part the expense of tuition costs to non-residents and also reduce to some extent the local school tax paid by residents.

5. It is estimated that less than one-third of the general run of farm children attending high school return to the farm after finishing their high school course. The students taking vocational agriculture however make a much better showing, averaging between 60-70%.

6. Everything considered, the farmers of eastern South Dakota have most to gain by not attempting to build up a separate rural high school system, but by continuing to patronize the high school already established, mainly in the villages, towns, and cities, of their respective communities.

The evidence when carefully considered from all angles seems to favor the consolidated or union type of high school for rural communities, especially when the elementary grades can be included in the system. However such general prejudice exists among farmers against consolidation as to preclude any rapid expansion of that type

of school in the state, at least for the present. The next best alternative for the farmer seems to be patronizing the Independent High School which comprise 71% of all the high schools of the state.

7. From the standpoint of the farmer the outstanding disadvantage of the Independent High School system is the fact that he is a non-participant in the active management of the high school. As a paying guest he has little to say as to the kind and quality of service offered. While theoretically he does not have to patronize a given school, practically he has little choice. With few exceptions high transportation costs bind his children to the nearest high school. (See Table 9.)

8. Educational authorities differ as to the minimum sized rural High School that can advantageously offer courses in Vocational Agriculture and Home Economics. The writer believes that the need for such courses is so vital to rural life in the state as to warrant special consideration from even small high schools which serve rural communities.¹

¹ High schools having as low as 75 pupils. can usually find a steady supply of at least 10 farm boys who are interested in Vocational Agriculture. The average of the 29 schools taking agriculture was 18 for 1923. The model average enrollment of these 29 schools was 50-75. It is often practical in the smaller schools to have the superintendent act as the Agriculture teacher. In this way he can alternate the first and second year agriculture, thus devoting one-half of each day to that subject, and the remaining time to other teaching or supervising work. A number of schools in the state are following such a program.

APPENDIX

Tables Supplementary to Text

Table 2

VOCATIONAL CHOICES OF FARM AND TOWN GIRLS

Name of High School Involved		No. of Pupils		Main Occupations Girls Expressed Desire to Follow									
		Replying		Undecided		Commercial		Teaching		Nursing		Miscellaneous	
		Farm	Town	Farm	Town	Farm	Town	Farm	Town	Farm	Town	Farm	Town
Aurora	10	3	0	0	1	1	8	1	1	0	0	1	
Brookings	49	97	10	25	11	32	21	19	5	4	2	17	
Bruce	8	12	0	0	2	6	5	4	1	0	0	2	
Bushnell	0	3	0	0	0	0	0	3	0	0	0	0	
Elkton	12	17	6	8	3	3	1	5	1	0	1	1	
Fountain	7	0	0	0	3	0	3	0	1	0	0	0	
Sinai	17	3	6	1	2	0	5	2	4	0	0	0	
White	22	14	10	5	1	1	8	2	2	2	1	4	
Volga	37	25	3	4	13	3	11	7	7	9	3	2	
Arlington	45	36	17	11	10	6	11	7	4	8	3	4	
Astoria	3	0	2	0	0	0	0	0	1	0	0	0	
Estelline	13	0	1	0	5	0	4	0	2	0	1	0	
Hendricks, Minn.	5	0	0	0	1	0	4	0	0	0	0	0	
Elkton (St. Mary's)	6	0	1	0	3	0	2	0	0	0	0	0	
Totals	234	210	56	54	55	52	83	50	29	23	11	31	
Per Ct. of total pupils replying	52.7	47.3	12.6	12.2	12.4	11.7	18.7	11.2	6.5	5.2	2.5	7.	

Table 3

VOCATIONAL CHOICES OF FARM AND TOWN BOYS

Name of High	No. of Pupils				Main Occupations Boys Expressed Desire to Follow											
School Involved	Replying		Undecided		Farming		Teaching		Engineering		Commercial		Aviation		Miscellaneous	
	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town	Farm Town
Aurora	5	4	0	1	2	0	1	0	1	3	0	0	1	0	1	0
Brookings	30	73	11	24	9	3	4	3	3	11	1	4	1	4	1	24
Bruce	8	6	0	0	1	0	1	0	2	4	0	0	1	2	3	0
Bushnell	3	1	0	0	0	0	0	0	0	0	0	0	1	0	2	1
Elkton	6	6	1	2	4	0	1	0	0	1	0	1	0	1	0	1
Fountain	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Sinai	11	7	7	5	0	0	0	1	0	0	0	0	0	0	4	1
White	14	9	6	3	2	0	2	0	2	1	0	1	0	0	2	4
Volga	10	26	1	2	4	1	2	2	0	7	0	1	0	2	3	11
Arlington	38	18	14	5	15	1	4	2	2	0	0	1	2	3	1	6
Astoria	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Estelline	5	0	3	0	0	0	0	0	1	0	0	0	0	0	1	0
Hendricks, Minn.	4	0	2	0	0	0	1	0	0	0	1	0	0	0	0	0
Elkton (St. Mary's).....	6	1	2	0	1	0	1	0	1	0	0	0	0	0	1	1
Totals	141	151	47	42	39	5	17	8	11	27	2	8	6	12	19	49
Per cent of total pupils replying	48.3	51.7	16.1	14.4	13.4	1.7	5.8	2.7	3.8	9.2	.7	2.7	1.	4.1	6.5	16.8

Table 4 FACTORS DETERMINING CHOICE OF HIGH SCHOOL OF FARM BOYS AND GIRLS

Factors given																				
Name of High School Involved	No. Rural Pupils Replying		Nearness to Home		Chief Trade Center		Friends Attending There		Good Rep- utation of School		Relatives in Town		Special Courses Offered		Size of High School		Low Tuition Rates		Misc. Reasons	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Arlington ..	38	45	29	26	19	20	4	1	20	16	4	3	6	2	18	0	1	0	1	2
Astoria	0	3	0	3	0	3	0	2	0	3	0	2	0	0	0	0	0	0	0	0
Aurora	5	10	2	9	5	7	3	7	0	0	1	2	0	1	0	0	0	0	2	0
Brookings ..	30	49	18	26	12	18	14	15	1	3	10	11	6	11	10	6	4	2	6	4
Bruce	8	8	8	7	4	4	2	3	1	3	2	0	0	0	0	1	0	0	2	2
Bushnell	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elkton	6	12	3	10	2	4	1	4	0	0	3	2	0	0	0	1	0	0	0	0
Elkton (St. Mary's) ..	6	6	6	3	2	3	2	1	5	5	1	2	0	0	1	0	2	1	0	2
Estelline	5	13	6	8	3	3	2	3	4	2	1	4	1	1	2	0	1	1	1	0
Fountain	1	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hendricks ..	4	5	3	3	3	5	1	2	4	4	1	2	0	0	0	0	1	0	0	0
Sinai	11	17	11	17	0	5	0	1	0	0	0	1	0	0	0	0	0	0	0	1
Volga	10	37	6	27	3	10	3	19	1	8	0	6	1	6	1	6	0	6	0	5
White	14	22	11	19	6	7	4	3	6	4	5	4	0	1	4	0	3	1	2	2
Totals	141	234	106	158	59	89	36	61	42	48	28	39	14	22	36	13	12	12	12	18
% of total pupils replying	37.6	62.4	28.3	42.1	15.7	23.7	9.6	16.3	11.2	12.8	7.5	10.4	3.7	5.9	9.6	3.5	3.2	3.2	3.2	4.8

Table 5

TRANSPORTATION AND LIVING PRACTICES OF FARM PUPILS ATTENDING HIGH SCHOOL

Name of High School Involved	No. of pupils Replying		Road conditions				Living conditions			
			Av. No. miles distance from High School		Av. No. miles of road gravelled		No. who regularly* drive back and forth		No. who live with town relatives	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Aurora	5	10	7	5	3	3	3	8	1	2
Brookings	30	49	7	7	4	4	16	19	10	11
Bruce	8	8	2 3/4	4 1/4	2 1/4	1	8	6	0	0
Bushnell	3	0	3	0	1 3/4	0	3	0	0	0
Elkton	6	12	6 3/4	3 1/4	2 2/3	2	4	8	2	1
Fountain	1	7	2	1 3/7	0	0	1	6	0	0
Sinal	11	17	2	3	1	1 3/4	8	14	0	0
White	14	22	2 3/4	4 1/2	1	1 1/2	10	12	3	2
Volga	10	37	4 1/4	7	3 1/5	5	7	8	0	9
Arlington	38	45	5	6	2	3	20	16	3	4
Astoria	0	3	0	2 2/3	0	1 2/3	0	0	0	2
Estelline	5	13	7	7	3 1/2	2	5	4	0	2
Hendricks	4	5	6 1/4	6 2/5	2 1/2	3 2/5	3	3	1	2
Elkton (St. Mary's)....	6	6	3 5/6	6	1 5/6	1 2/3	6	2	0	3
Totals	141	234	59 7/12	63	27 1/4	30	94	106	20	38
Average no. miles.....			4.6	4.8	2.1	2.3				
Per cent of totals for each column	37.3	62.7					25.1	28.3	5.3	10.1

*Except during extremely bad weather when the roads are impassable.

Table 6

LAND TENURE OF FARM FAMILIES HAVING CHILDREN IN HIGH SCHOOL

Name of High School involved	Owners								Renters			
	No. of pupils replying				Boys		Girls		Boys		Girls	
	Owners		Renters		Av. no. yrs. on this farm	Av. no. yrs. in this community	Av. no. yrs. on this farm	Av. no. yrs. in this community	Av. no. yrs. on this farm	Av. no. yrs. in this community	Av. no. yrs. on this farm	Av. no. yrs. in this community
	Boys	Girls	Boys	Girls								
Aurora	3	5	2	4	14	14	16	20	2	14	10	10
Brookings	14	26	12	20	14 1/2	16	15	17	6	11	7 1/2	16
Bruce	4	5	4	3	19 3/4	22	20	24	11 1/2	12 1/3	4	8 2/3
Bushnell	1	0	2	0	20	20	0	0	4	14	0	0
Elkton	4	8	2	3	9	21 3/4	12	18 1/2	2 3/4	13	5 1/3	11
Fountain	1	3	0	4	11	11	17 1/3	17 1/3	0	0	3 1/4	3 1/4
Sinai	10	11	1	6	17 3/5	20	23 3/10	26	3	16	9	13 2/5
White	9	13	3	4	12	13 1/2	15 2/3	18 2/3	13	13	12 1/2	14
Volga	6	26	4	9	15 2/3	18	19	21 1/2	5 3/4	15	3	10
Arlington	25	31	11	14	17 3/5	24	16	20	6	11	7 1/2	12
Astoria	0	1	0	2	0	0	30	30	0	0	7	25
Estelline	4	8	0	5	22	22	11 1/2	18 1/4	0	0	6	11 3/4
Hendricks	2	2	2	3	15	15	19 1/2	19 1/2	2	6	13 1/2	19
Elkton (St.Mary's)	1	2	5	4	14	14	26	26	6	8	2 1/3	4 1/2
Totals.....	84	141	48	81	202	231 1/4	241 3/10	276 3/4	62	133 1/3	91	158 1/2
Av. no. of years....					15.5	17.8	18.6	21.3	5.6	12.1	7.	12.2

Owners 225, renters 129, total 354. 63.56% owners. 36.44% renters.

Table 7

THE EXTENT OF EDUCATION OF THE FATHERS OF HIGH SCHOOL PUPILS

Name of High Sch. involved	No. farm pupils replying	Completed 8th grade	Farm Years in High School				Years in college				No. town pupils replying	Completed 8th grade	Town Years in High School				Years in college			
			1	2	3	4	1	2	3	4			1	2	3	4	1	2	3	4
Aurora	15	11	1	2	0	0	0	0	0	0	7	6	0	0	0	0	0	0	0	0
Brookings..	79	56	1	3	0	7	0	3	0	2	170	142	1	8	3	64	1	8	2	17
Bruce	16	6	1	0	0	0	0	2	0	7	18	10	0	0	0	3	0	1	0	1
Bushnell	3	3	0	2	0	0	0	0	0	0	4	3	0	0	0	0	0	0	0	0
Elkton	18	11	1	0	0	0	1	0	0	0	23	13	1	1	2	2	0	2	0	0
Fountain.....	8	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sinai	28	16	4	3	0	1	3	1	1	0	10	8	0	0	1	2	1	1	1	1
White	36	26	0	2	2	3	2	0	0	1	23	19	0	1	3	7	2	3	0	2
Volga	47	32	4	5	2	2	0	0	0	0	51	40	1	3	1	10	1	2	0	6
Arlington ..	83	51	3	3	2	7	2	2	0	1	54	38	2	2	4	13	1	5	0	9
Astoria	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Estelline	18	15	0	3	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Hendricks..	9	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elkton (St. Mary's)	12	10	0	2	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
Total.....	376	246	15	25	8	20	8	10	1	11	373	290	5	17	14	101	6	22	3	36
Per cent of total farm pupils replying.....		65.4	4.	6.6	2.1	5.3	2.1	2.6	.26	2.9										
Per cent of total town pupils replying....											77.7		1.3	4.6	3.8	27.1	1.6	5.9	.8	9.7

Table 8

THE EXTENT OF EDUCATION OF THE MOTHERS OF HIGH SCHOOL PUPILS

Name of High Sch. involved	No. farm pupils replying	Completed 8th grade	Farm Years in High School				Years in college				No. town pupils replying	Completed 8th grade	Town Years in High School				Years in college			
			1	2	3	4	1	2	3	4			1	2	3	4	1	2	3	4
Aurora	15	13	2	0	0	1	0	0	0	0	7	6	0	0	0	0	0	0	0	0
Brookings..	79	56	1	3	0	9	1	3	1	2	170	152	0	10	4	60	2	7	0	20
Bruce	16	8	1	0	0	0	0	1	0	0	18	12	0	1	1	4	0	0	0	0
Bushnell	3	3	0	0	0	2	0	0	2	0	4	4	0	0	0	0	0	2	1	1
Elkton	18	13	0	1	0	1	0	0	0	0	23	13	1	0	0	3	1	1	0	0
Fountain....	8	6	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sinai	28	18	1	1	0	7	2	1	0	0	10	8	0	3	0	1	0	0	0	0
White	36	24	1	4	0	4	0	2	0	0	23	17	1	1	1	8	2	1	0	1
Volga	47	34	1	4	0	5	0	1	0	2	51	38	0	4	1	11	1	2	0	0
Arlington ..	83	57	6	7	5	8	3	1	0	2	54	42	1	7	3	15	1	2	2	5
Astoria	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Estelline	18	15	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Hendricks..	9	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elkton (St. Mary's)	12	12	4	2	0	1	0	0	0	0	1	12	3	2	0	1	0	0	0	0
Total.....	376	254	19	24	5	38	6	10	3	7	373	304	6	28	10	103	7	15	3	27
Per cent of total farm pupils replying.....		67.6	5.1	6.4	1.3	10.1	1.6	2.6	.8	1.9	Per cent of total town pupils replying.....	81.5	1.6	7.5	2.7	27.6	1.9	4.	.8	7.2

Table 9

THE RELATION OF HIGH SCHOOL SERVICE TO OTHER KINDS OF COMMUNITY SERVICE AMONG FAMILIES OF FARM HIGH SCHOOL PUPILS

Names of towns of-fering H. S. service	No. of farm pupils reporting	Per cent of families of same farm pupils who patronize other services in these same communities or in other communities											
		Who Buy Gr'c'ries	Suits & Over-coats	Furni-ture	Who Sell Grain	Live-stock	Cream and eggs	Attend social affairs	Patron-ize amuse-ments	Take weekly news-paper	Attend Church	Employ Doctor	Patron-ize Hospi-tal
Aurora	15	86.7	0	0	80.0	46.7	73.3	60.0	20.0	0	86.7	20.0	0
Brookings ..	79	94.9	83.5	82.3	64.6	50.6	74.7	72.2	77.2	68.4	58.2	76.0	68.3
Bruce	16	93.8	12.5	12.5	93.8	68.8	93.8	62.5	43.8	68.8	62.5	0	0
Bushnell ..	3	33.3	0	0	66.7	33.3	66.7	0	0	0	0	0	0
Elkton	18	83.3	44.4	44.4	66.7	22.2	66.7	66.7	55.6	38.8	66.7	77.8	0
Fountain ..	8	0	0	0	0	0	0	0	0	0	0	0	0
Sinai	28	85.7	10.7	10.7	67.9	53.6	82.1	75.0	14.3	0	96.4	0	0
White	36	75.	2.8	2.8	72.2	55.6	69.4	80.7	79.6	46.7	83.3	38.9	0
Volga	47	74.4	14.9	34.	74.4	68.1	85.1	68.1	59.3	63.8	68.1	83.0	89.1
Arlington....	83	83.1	28.9	69.9	71.1	53.	85.5	73.5	73.5	81.9	68.7	95.2	0
Astoria	3	100.	0	0	100.	100.	100.	100.	100.0	0	66.7	0	0
Estelline ..	18	66.7	5.5	11.1	55.5	11.1	66.7	62.2	55.6	50.	33.3	77.8	0
Hendricks...	9	88.9	22.2	88.9	77.8	77.8	88.9	88.9	88.9	77.8	77.8	100.	100.
Elkton (St. Mary's) ..	12	100.	66.7	66.7	83.3	58.3	91.7	83.3	91.6	33.3	91.6	91.6	0
Average		82.0	29.2	42.3	74.9	53.8	80.4	74.4	63.3	53.0	71.7	73.4

Table 10

**NO. OF COMMUNITY CENTERS PATRONIZED FOR CHURCH, MEDICAL, AND HOSPITAL SERVICE AMONG
FAMILIES OF FARM HIGH SCHOOL PUPILS**

Name of High School involved	No. of pupils replying	Church attendance			Medical service			Hospital service		
		1 center	2 centers	3 or more centers	1 center	2 centers	3 or more centers	1 center	2 centers	3 or more centers
Aurora	15	15	0	0	13	0	0	13	0	0
Brookings	79	71	0	0	68	0	0	61	0	0
Bruce	16	16	0	0	12	0	0	11	0	0
Bushnell	3	2	0	0	1	0	0	2	0	0
Elkton	18	16	0	0	16	0	0	6	1	0
Fountain	8	8	0	0	8	0	0	8	0	0
Sinai	28	28	0	0	23	2	0	20	1	1
White	36	33	0	0	23	0	0	18	0	0
Volga	47	42	0	0	43	1	1	43	0	0
Arlington	83	83	0	0	81	1	0	62	10	0
Astoria	3	3	0	0	3	0	0	3	0	0
Estelline	18	18	0	0	17	0	0	13	0	0
Hendricks	9	9	0	0	9	0	0	9	0	0
Elkton (St. Mary's) ..	12	11	0	0	11	0	0	8	0	0
Total	375	355	0	0	328	4	1	277	12	1
Per cent of total pupils replying.....		94.7	0	0	87.5	1.1	.3	73.9	3.2	.3

Table 11
**NOS. OF COMMUNITY CENTERS PATRONIZED FOR SOCIAL AFFAIRS, AMUSEMENTS, AND WEEKLY NEWS-
 PAPERS AMONG FAMILIES OF FARM HIGH SCHOOLS PUPILS**

Name of High School involved	No. of pupils replying	Social affairs			Amusements			Weekly newspapers		
		1 center	2 centers	3 or more centers	1 center	2 centers	3 or more centers	1 center	2 centers	3 or more centers
Aurora	15	14	0	0	13	0	0	10	5	0
Brookings	79	63	4	0	65	3	0	69	5	0
Bruce	16	12	2	1	13	2	1	13	3	0
Bushnell	3	2	0	0	1	0	1	3	0	0
Elkton	18	15	0	0	13	1	1	18	0	0
Fountain	8	6	0	0	8	0	0	7	1	0
Sinai	28	23	0	2	16	6	3	26	1	0
White	36	24	3	0	22	5	0	22	4	1
Volga	47	39	0	1	31	9	1	42	4	0
Arlington	83	72	6	2	69	6	2	66	10	4
Astoria	3	2	1	0	2	1	0	2	0	0
Estelline	18	17	0	0	13	4	1	13	2	1
Hendricks	9	9	0	0	9	0	0	7	1	0
Elkton (St. Mary's) ..	12	9	1	0	10	1	0	10	0	0
Totals	375	307	17	6	285	38	10	308	26	6
Per cent of total pupils replying	100.	81.9	4.5	1.6	76.	10.1	2.7	82.1	6.9	1.6

Table 12

**NOS. OF SELLING CENTERS FOR GRAIN, LIVESTOCK, CREAM AND EGGS AMONG FAMILIES OF
FARM HIGH SCHOOL PUPILS**

Name of High School involved	No. of pupils replying	Grain sold to			Livestock sold to			Cream and eggs sold to		
		1 center	2 centers	3 or more centers	1 center	2 centers	3 or more centers	1 center	2 centers	3 or more centers
Aurora	15	14	1	0	15	0	0	15	0	0
Brookings	79	65	4	1	61	8	0	64	6	0
Bruce	16	16	0	0	16	0	0	13	3	0
Bushnell	3	2	0	0	2	0	0	2	0	0
Elkton	18	14	0	0	12	1	0	15	0	0
Fountain	8	7	0	0	6	0	0	6	2	0
Sinai	28	22	1	0	22	4	0	23	4	0
White	36	27	1	0	23	4	0	27	1	0
Volga	47	44	3	0	39	5	1	41	5	0
Arlington	83	76	6	1	70	11	1	77	6	0
Astoria	3	3	0	0	3	0	0	3	0	0
Estelline	18	17	0	0	15	1	0	15	2	1
Hendricks	9	9	0	0	9	0	0	9	0	0
Elkton (St. Mary's) ..	12	11	0	0	11	0	0	11	0	0
Total	375	327	16	2	304	34	2	321	29	1
Per cent of total pupils replying		87.2	4.3	.5	81.1	9.1	.5	85.6	7.7	.3

Table 13

**NOS. OF BUYING CENTERS FOR GROCERIES, SUITS, OVERCOATS, AND FURNITURE AMONG FAMILIES
OF FARM HIGH SCHOOL PUPILS**

Name of High School involved	No. of pupils replying	Groceries purchased from		Suits and overcoats purchased from		Furniture purchased from	
		1 center	2 centers	1 center	2 centers	1 center	2 centers
Aurora	15	14	1	15	0	14	0
Brookings	79	76	1	73	0	71	0
Bruce	16	14	2	13	3	14	2
Bushnell	3	3	0	3	0	3	0
Elkton	18	18	0	13	0	12	0
Fountain	8	8	0	8	0	8	0
Sinai	28	28	0	24	2	18	1
White	36	33	1	30	1	27	1
Volga	47	45	2	43	4	41	4
Arlington	83	79	4	71	12	74	2
Astoria	3	3	0	3	0	2	0
Estelline	18	16	1	16	1	13	0
Hendricks	9	9	0	9	0	9	0
Elkton (St. Mary's)	12	12	0	11	0	9	1
Totals	375	358	12	332	23	315	11
Per cent of total pupils replying..		95.5	3.2	88.5	6.1	84.	2.9

Table 15

**TUITION RATES CHARGED BY SECONDARY SCHOOL DISTRICTS FOR NON-RESIDENT FARM PUPILS
1928-1929**

Name of High School	Accreditation by State Dept. of Public Instruction (1928)	No. years High School work offered	No. farm pupils paying tuition	Per cent of total enrollment paying tuition	Amount charged for monthly tuition
High Schools in Brookings County					
Aurora	Accredited	3	18	72%	11.00
Brookings	Accredited	4	110	30%	12.50
Bruce	Accredited	4	14	42%	10.00
Bushnell	Accredited	2	3	33%	12.50
Elkton	Accredited	4	20	45%	7.00
Fountain	Accredited	2	0	0%	12.50
Sinai	Non-accredited	4	17	45%	10.00
White	Accredited	4	33	51%	12.00
Volga	Accredited	4	54	49%	12.00
High Schools Patronized Outside the County					
Arlington	Accredited	4	44		12.80
Astoria	Accredited	3	3		8.00
Estelline	Accredited	4	14		11.37
Hendricks, Minn.	Accredited	4	10		7.00
Toronto	Accredited	4	4		12.00
Other Secondary Schools in Brookings County					
Elkton (St. Mary's)	Accredited	4	26	59%	1.66 ¹
School of Agriculture.....	Accredited	4	25	98%	6.00 ²

¹ The present tuition charge is \$15 per year for one child in the family or \$25 for two.

² The charge is \$30 for the term of five months.

BOY STUDENTS THAT WOULD HAVE ELECTED SPECIAL SUBJECTS HAD THEY BEEN OFFERED

EDUCATING FARM BOYS AND GIRLS

62

BULLETIN 250

Name of High School involved	No. of pupils replying								Special Subjects																								
									Commerce								Normal Training								Home Economics								
	1st year		2d year		3d year		4th year		1st year		2d year		3d year		4th year		1st year		2d year		3d year		4th year										
	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T									
Aurora	5	0	2	1	3	2	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	2	0	0	0	3	2	0	0			
Brookings	17	32	10	24	10	15	12	26	0	1	1	3	3	2	5	9	1	2	2	2	1	1	1	0	0	1	0	5	1	1	0	0	
Bruce	3	4	1	4	4	2	0	2	1	0	1	1	0	1	0	0	0	0	1	1	1	0	0	1	4	0	4	3	0	0	2		
Bushnell	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0		
Elkton	6	6	4	5	2	3	0	3	0	0	2	0	0	2	0	0	0	1	0	1	0	2	0	0	1	1	0	1	0	0	0	0	
Fountain	5	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	
Sinai	8	3	1	0	8	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	0	3	3	1	0	8	0	0	0	
White	7	3	5	4	6	3	4	4	0	0	0	0	0	0	0	2	0	0	1	2	0	2	0	1	1	1	3	3	6	2	2	3	
Volga	11	6	8	10	10	5	8	4	0	1	0	2	0	1	0	2	0	2	1	1	2	0	1	0	0	0	0	0	0	0	0	0	0
Arlington	18	13	4	9	14	8	9	6	0	0	0	0	0	0	1	0	2	0	1	1	6	0	4	2	15	9	1	2	6	5	5	3	
Astoria	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
Estelline	3	0	1	0	5	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	
Hendricks	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0
Elkton (St. Mary's)	1	0	2	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	0
Total.....	87	68	43	59	64	38	40	45	2	2	5	6	3	6	6	13	11	5	6	9	12	5	8	4	26	19	10	15	28	10	5	8	8
Percent of total pupils replying	19.6	15.3	9.7	13.3	14.4	8.6	9.	10.1	.5	.5	1.1	1.4	.7	1.4	1.4	2.9	2.5	1.1	1.4	2.	2.7	1.1	1.8	.9	5.9	4.3	2.3	3.4	6.3	2.3	2.	1.8	