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HISTORY OF THE KIDDER CONSOLIDATED SCHOOL COVERING
THE FOURTEEN-YEAR PERIOD FROM 1941 THROUGH 1954

by

Francis W. Richter

THIS BOOK DOES
NOT CIRCULATE

A problem submitted to the Faculty of the South Dakota
State College of Agriculture and Mechanic Arts
in partial fulfillment of the requirements
for the Degree of Master of Science

(Plan B)

July, 1953

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TABLE OF CONTENTS

SECTION	PAGE
I. INTRODUCTION	1
History of the Kidder Community and School.	1
Statement of the Problem.	2
Objectives of the Study	3
Sources of and Treatment of Data.	3
II. TENURE OF THE TEACHERS	5
Number of Teachers Employed Each Year . .	6
Length of Time Teachers Stayed.	7
Salary Variations Throughout the Period .	8
III. SCHOOL ENROLLMENT.	13
High-School Enrollment.	14
Number of Nonresident High-School Students	16
Grade-School Enrollment	17
Number of Grade-School Nonresident Pupils	18
IV. EDUCATIONAL PROGRAM.	20
Elementary-School Academic Curriculum . .	20
High-School Academic Curriculum	23
Extracurricular Activities.	25
V. CHANGING COST OF OPERATION OF SCHOOL	29
Assessed Valuation	29
Mill Levy	31
Estimated Annual Budget	32

SECTION

PAGE

Building Program	33
Cost Per Elementary-School Pupil	35
Cost Per High-School Student	37
VI. OPERATIONAL SERVICES	39
Transportation Service	39
School Hot-Lunch Program	41
Health Services	42
Other Community Services	44
VII. SUMMARY OF STUDY AND CONCLUSIONS	47
Summary of Study	47
Summary of Conclusions	47
Gains Made During the Fourteen-Year Period	49

LIST OF TABLES

TABLE	PAGE
I. Break down of Tenure Span of Superintendents, High-School Teachers and Grade-School Teachers	7
II. The Superintendents, High-School Teachers and Grade-School Teachers' Salaries from 1941 through 1954.	11
III. The High-School Enrollment, Number of High-School Tuition Students, Grade-School Enrollment and the Number of Grade-School Tuition Pupils	15
IV. The Annual Budget, Amount of Tax Collection, Assessed Valuation and Mill Levy from 1941 through 1954	30
V. The Annual Cost per Elementary-School and Annual Cost Per High-School Student from 1941 through 1954.	36

SECTION I

INTRODUCTION

In recent years there has been a great deal of speculation concerning the role of the small high school in the educational picture in South Dakota. The investigator has not intended to make a comparison between the small high school and the large high school but rather has undertaken to survey the Kidder Independent Consolidated school and note its progress toward fulfilling the needs of the community and keeping abreast of the times from 1941 through 1954.

History of the Kidder Community and School Kidder is a small unincorporated village of 150 residents located four miles from the North Dakota line in the northeastern section of South Dakota. It is in Marshall County, eight miles north of Britton which is the county seat of Marshall County. The unincorporated village of Kidder has a postoffice, a grocery store, cafe, recreation parlor, garage, a railroad depot and two grain elevators. At one time the village had a population of about 300 people. Because of the lack of industry, people left and sought employment elsewhere.

The people of the Kidder community are about equally divided between the Norwegian and German nationalities. There is no barrier between the two groups and they tend to work harmoniously

together. There are two churches in the community, the Norwegian Lutheran church and the Baptist church.

The principal occupation of the community is grain farming and the raising of livestock. The Kidder community lies in a very fertile valley. Livestock raising became popular with the farmers when the price of cattle increased immediately after World War II. There are natural pastures in the hills to the east that make cattle raising very profitable.

The school district was consolidated in 1918 and comprised an area of 29 square miles, including the unincorporated village of Kidder. The construction of the school building was completed in 1919 and the first high-school senior graduated in 1923. The first floor contains four grade-school classrooms and the second floor contains the high-school assembly, library, stage, superintendent's office and three high-school classrooms. The basement floor of the school building includes the furnace room, coal bin, janitor's room, gymnasium and a store room. The school employs a superintendent, two high-school teachers, four grade-school teachers, a janitor, two cooks for the hot-lunch program and two bus drivers. The school district owns a house for the superintendent, bus garage, a barn and five acres for the football field.

Statement of the Problem The purpose of this study is to summarize the program of the small school system and to point

out the trends that developed in the course of those years. The program is viewed from the standpoint of the tenure of the teachers, school enrollment, education program, changing cost of operation and operational services throughout the fourteen-year period from 1941 through 1954. Since the Kidder school operated continuously throughout this period as a small school system, the investigator felt that the situation was ideal for this study.

Objectives of the Study The general objectives of this study were to note what changes took place in the operations and services in the school during this period. The specific objectives are stated below:

- (1) To determine the tenure, salary and number of teachers employed.
- (2) To determine the trend in the grade and high-school enrollment.
- (3) To determine curricular and extracurricular changes.
- (4) To determine the trends in assessed valuation and mill levy.
- (5) To determine the changes in the annual budget.
- (6) To determine the trend in per-pupil cost of education at the Kidder school.
- (7) To determine the services of the school to the community.

Sources of and Treatment of Data Evidence for this study was obtained from the records of the State Department of Public Instruction, records from the office of the Marshall County super-

intendent of schools, records from the office of the Marshall county auditor and the Kidder school records. Evidence was obtained from a member of the board of education who had served for a number of years, from previous superintendents and teachers and from patrons of the community.

The data for the teachers was recorded in tabular form for the number of years teachers remained in service at Kidder and the teachers average salary for the fourteen-year period. In an attempt to indicate the enrollment trends the school enrollment was tabulated in four columns: high-school enrollment, high-school tuition students, grade-school enrollment and grade-school tuition pupils. The data on the educational program were obtained from records and information obtained from former teachers. This evidence did not lend itself to tabulation. In the changing cost of operation, the data was recorded and tabulated in five columns, assessed valuation, mill levy, annual budgets, tax collected, elementary-school cost per pupil and high-school cost per student. In an attempt to indicate the trend of the services rendered by the school to the community, the information did not lend itself to tabulation.

SECTION II

Tenure of the Teachers

In this section the investigator has arranged tables for the convenience of the reader to more clearly visualize some of the conditions that pertained to the teachers in this small school system. The required qualifications of the teachers are set by the South Dakota Department of Public Instruction and the school is expected to conform to these regulations to maintain its accreditation. All teachers, including the superintendent, were hired on a nine-months contract basis. Prior to 1946 the school furnished no housing for the teachers or the superintendent; however, from 1946 through 1954 the school furnished a house for the administrator by renting from an individual. A nice two-story house and garage was purchased in 1954 by the school district for the administrator. Housing has been difficult to secure for the teachers due to the fact that the community is small; however, rooms were plentiful in the case of single teachers. Boarding facilities are difficult as there is only one small cafe in the village. The most satisfactory arrangement was in obtaining both room and board at a private home.

Transportation, both in and out of Kidder, presented a problem for teachers who did not have their own private means

of transportation. The Great Northern Railroad passed through Kidder twice daily. A passenger train ran from Breckenridge, Minnesota to Aberdeen in the morning and made a return trip in the evening. The Swanson Bus Lines, which ran between Aberdeen and Fargo, North Dakota, passed two miles to the west of Kidder; however, this service was discontinued in 1952. This was the only public transportation available to the teachers. People of the community are very cordial about taking teachers, without private transportation, to Britton and Aberdeen for shopping.

Number of Teachers Employed Each Year The Kidder school has continuously throughout this period employed a superintendent and two teachers for the high-school staff. One of the teachers usually possessed English and vocal music qualifications and the other was athletic coach. During the years 1941-'43 and 1947-'48 the superintendent acted as athletic coach. It might be noted that in four different years one of these two teachers possessed a "permit". This undesirable situation occurred mostly during the World War II years when qualified teachers were difficult to obtain. During the years 1944-45 and 1947 through 1951, two superintendents were administrators on a "permit" basis.

The Kidder school operated with three teachers in the first eight grades from 1941 through 1948. A fourth-grade teacher was added to the staff in 1949. Prior to 1948 the

grades were grouped first and second; third, fourth and fifth; and sixth, seventh and eighth. Since 1948 they have been grouped two grades per teacher. Nine different teachers were employed on a "permit" basis during and after World War II. There were two cases of teachers leaving in the middle of the year and replacements had to be secured.

Length of Time Teachers Stayed The tenure span of the teachers in the Kidder School has been small. This, undoubtedly, has been greatly influenced by conditions attributed to the period involving World War II.

The superintendent who remained for the five-year period served on a "permit". The high-school teacher who remained for a nine-year period was a married woman from the local community

Table I.

Break down of Tenure Span of Superintendents,
High-School Teachers and Grade-School Teachers

Tenure	Superintendents	High-School Teachers	Grade-School Teachers
1	2	15	15
2	2	2	7
3	1	0	5
4	0	0	1
5	1	0	0
6-7-8	0	0	0
9	0	1	0

who had raised her family and the arrangement proved convenient for both the teacher and the school. The grade teacher who remained for four years came there as a single girl but married a local patron and terminated her teaching career at the time of her marriage. Local teachers were hired whenever possible and this occurred a great deal of the time.

Throughout this fourteen-year period the average term of employment of superintendents was 2.3 years. The average term of employment for teachers throughout this period was 1.5 years.

The people of the community were extremely friendly and the teachers were invited into the homes of the patrons frequently for meals and an evening of entertainment.

The conditions during and after World War II, apparently, had little effect upon the length of time either high-school or elementary-school teachers remained in the Kidder school system. The period after World War II seemingly had a more stable effect upon the superintendents. The two periods produced a marked change in the qualifications of the teachers employed. Many "permit" teachers in both the high-school and grade-school faculty were utilized during the War years. "Permit" teachers tended to stay a shorter length of time than did the fully qualified teachers.

Salary Variations Throughout the Period The superintendent and the teachers were contracted for a nine-month term with the

option of their salaries being spread over either ten or twelve payments as the individual teacher desired. The school board had no set salary schedule and their best index was the salaries being paid teachers by the neighboring schools. Local teachers were usually paid lower salaries than were paid to teachers new to the system.

When there were a number of applicants for a position the amount of salary requested was frequently an important factor as to who got the job. Marital status, number of dependents, and education beyond the minimum necessary for the appropriate certificate had very little bearing on the amount of salary offered. Teachers who remained more than one year, particularly grade teachers, usually commanded from \$100 to \$200 more salary per year than beginning teachers. The salary range did not increase for teachers who remained more than two years. The patrons desired the teachers to live in the community; however, commuting from a neighboring community or town had no effect on the teacher's salary. Patrons made their opinions known to board members concerning individual teachers, which was possibly due to the smallness of the community, and this had considerable bearing on the salary of the teacher. Apparently, the patrons of the Kidder school put a considerable stress on personal habits of their teachers. Individual teacher's personal habits were very often factors in the salary discussion of a teacher as every individual is intimately known in a small community.

Teachers' salaries at Kidder tell the story of an increased demand and a diminishing supply of teachers which existed during and after World War II. The economic condition that settled on the nation as well as the Kidder community caused a constant rise in salaries. Teachers left the teaching field and sought employment in other fields of work for purely financial reasons. The board of education refused to rehire some teachers because the board thought they were asking for too much money. The board often found themselves in the position of finally paying as much or more money for new inexperienced teachers, as the previously experienced and satisfactory teachers were asking.

The reader will note in Table II that a large variation can be noticed in the superintendent's salary between 1944 and 1945. The superintendent in 1944 was a woman who was teaching in the high school and, though not educationally qualified for the superintendency, was asked to take over that position when a qualified administrator could not be found. The high-school average salary dropped in 1944 due to the employment of a "permit" teacher for the high-school staff. The same table reveals that the high-school teachers' average salary dropped in 1950-51 from the previous year. This was due to the fact that two local teachers were employed. The elementary teacher average salary showed a rise each year. The sharpest rise was in 1947-48 and the investigator found that a complete new elementary staff was hired that year.

Table II

The Superintendents, High-School Teachers and
Grade-Teachers Salaries from 1941 through 1954

	A	B	C
Year	Superintendent	High-School Teacher Average	Grade-School Teacher Average
1940-41	\$1350.00	\$ 810.00	\$ 718.00
1941-42	1400.00	925.00	720.00
1942-43	1700.00	1100.00	841.00
1943-44	2200.00	1550.00	1087.00
1944-45	2000.00	1425.00	1166.00
1945-46	2800.00	1900.00	1320.00
1946-47	3300.00	1950.00	1350.00
1947-48	4000.00	2550.00	1766.00
1948-49	4100.00	2675.00	1850.00
1949-50	4100.00	2875.00	1900.00
1950-51	4100.00	2775.00	2075.00
1951-52	4300.00	2900.00	2250.00
1952-53	4500.00	3000.00	2325.00
1953-54	4700.00	2950.00	2512.00

In summary, the salaries for the Kidder school superintendent and the elementary teachers were very much in line with the average throughout South Dakota for similar sized schools. The high-school teachers' average salary was below the average

SECTION III

School Enrollment

The Kidder school enrollment consists of children from both the village and the rural area. The rural area provides a greater number of the students to the Kidder school than did the village by an approximate ratio of three to one. The children from the rural area are made up of children in the Kidder school district and tuition students from surrounding common school districts. All rural children are transported by means of busses which covered an area out from Kidder of approximately fourteen miles to the east, eight miles to the west, five miles to the north and six miles to the south. By 1954 there were five common school districts sending their grade-school and high-school children to the Kidder school. One of these common school districts was located in North Dakota; however, they were closer to Kidder than to any school district in North Dakota operating a school. One family located in a common school district in which their grade school was operating sent their three children to the Kidder school and paid the tuition personally. An unusual condition existed where almost all of the land extending throughout two common school districts was owned by one individual and he employed farm-laborers with families. There are eight such families in these two districts.

throughout South Dakota in similar sized schools. The teachers remained at the Kidder school for a very short length of time. Superintendents tended to remain on the average for more years than did the teachers. The salary of both the superintendents and the teachers tended to increase over the fourteen-year period.

the children of whom all attended the Kidder school. This presented an undesirable situation because the turnover of families in this person's employ was rapid and produced a great number of admittances and withdrawals of students from the school during the school year. But generally the population within the Kidder Consolidated School district tended to remain stable with very little migration of the people.

High-School Enrollment The Kidder school building was completed in the spring of 1919 and the first graduation exercises of the high school took place in 1923 with only one graduate. Throughout the period under investigation of 1941 and 1954, the Kidder high school would consistently have been classified as a small South Dakota high school in terms of enrollment. The small enrollment limited the number of vocational courses and the number of extracurricular activities that could effectively be carried on in the school program. Students participated extensively in more of the extracurricular activities that were carried on and received more personalized attention and guidance from the teachers. The largest enrollment during the fourteen-year period was in 1941 when a total of seventy-seven students enrolled in the high school as shown in Table III, column A. Further investigation found the 1941 enrollment to be the largest in the history of the school. This enrollment did not present an over-crowded condition as the investigator found the school plant equipped to accomodate about one-hundred high school students.

The reader will note from Table III, column A that the Kidder high-school enrollment fluctuated with a decreasing trend. The small enrollment from 1950 through 1954 has resulted because the children in that age group were normally

Table III

The High-School Enrollment, Number of High-School Tuition Students, Grade-School Enrollment and the Number of Grade-School Tuition Pupils.

Year	A High-School Enroll.	B High-School Tuition Students	C Grade-School Enroll.	D Grade-School Tuition Pupils
1940-41	72	19	58	6
1941-42	77	21	56	5
1942-43	65	16	54	3
1943-44	47	13	63	7
1944-45	48	15	54	6
1945-46	45	9	61	7
1946-47	44	12	59	13
1947-48	57	18	68	13
1948-49	57	17	65	12
1949-50	46	14	57	10
1950-51	41	11	68	12
1951-52	40	12	66	11
1952-53	36	11	65	11
1953-54	34	13	79	18

born between the years 1932 and 1937 when the people throughout the country were in the grip of an economic depression. The high enrollment in 1941 has been the result of a high birth rate following World War I. The Kidder high-school enrollment decreased during and immediately after World War II. There was a marked enrollment increase in 1947 followed by a gradual decline after 1948.

Number of Nonresident High-School Students The Kidder school was not dependent upon high-school tuition students to help meet the financial expenditures necessary to operate the school. The amount of tuition that was charged for nonresident high-school students was set by law. Being consolidated made a much larger school district and thus lowered the potential number of high-school tuition students that were possible in the area served by the Kidder school. The convenience of school busses undoubtedly, influenced parents of high-school students outside the district to send their children to Kidder. Relatives and acquaintances in the Kidder community were a decided factor for many nonresident students coming to Kidder. Some people felt that their children would be able to participate more extensively in extracurricular activities in the small high school than would be possible in a school with a larger enrollment. Parents who were former graduates of Kidder high school generally sent their children to Kidder from outside the local community served by

the school because of sentiment. Britton high school located ten miles to the south of Kidder took some tuition students away from Kidder because of the wider range of vocational subjects offered and a more extensive program of extracurricular activities.

By referring to Table III, column A and B, the reader will note that the number of nonresident students ranged between one-fifth and one-third of the high-school enrollment each year. The number of high-school tuition students tended to fluctuate though the investigator could find no apparent reasons for this fluctuation other than those due to normal circumstances.

Grade-School Enrollment The grade-school enrollment referred to in this section includes pupils in the first eight grades. The physical plant of the school is capable of accommodating about 120 grade-school pupils, a number much larger than the actual grade enrollment. There were four elementary classrooms available; however, only three classrooms were used until 1948 when a fourth elementary-school teacher was employed and all four grade classrooms were utilized. The number in each grade was small, usually numbered between five and twelve pupils in each class.

There were three nearby common school districts that closed their schools during the period from 1941 through 1954 and sent their pupils to the Kidder school.

The total grade-school enrollment did not fluctuate seriously

during the fourteen-year period as the reader will note from Table III, column C. The largest increase in enrollment occurred in 1953 as a result of a common school district south of Kidder closing and sending their pupils (14) to Kidder. There was also a large first-grade enrollment in 1953. The investigator found that a fourth elementary teacher was added in 1948 because the board of education anticipated that a common school district east of Kidder would close and send their pupils to Kidder; however, this school district was still operating their school in 1954.

Number Grade-School Nonresident Pupils Prior to 1953 the South Dakota school law allowed the Kidder board of education to set the tuition charges for nonresident grade-school pupils. The Kidder board set the elementary tuition rate at twelve-dollars per month per pupil; however, when parents were liable to pay the tuition personally for their children, the board ruled that this tuition rate was to be only three dollars per month per pupil. The Kidder board of education was favorable to accepting nonresident grade-school pupils because they felt that nonresident pupils attending the Kidder grade school would more likely attend the high-school in Kidder later, rather than to attend high school elsewhere. The Kidder school operated busses which passed "open" school districts, and this, undoubtedly, helped influence common school districts to close their schools.

The reader will note from Table III, column D that the greatest increases of nonresident grade pupils occurred in the years 1946 and 1953. The investigator found that a common school district closed its school and sent the pupils to Kidder each of those years. From 1946 through 1952 the number of nonresident grade pupils remained stable.

SECTION IV

Educational Program

The Kidder school used the 8-4 program throughout the fourteen-year period. The Kidder high school was designated as a four-year accredited high school by the State Department. The elementary-school curriculum was basically influenced by the South Dakota elementary course of study. The high-school curriculum included the subjects required by the State Department plus the elective subjects the administration of the school offered to the students.

Elementary-School Academic Curriculum The Kidder elementary school includes grades one through eight. The supervision of the Kidder elementary grades is the responsibility of the Marshall county superintendent of schools; however, the responsibility is usually turned over to the superintendent of the Kidder school. The elementary teachers use the South Dakota elementary course of study as a guide for the subject matter covered in each grade. The school year for the elementary grades is divided into periods of six weeks and the pupils are tested on all material covered during that period. Reports are made to the parents of all pupils on a standard form report card at the end of each such period. The investigator found that during the period from 1941 through 1954 the six-weeks tests varied in

that either standard tests were sent out by the Marshall county superintendent of schools or the Kidder elementary-school teachers made out their own six-weeks tests. The decision for the type of tests used was usually up to the Kidder school superintendent. The subject matter for fifth grade history, geography and science are taught to both the fifth and sixth grades in one year; and sixth grade history, geography, and science are taught to both grades the next year. The seventh and eighth grades follow a similar pattern for history and science.

The testing program throughout the elementary grades, prior to 1949, consisted of an "I.Q." test being administered to the pupils sometime during their elementary-school career. From 1949 through 1954 the California Achievement Test was given to all pupils annually from the third grade through the eighth grade. The first graders were given a reading-readiness test at the beginning of the school year. The second graders were given reading comprehension tests accompanying the Scott Foresman reading series. The records for elementary-school pupils consisted of an attendance register and a grade register with a copy of the yearly marks of each pupil filed in the Marshall county superintendent's office and a copy filed with the clerk of the Kidder board of education and a copy with the Kidder superintendent. From 1941 through 1951 the seventh and eighth grade pupils took a scholastic test selected by the county superintendent at the end of the school year, upon which they had to answer 75 per cent of the

questions correctly for promotion to the next grade. After 1951 the Unit Scales of Attainment Tests were given the seventh and eighth grade pupils. The results of this test were only one of the factors that determined the pupil's promotion.

In 1952 the North Carolina cumulative record card was set up for each elementary-school pupil; however, a record of each pupil's marks was still filed with the Marshall county superintendent and the clerk of the Kidder board of education and with the Kidder superintendent. Teacher counseling along with tests and records constituted the elementary-school guidance program. The eighth-grade graduation took place in conjunction with the high-school commencement. As was customary, and not necessarily approved by the writer, an eighth-grade valedictorian and salutatorian were selected and the award to each was made on the night of graduation. As was also customary, perfect attendance medals were awarded to pupils who were neither absent or tardy and the perfect attendance award was highly treasured by the parents of the pupils who had received them.

The investigator found that prior to 1949 the testing program in the Kidder elementary grades was very limited. The teachers were handicapped in counseling the pupils by the lack of cumulative records. The rapid turn-over of teachers in the elementary-school grades hampered the guidance program at the elementary level. The method of reporting to the parents could have been strengthened by parent-teacher conferences.

High-School Academic Curriculum The Kidder high school includes grades nine through twelve. A minimum of sixteen units are necessary for a high-school diploma since 1950; however, prior to 1950 a minimum of fifteen units were necessary for the high-school diploma. The State Department requires that of the necessary units for a high-school diploma the student must have three units in English, two in social science, one in science and one in mathematics.

The investigator found that with the shortage of high-school teachers since World War II, it has been difficult to employ teachers with a combination of majors and minors to be able to offer the required subjects with only three teachers in the high school. It was customary to combine two grades for all of the high-school courses that could legally be combined. Prior to 1950 combined English I and English II were taught alternately to the freshmen and sophomores. The State Department ruled that English I and English II must be taught to the freshmen and sophomores separately while English III and English IV may be taught alternately to the combined juniors and seniors. Courses combined for freshmen and sophomores included world history, general science, general business, biology, homemaking I, homemaking II, and agriculture. Courses that could be combined for juniors and seniors included American government, American history, English III, English IV, inter-

national relations, economics, sociology, arts and crafts, physics, advanced algebra, journalism, bookkeeping, commercial arithmetic and aeronautics. The Homemaking I and II were not the Smith-Hughes courses as the teacher was not Smith-Hughes trained but rather a married English teacher who taught the courses on the basis of her own personal experiences and followed a State Department course of study. The subject of agriculture was not the Smith-Hughes agriculture program but a course taught by a man teacher with previous farm experience and with the aid of material requested from South Dakota State College.

The high-school students were limited in their choice of elective subjects and certain students were often bored with school because a subject of his choice and interest was not offered. The testing program for the Kidder high-school consisted of an "I.Q." test being administered sometime during their high-school career. Classes were sometimes given a standardized test in a subject. Usually this was decided upon by the instructor of that particular subject. The seniors usually participated in the Batson State-Wide Senior Scholastic Testing program and the State-Wide Senior testing program sponsored by the State Department. In 1952 the juniors and seniors were given a General Aptitude test and an Interest test. This was the only year that any testing of this nature was administered during the fourteen-year period. In 1952 the North Carolina cumulative record was set up for each high-

school student.

The investigator found the curriculum of the Kidder high school was often not the choice of the patrons of the community but rather governed by the subject fields of the teachers. Kidder, being an agricultural community would have undoubtedly benefited by a qualified Smith-Hughes agriculture program and manual training. The Kidder high-school students perhaps received more individual attention from the teachers and better teacher counseling than many larger high schools due to the limited number of students.

Extracurricular Activities The elementary-grade athletic program was not considered a part of the regular curriculum at the Kidder school. Other than the play periods at recess and noon hour, the elementary-grade supervised physical education consisted of one hour per week of basketball for grades four through eight. The Kidder grade basketball team consisted of the boys from the sixth, seventh and eighth grades. The grade team usually played about eight games against the grade teams from surrounding schools. At the end of the regular basketball season the grade teams of the member schools of the Lake Region Conference would have a grade basketball tournament. There was no physical education program for the elementary girls.

The music in the elementary grades was usually taught by the regular teacher of each room. The amount of music training that the pupils received depended upon the musical back-ground

of the individual teacher. If one of the elementary teachers possessed a great amount of musical talent she would teach the music to the other grades in exchange for a class in her own room. The annual Christmas program was given just before Christmas vacation and this was usually a combined effort of all the elementary teachers. The investigator found that during the fourteen-year period of 1941 through 1954, three grade operettas had been presented by the pupils from grades one through six participating in these operettas. Each grade room usually had a party either on or preceding Thanksgiving, Christmas, Valentines day, and Easter. A grade-school picnic was held on the last day of school each year at one of the nearby lakes.

The extracurricular activities at Kidder high school included an athletic program of football, basketball and track. Football and track were begun in 1949, and prior to that baseball was played in the spring and fall. Kidder high school was a member of the Lake Region conference which consisted of Claremont, Andover, Pierpont, Langford, Amherst, Bristol and Roslyn. The Kidder high-school enrollment compared favorably with the other schools of the conference. The investigator found that Kidder athletic teams won the conference championship in track in 1951. The competitive athletics were hampered by the bus transportation because all athletic practice sessions had to be completed by the end of the school day so the students

could ride on the bus. The girls physical education consisted of a girls basketball team which played about four or five games each year against girls basketball teams from neighboring schools.

Vocal music was taught at Kidder high-school but no instrumental music was taught. The vocal music included both boys and girls soloists, quartets, sextets, glee clubs and a mixed chorus. The vocal music groups presented a music program about a week preceding their entry to the regional music contest. Very often soloists or small vocal groups were called upon to perform for the various clubs in the community. The English teacher customarily directed the vocal music.

A declamation program consisted of students preparing for the district declamation contest. If there were more than one entrant in a division, a local elimination event was held and the winners of each division represented Kidder high-school in the district declamation contest. Two high-school plays were usually presented during the school year. The junior class play was presented in the late fall of the year and the senior class play was presented in the spring of the year.

Each high-school class was responsible for being the host for two school parties during the school year and these parties occurred once each month. The school parties consisted of games, square dancing, and popular dancing. The school parties were very well attended and looked forward to by the students.

The sophomore class was responsible for the freshmen initiation party. The junior-senior banquet and prom was sponsored by the junior class. The mothers of the junior class students usually prepared and served the banquet. A small orchestra was hired to play for the prom which included all the high-school students. The school paper was put out once each six weeks by the students and assisted by a faculty member. The Kidder school annual was put out once every two years.

In summarizing this section the reader may note that the testing program and cumulative records for the elementary grades and high school were inadequate during the first part of the fourteen-year period. The parent-teacher conference method of reporting to parents was not utilized for pupils in the lower three elementary grades. The high-school curriculum was limited in its offering of vocational subjects of interest to the students. The extracurricular activities program for boys and girls of the elementary grades and high school was varied and rather complete for a small school system.

SECTION V

Cost of Operation of School

The cost of operation of the small school system has been a major concern in the education picture in South Dakota. The Kidder Consolidated School district has been able to remain financially sound while the majority of the small school systems in South Dakota have been having financial trouble. The Kidder Consolidated School district does have a large enough tax base, due to consolidation, to finance the basic type of educational program that a small school system can provide.

Assessed Valuation The assessed valuation of the Kidder Consolidated School district includes the personal property, agricultural lands; monies and credits are not included in the total assessed valuation in this section of the report. The reason for this is that there is no incorporated town in the Kidder Consolidated School district so the assessed valuation of agricultural lands is considered on the same basis as personal property for levy purposes.

The assessed valuation of the Kidder Consolidated School district increased each year in ten of the fourteen-years studied. There had been some building and improvements within the district; however, the investigator found that the increase in assessed valuation as the reader may note in Table IV,

Table IV.

The Annual Budget, Amount of Tax Collection,
Assessed Valuation and Mill Levy from 1941 to 1954.

Year	A Assessed Valuation	B Mill Levy	C Annual Budget	D Amount of Tax Coll.
1940-41	\$578,955	17.39	\$ 6,000	\$10,068
1941-42	573,470	17.60	13,000	10,093
1942-43	575,643	10.40	8,000	5,986
1943-44	582,163	9.08	8,000	5,286
1944-45	642,461	24.20	12,000	15,447
1945-46	683,396	25.00	18,000	17,084
1946-47	705,177	25.00	19,000	17,629
1947-48	727,621	34.40	22,000	25,030
1948-49	697,658	44.30	29,000	30,906
1949-50	733,884	43.60	29,000	31,997
1950-51	751,923	42.14	29,000	31,686
1951-52	745,151	42.44	29,000	31,624
1952-53	794,564	39.65	29,000	31,504
1953-54	767,089	32.59	25,000	24,999

column A, has been due mostly to increased value of the property because of inflation. The unincorporated village of Kidder tends to get smaller in population and a few homes have been moved out, but the value of the agricultural land has increased to keep up the assessed valuation.

From Table IV, column A, the reader will note the assessed valuation decreased the greatest amount in 1948 and the investigator found from the Marshall county auditor's records that the assessed valuation of all agricultural land in the Kidder Consolidated School district was lowered. Some quarter-sections of land were lowered as much as \$1,100. The assessed valuation of the district increased about fifty-per cent between 1941 and 1954, although, the actual value, undoubtedly, increased much more. The assessed valuation increased the greatest amount in 1944 which was found by the investigator to be due to increased raising of livestock in the area.

Mill Levy The 1947 South Dakota State Legislature increased the maximum mill levy for the General Fund for schools from twenty-five to forty mills. The Building Fund levy was increased from three to five mills by the 1951 South Dakota State Legislature. The Kidder Consolidated School district operated with a levy very nearly up to the maximum mill levy from 1944 through 1953. The failure of assessed valuations to keep up with actual valuations, undoubtedly, caused mill levies to increase to meet the rising costs of operating the Kidder school.

In Table IV, column B the reader may note the high mill levies from 1948 through 1953. The investigator found that this was due to expenditures for an auditorium built in 1948 and completely paid for by 1953. The mill levy was decreased

for the year 1954. The low mill levies from 1943 and 1944 were very likely due to sizeable balances remaining from the years 1941 and 1943.

Estimated Annual Budgets The estimated annual budget for the Kidder Consolidated School district is prepared by the board of education and the superintendent. The annual budget was determined by estimating the amount of money required to operate the school for the coming year by noting the amount of money spent the previous year. There was no formal preparation of the annual budget by either the board of education or the superintendent. The items of the budget were not broken down nor were they independently itemized, thus a running account of money spent in the various categories of the school budget was not possible except through the clerk's books. The treasurer's monthly report was the indication the board of education had as to its financial standing. The biggest single factor utilized in estimating the budget was the difference that was to be spent for teachers' salaries for the coming year. No appropriation was made by the board of education for the activity fund.

The Kidder Consolidated School district obtained revenue other than local district taxation, from state aid, state apportionment, county library fund and student tuition. The range of the estimated annual budgets for the fourteen-year period from 1941 through 1954 may be noted in Table IV, column C.

In summarizing, the estimated annual budgets reflect the inflationary period following World War II. From Table IV, column C, the reader will note a large estimated budget for the year 1941-42 and the investigator found that the board of education met the cost of a new boiler in the heating plant and built a reserve in the "General Fund". The last bonds on the auditorium were paid off in the spring of 1953, so the estimated budget for the year 1953-54 was reduced. The Table IV, columns C and D shows that during the years 1941 through 1944, the amount of tax monies collected was somewhat different from the estimated budget and the investigator could find no apparent reason for this inconsistency. During the years 1948 through 1953 more tax monies were collected than was called for in the estimated budget; however, this excess was the result of a "Debt Service" levy.

Building Program The Kidder Consolidated School building is of brick construction and was erected in 1919. The building was quite well planned and, undoubtedly, fulfills the needs of the community. After World War II the increased popularity of athletics and a lack of facilities for school plays and programs prompted the board of education to plan for the construction of an auditorium. A bond issue was voted upon in 1947, for \$20,000, and passed; however, the school had \$20,000 on hand for the building in the combined Building Fund and General Fund. A licensed architect was not secured for the planning of the

building. The plan for the building was drawn up by a local patron, who served as a member of the school board, who possessed general carpentering knowledge and was a strong leader in the community.

The auditorium was an all wood quonset type construction 60 feet wide and 120 feet long. The building included a basketball court 42 feet wide and 84 feet long. There was a large stage and two stage dressing rooms on either side of the stage and two athletic locker rooms underneath the stage. The opposite end of the building contained a concession room and a storage room. A balcony was built above these two rooms and across the entire width of the building. Two carpenters were employed for the construction of the building and the remainder of the labor was donated by patrons of the community. The entire cost of the building, including the heating plant, plumbing and electrical wiring came to \$36,000. The auditorium was connected to the main building by means of a passageway. The capacity of the auditorium is about 1200 persons for basketball games, plays or programs.

The building of the auditorium was seemingly a big project for the small community of Kidder. The patrons of the community were very proud of the auditorium because they all felt that they had a part in it. It was the largest auditorium in Marshall county until 1951 when Britton built a very elaborate one. The \$20,000 bond issue was spread over a ten-year period; however,

the callable bonds were all paid off at the end of the fifth year. Among other events the annual Marshall county 4-H rally has been held at Kidder in the auditorium and it has made the people of Kidder pleased to have such activities brought to their little village. The students' pride increased along with the added facilities made possible with the auditorium.

Cost Per Elementary-School Pupil When calculating the per-pupil cost referred to in this section, it is customary not to include Debt Service and Capital Outlay. The per-pupil cost for the Kidder Consolidated School district included the following items from the South Dakota school accounting system; General Control, Instructional Service, Operation of Plant, Maintenance of Plant, Fixed Charges, Auxiliary Agencies and Social Security. Many of the pupils in the district lived two and one-half miles or more from the school and according to South Dakota school law, the school district was responsible for their transportation. The Kidder Consolidated School district cost per elementary pupil reflects the low teacher-pupil ratio. The increased teachers' salaries and rising costs of equipment and supplies further increased the elementary per-pupil cost. The fourth elementary teacher was added to the staff for the school year 1948-49 without an increased enrollment which caused an abrupt increase in cost per pupil. Comparing the elementary per-pupil cost in Table V, column A for 1948-49 with 1947-48, the reader may note the per-pupil cost for elementary-school pupils for the four-

teen-year period from 1941 through 1954 and the reader may note that that cost increased about 200 per cent during the fourteen-year period.

Table V.

The Annual Cost Per Elementary Pupil and Annual Cost Per High School Student from 1941 through 1954.

	A	B
Year	Cost Per Elementary School Pupil	Cost Per High School Student
1940-41	\$ 68	\$102
1941-42	70	115
1942-43	101	132
1943-44	125	159
1944-45	131	183
1945-46	164	179
1946-47	165	196
1947-48	167	259
1948-49	221	303
1949-50	227	308
1950-51	223	348
1951-52	218	364
1952-53	228	459
1953-54	202	472

The small elementary enrollment at Kidder school has caused the elementary per-pupil cost to be quite high. The

reader will note from Table V, column A the decreased per-pupil cost in 1953-54 which was, undoubtedly, due to an increased elementary enrollment from 65 pupils to 79 pupils.

Cost Per High-School Student The reader may note that in Table V, column B the costs are shown per student for high-school students at Kidder and vary a great deal from year to year. This was due to the yearly fluctuations of the high-school enrollment. Three high-school teachers were employed throughout this period, though the number of students varied considerably. A more extensive offering of vocational courses would have increased the high-school per-student cost even more. The high-school students outside the village of Kidder were furnished transportation and the expense of transportation was included in the cost per student. In these calculations the cost of extracurricular activities was paid from the activity fund and was not included in the amount of tax money spent for high school students.

The reader may note in Table V, column B, that it is shown that the greatest increase in cost per high-school student occurred in 1952-53. The investigator found this to be due to increased teachers' salaries and a drop in enrollment from 41 to 36 students. The cost per high-school student increased about 365 per cent from 1941 to 1954.

In summarizing this section the reader may note the assessed valuation lagged behind the actual valuation, par-

ticularly on agricultural land. The mill levy increase was partly due to the low assessed valuation. The building program brought about increased mill levies for a period of nine years. The elementary-school cost per pupil increased 200 per cent while the high-school cost per student increased 365 per cent.

SECTION VI

Operational Services

The Kidder school provides various services and entertainment events for the community that would normally be provided by civic organizations. The school is the largest single institution in the community, thus it becomes the center of interest in the community. The patrons look toward the school for leadership toward improving the facilities and activities of the community.

Transportation The Kidder Consolidated School has furnished means of transportation throughout the fourteen-year period under investigation from 1941 to 1954. From 1941 to 1947 the Kidder busses consisted of enclosed boxes of wood construction fitted on the back of pick-up trucks. These busses were capable of carrying about twelve students and were owned by individuals who contracted to travel a specified route for an agreed sum of money. The only heat in these busses was a type of foot-warmer consisting of hot charcoal in an enclosed tin box. The busses had only a rear door and a small glass window on each side of the box. There was no direct means of communication possible between the driver and the students in the bus. When roads became impassable due to snow, bob-sleds were used to transport the pupils and a barn was located on the grounds where the horses were sheltered during the school day. If nonresident students

were transported, the operator collected directly from the parents in the case of high-school students and from the common-school district in the case of nonresident grade-school pupils. Many parents felt these busses were not adequate nor safe and preferred to transport their children at their own expense. A standard thirty-six passenger bus was purchased by the board of education in 1947. The new bus and a contracted station wagon transported the pupils of Kidder school from 1947 to 1952. A new standard, forty-two passenger school bus was purchased in 1952 and the contract for the station wagon was terminated. The nonresident pupils who rode on the Kidder busses were charged \$10 per month per student for transportation. The bus driving jobs were let on bids subject to approval by the board of education.

The investigator found that the transportation facilities of the Kidder Consolidated School district were not satisfactory nor were the patrons of the community satisfied with bus conditions prior to 1947. There were very poor roads along the bus routes and they became blocked by snow very easily; however, a great improvement was made on the roads of the district during the years 1952 through 1954. The investigator found that fifteen days of school were lost due to blocked roads by snow in 1951; however, no days of school were lost due to blocked roads in the years 1952 through 1954. The board of education found that more students were transported more comfortably,

conveniently and at a smaller total cost with the two regular busses than with the makeshift busses.

The School Hot Lunch Program The hot-lunch program was set up in the public schools of South Dakota in a limited form, during the depression years of the 1930's. The intent of this program was to give school students of inadequate means and those who ate their noon lunches at school a warm and adequate lunch for their noon meal. The program was also designed to help decrease the Federal Government's oversupply of various food commodities. The Federal Government gave the food to the schools merely for paying the transportation charges of the food from the warehouse to the school. Starting in 1941 the Federal Government reimbursed the schools nine cents for each meal, meeting approved specifications, served to each student. The amount of reimbursement was reduced to seven cents per meal in 1954.

The Kidder school put the hot-lunch program into operation in 1942 and it has been in continuous operation since that time. The superintendent has been responsible for the complete administration of the hot lunch program. The students were charged ten cents per meal and pupils from homes of dire financial circumstances were allowed theirs free of charge. In 1946 the price per meal to the pupils of the Kidder school was increased to fifteen cents and in 1948 again increased to twenty cents per meal. The revenue upon which the program was operated came

from the Federal Government reimbursement, free-food commodities from the Federal Government and students payments for meals. The hot-lunch was set up at the Kidder school in an unused classroom and moved into the school gymnasium when the new auditorium was built in 1948. Two cooks are employed to prepare the meal and perform all the necessary duties of serving the meal, washing dishes and keeping the lunch room clean. The cooks were also responsible for the planning of the menu and purchasing the necessary groceries; however, the State Department of Public Instruction issued bulletins periodically giving helpful information on recipes, menus and purchasing of foods.

The superintendent was responsible for the administration of the hot lunch program. Complete reports are sent in to the State Department each month concerning the hot-lunch program. The hot lunch finances are handled by the superintendent through a separate hot-lunch fund. It is the intent of the State Department that the hot-lunch program be self-liquidating. The investigator found that the cooks were paid the same salary of \$74 per month from 1949 through 1954. A record of the salaries paid the cooks previous to 1949 could not be found.

Health Services While the hot-lunch may be important to a good health program there are other services necessary to protect the health of pupils. The Kidder Consolidated school did not employ a school nurse or a school physician. The Marshall county commissioners employed a nurse, part-time, to serve all

the schools in the county. The services of the county nurse were available to the Kidder school; however, the time of the nurse was mostly taken up in keeping health records of all the pupils of the county. The county nurse did not give the pupils annual physical examinations and rarely visited the school. If a communicable disease broke out in the school the county nurse was available for consultation with the Kidder school officials. All injuries to pupils were treated by the family doctor and the costs were born by the parents. An accident insurance plan for the pupils was made available by the school; however, the plan was optional and the parents must pay the entire cost of the insurance. The boys who participate in athletics are given a physical examination by the doctors of the Britton Clinic and the cost of these examinations are paid from the school activity fund.

The Lions Club of Britton purchased an Ortho-Rater for the use of all the schools in Marshall county. In 1953 the visual performance of all the elementary and high-school pupils was measured. The results were analyzed and recorded by an optometrist and the records were filed with the Kidder superintendent. These record cards were invaluable in advising the parents to have further eye examinations made where the necessity was indicated by the Ortho-Rater. There were cases in which neither the teacher nor the parents were aware of the visual deficiencies of the pupils.

The Vocational Rehabilitation division of the State Department provides free training in a vocations for physically handicapped high-school students. In cases of necessity expenses for room, board and clothing were also furnished the student. The Kidder school utilized this service for a few of its high-school students.

Other Community Services The Kidder school does not have a parent-teachers association. The investigator found that during the fourteen-year period under study numerous attempts were made by the superintendent and the board of education members to organize a parent-teachers' organization but without success. In the Kidder community there is very little contact between teachers and parents for the express purpose of discussing the progress in school work of the individual pupils. The writer found that the relationship that existed between parents and teachers was cordial and the patrons of the community were eager to meet the new teachers each year. In 1951 a teacher-reception evening was originated and planned by the members of the board of education. The new teachers were introduced and the patrons of the community were given the opportunity to introduce themselves to the new teachers. The remainder of the evening was spent in playing games. The board of education felt that the teacher-reception would be a step toward the organization of a parent-teacher association. This became an annual affair.

The school was the only organization in the community capable of providing entertainment for the entire community. The school building was the only building in the Kidder community capable of holding a community social event. There were no civic clubs or organizations of any kind mostly due to the fact Kidder was an unincorporated village. The school, undoubtedly, was the main factor in holding the community together and it provided entertainment to bring the patrons together. The teacher reception and the annual school carnival drew the largest crowds. Other sources of entertainment included football games, basketball games, class plays, Christmas program, grade-school operetta, vocal-music program, baccalaureate services, and commencement exercises. Occasionally community square dances were held in the school auditorium.

In summarizing the investigator found that the transportation facilities for the Kidder Consolidated school were very inconvenient and inefficient at the beginning of the fourteen-year period under study. Improved roads and busses provided increased transportation service to the patrons of the community. The school hot-lunch program was very convenient for the rural pupils who otherwise would have to carry lunches. The program provided low-cost meals to the pupils because of aid to the hot-lunch program by the Federal Government. The school-health services were very limited due to the fact the school did not

provide for its own health officers. The accident-insurance program did provide financial aid to parents in case of injuries to pupils. The school was the main source of entertainment in the community for the patrons. A parent-teacher associations undoubtedly would have been beneficial to the teachers, pupils and parents.

SECTION VII

Summary of Study and Conclusions

Summary of Study The writer has attempted to give the reader a history of the Kidder Consolidated School covering the fourteen-year period from 1941 through 1954. Five functions of the school were selected and investigated that would give the reader a complete picture of the school through the period studied. Information for this study was gathered from State Department records, records from the office of the Marshall county superintendent of schools, records of the Marshall county auditor's office and Kidder school records. Information was also obtained from teachers who formerly taught at Kidder. Many contributions of material used in this study were supplied by patrons of the Kidder community.

The writer served as superintendent of the Kidder school for a period of three years from 1951 through 1954. A portion of the information used in this study resulted from first-hand experiences of the writer while serving the Kidder community.

Summary of Conclusions An analysis of the information gathered in this study has made it possible to draw a number of conclusions about the Kidder Consolidated school covering the fourteen-year period from 1941 through 1954.

1. Many teachers were employed on a "permit" basis during World War II. Since 1951 all

teachers were fully qualified.

2. Superintendents remained in the employment of the Kidder Consolidated school on an average of .8 years longer than did the teachers. Superintendents averaged 2.3 years; the grade and high-school teachers averaged 1.5 years.
3. Personal habits were an important factor in the acceptance of a teacher by the patrons of the Kidder community.
4. The Kidder high-school enrollment decreased from 77 students in 1941-42 to 34 students in 1953-54 due very largely to larger farms and fewer population.
5. The convenience of the services rendered by the Kidder school influenced many nonresident high-school students to attend school at Kidder.
6. The Kidder grade school increased its enrollment during this fourteen-year period from 54 to 79 pupils for the last year. This gives prospects for an increased high-school enrollment to come.
7. In the latter years due to a considerably expanded testing program, the Kidder school provided many cumulative records on abilities and aptitudes of the pupils. These tests enabled the administration to provide considerably more guidance for both the elementary grades and high school.
8. High-school students were limited in their choice of vocational subjects due to the few teachers in the high school.
9. A full program of extracurricular activities was carried on at the Kidder school in boys and girls athletics, music, declamation, dramatics and school publications.
10. Inflation and increased livestock production accounted for much of the increased assessed valuation in the Kidder Consolidated school auditorium.

11. The near maximum mill levy for a period of nine years from 1944 to 1953 was caused by the construction of the Kidder school auditorium.
12. The Kidder Consolidated School district finances were such that a school warrant was not issued during the fourteen-year period.
13. The services of the school to the community were increased by the construction of the Kidder school auditorium.
14. The per-pupil cost increases of 200 per cent for the grade-school pupils and 365 per cent for high-school students were due to a decreased teacher-pupil load and increased teachers salaries.
15. The purchasing of standard busses and improvement of roads in the later years of the period studies increased the school transportation service to the patrons of the Kidder community.
16. The modern hot-lunch facilities at Kidder was made possible by utilizing the old gymnasium into a hot-lunch room when the auditorium was constructed.
17. The addition of eye-testing by use of the Ortho-Rater and health records increased the effectiveness of the health program of the Kidder school.
18. The teacher reception, undoubtedly boosted the possibilities for the organization of a parent-teacher association in the Kidder community.

Gains Made During the Fourteen-Year Period In this study the investigator has reported many changes in the Kidder school and community over the fourteen-year period where the writer served three years as superintendent. Of course no credit for the changes or improvements can be claimed by the writer for the earlier part of this period when he was not there but he

did have a share in bringing about some of these changes and improvements during his tenure as superintendent from 1951 through 1954.

The question arises over which of the changes can be counted as improvement and betterment and which of the changes represent a decline. In such cases, we may not think and report that all changes are necessarily improvements and betterment; however, several of them definitely are improvements over the earlier status of such features. A school and its activities and changes must be judged by standards which are set up by those who are competent to decide such standards and able to apply the judgments. Nor will one set of values apply to several areas. School attendance as a feature of course is to be judged by good standards as to school attendance and good school equipment is to be judged as to what constitutes good standards for school equipment. Often these standards are arrived at by noting how well a school is carrying out a certain practice when we compare that school with others of like size.

The writer believes that we are justified in reporting progress and improvement over this period of time that certain definite goals have been made. However, sometimes the changes may not be very rapid and other schools may exceed them in these goals.

On such basis it appears to the writer we are justified in noting certain improvement in the Kidder school during this

period of time. Each goal must be based on a reasonable standard for each:

1. The testing program at the beginning of the fourteen-year period consisted of a mental-maturity test. By 1953 a fairly broad program of testing had been developed for a school of this size, and considerable progress was made of the test scores. The program consisted of scholastic-achievement tests, basic skills tests, aptitude tests, attitude tests and vocational interest test. Test results were recorded in a cumulative record that were a part of the guidance program.
2. Health services developed from a very meager program to the utilization of modern scientific devices such as the Ortho-Rater for the measurement of visual performance.
3. Transportation facilities at the beginning of the period under study consisted of make-shift busses which endangered the safety of the pupils. By 1954 road construction and two standard 36-passenger busses made transportation facilities convenient, safe and economical.
4. The hot-lunch program became a more desirable feature by the addition of modern equipment and adequate room for the program.
5. During and after the World War II period a number of teachers were employed on a "permit" basis. Since 1951 all teachers were fully qualified according to the regulations of the State Department.
6. The extracurricular activities program was enriched during the fourteen-year period by the addition of the grade-school operetta, declamation, six-man football, girls' physical education, and track.
7. The building space was limited in the early portion of the fourteen-year period. The construction of the auditorium provided equip-

ment for convenient facilities.

8. The 1955 State Legislature set up limitations for the small South Dakota high schools. The high schools must have an enrollment of 25 students or be located at least 20 miles from a larger high school. The Kidder school is capable of meeting these standards. It does not appear that in the immediate future the Kidder school will lose its identity through a consolidation with a larger school.