A Study of Attitudes Toward the Present School System and School Reorganization in a Rural South Dakota County

James L. Satterlee

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A STUDY OF ATTITUDES TOWARD THE PRESENT SCHOOL SYSTEM AND SCHOOL REORGANIZATION IN A RURAL SOUTH DAKOTA COUNTY

BY

JAMES L. SATTERLEE

A thesis submitted in partial fulfillment of the requirements for the degree Master of Science, Department of Rural Sociology, South Dakota State College of Agriculture and Mechanic Arts

August, 1963
A STUDY OF ATTITUDES TOWARD THE PRESENT SCHOOL SYSTEM AND
SCHOOL REORGANIZATION IN A RURAL SOUTH DAKOTA COUNTY

This thesis is approved as a creditable, independent investigation
by a candidate for the degree, Master of Science, and is acceptable as
meeting the thesis requirements for this degree, but without implying
that the conclusions reached by the candidate are necessarily the con-
clusions of the major department.

[Signature]
Thesis Adviser

[Signature]
Head of the Major Department
ACKNOWLEDGEMENTS

I am deeply indebted to my major adviser and project leader, Professor M. P. Riley, for his most helpful guidance and assistance in the planning, development, and writing of this thesis. Without his unselfish assistance, this study would have been impossible to complete.

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Finally, I wish to express my greatest appreciation to my wife, Jo, and son, David, whose encouragement and sacrifice during this past year were not always properly acknowledged.

JLS
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CHAPTER I

INTRODUCTION

A. Problem and Objectives of the Study

This study is concerned with the attitudes toward the existing school system and the reorganization of that system in the type of rural county which has lost population through extensive out-migration.

In South Dakota, as is the case with a number of other states in the North Central Region of the United States, many counties have been experiencing a loss of population through out-migration. These population changes that have been occurring in given counties often introduce the need for modification or adjustments of the institutional arrangements that have been worked out at an earlier time in the history of the county when the population was much larger. Consequently, such institutional systems as the schools, churches, businesses, and government within the political unit are confronted with the problem of adjustment to population change.

The central problem of this study is:

What changes have taken place in the school system of a rural out-migration county, and what are the local attitudes toward the present school system and toward proposed reorganization of the system.

The objectives of this study are as follows:

1) To determine the extent and nature of population change in a rural out-migration county.

2) To determine the recent trends and present conditions of the educational system of the county.
3) To determine which characteristics of the population are associated with attitudes toward the present school system.

4) To determine which characteristics of the population are associated with attitudes toward reorganization of the present school system.

B. Population Change in the North Central Region

North Central Regional Project. The central problem of this study, viewed from the standpoint of population change, is closely related to a North Central Regional research project which included 13 North Central states. One important objective of this research was that of gaining an insight into the adjustments of the institutional systems on the county level throughout the region. This was termed the "institutional phase" of the project.

A typology was deemed necessary in order to classify the 1,175 counties in the North Central Region so that research might be done which would represent all aspects of the population movements occurring within it. Three variables were selected which were felt would typify the characteristics of the Region as a whole. These variables were: (1) whether the county had experienced net "in" or "out" migration; (2) the farm operator family level of living index for the county; and (3) the proportion of employed persons engaged in manufacturing within the county.

1 Those states included in the Regional study were: South Dakota, Minnesota, Iowa, Nebraska, North Dakota, Ohio, Kentucky, Indiana, Michigan, Illinois, Wisconsin, Missouri, and Kansas.
Migration Type Areas. The different combinations of these variables resulted in eight possible migration type areas. Preliminary examination revealed that the two dominant type areas of the Region were in their order of importance: (1) high out-migration, low level of living, and low percentage employed in manufacturing, (out-lo-lo); (2) high out-migration, high level of living, and low percentage employed in manufacturing, (out-hi-lo). These two dominant patterns accounted for more than 70 percent of the counties in the Region for the decades of 1940 to 1950, and 1950 to 1960.

South Dakota and Marshall County. In terms of the North Central classification of counties in 1950, thirty of South Dakota's sixty-seven counties were classified in the out-lo-lo migration type and thirty in the out-hi-lo type. In other words, approximately 90 percent of the counties had experienced an out-migration during the decade 1940-1950. By 1960, this figure had increased from 60 in 1950 to 63 in 1960, or approximately 94 percent of the counties experiencing an out-migration. This indicates that out-migration has been and continues to be a widespread population problem confronting the people of South Dakota.

Several counties within the North Central Region were selected for further study as to the impact of population change on county institutional systems. The counties selected for further study were selected as being representative of the various migration types in

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The eight migration types were as follows: in-hi-hi, in-hi-lo, in-lo-lo, in-lo-hi, out-lo-lo, out-lo-hi, out-hi-hi, and out-hi-lo.
The county selected for study in South Dakota was Marshall County which was considered representative of the out-lo-lo type in the Region. The selection of this county was based on several factors. In the decade 1940-1950, Marshall County had experienced a net out-migration of 27 percent; the counties throughout the State ranged from a 23 percent in-migration to an out-migration of 44 percent. The farm operator level of living index for Marshall County was 134 and ranked 46th among the sixty-seven counties. The range for the counties in the State was from 186 to 86. Marshall County ranked 52nd with reference to the percent of employed persons engaged in manufacturing with .08 percent; the range was from 16.3 to .02 percent throughout the State.

C. Institutional Change—Theoretical Orientation

The central problem of this study, viewed from the standpoint of sociological theory, may be considered under the heading of social institutions or institutional change. Thus, the school or the school system may be thought of as a socially accepted, regularized, and established way of providing for some basic social need. In American society the school is an institutionalized arrangement providing for the socialization of the youth and the extension of knowledge.

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Institutions, such as the school, by their very nature provide order, regularity, and stability to the society.\(^5\) For this reason they are considered by sociologists to be important components of social structure. Inasmuch as institutions persist over time and conformity to the institutionalized arrangements supported by social sanctions, they tend to become internalized on the part of the individual participants to the extent that sentiments and values are attached to the institutionalized patterns. Thus, the way to educate children through a given type of school system becomes not only the way, but the "proper" and the "right" way to provide an education. However, our present knowledge of institutions suggests that institutions develop as ways of dealing with social needs under a certain set of conditions.\(^6\) Inasmuch as the institutionalized arrangement is usually in most definite alignment with the social need at the time when the institutionalized arrangements developed, changes in social needs or conditions surrounding social needs may require modification in the institutional pattern. However, social institutions by their very nature are resistant to change.\(^7\) Sentiment, vested interest, and valuations attached to the old arrangement may cause resistance to any modification of the old pattern. When the social needs have

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\(^{6}\) Ibid., p. 5.

changed but the institutional pattern for dealing with those needs remain essentially unmodified, the situation is sometimes referred to as "institutional lag." \(^8\)

In the case of the school system, thought of here as an institutionalized arrangement for educating the youth, many sentiments and values have become attached to the old pattern of the local common and independent school district and its organizational structure. Sentiments and vested interests, such as the importance of having a school in the local community and the existing tax structure, support the existing institutional pattern. At the same time changes in the social needs and conditions under which the old institutional pattern performed satisfactorily have changed. There are many factors that may bring about changes in these conditions, one of which is population change. \(^9\) It is our contention that population change in many rural areas has contributed to a change in the social needs. At the same time conditions under which the traditional school system was developed are no longer in alignment with the ends which the system was originally designed to serve.

**Practical Implications.** Many educators in the North Central Region and in South Dakota in particular have felt the need for adjustment of the school facilities to changing conditions. In the

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\(^8\) Hertzler, *op. cit.*, p. 252.

rural areas the problem becomes one of adjustment of the school facilities to the losses in farm population. In some rural areas, operating under the pattern of common and independent school districts established years ago, the changes in social and economic conditions have resulted in the reduction of the number of pupils and the inefficient operation of the schools. In some localities change has been so drastic it has forced the closing of schools. In other areas the changes that have occurred have been of a gradual nature resulting in temporary piecemeal adjustment.

Concurrent with these changes have been increased demands on the schools themselves in the form of improved and/or expanded curricula. Because of the importance attached to the local school, vested interests in the existing system, and sentiments associated with the local school and its activities, changes in the established system have met resistance to adjustment or modification of the existing institutionalized patterns. Thus, more knowledge is needed regarding the changes in the population, school systems, and attitudes toward these school systems, particularly in counties experiencing rather heavy losses of farm population.

Theoretical Implications. At our present state of knowledge, sociological theory is more highly developed for the nature and structure of social institutions than it is in the area of institutional change. By analyzing a social problem which contains both the elements of institutional structure, that is the school system, and an agent making for change in that structure, that is population change,
we have the basic conditions necessary to permit a consideration of
the resistance, or the lack of resistance, to change in the institutional structure. In order to understand institutional change it
must be remembered that social institutions are not capable of
changing themselves. "A social institution is, after all, an abstrac-
tion conceived by the social scientist in order to help them to under-
stand the nature of culture and social organization." 10 It is not an
entity which can think, act, or change for itself. Only human beings
can do that and hence, in order to understand the problem of institu-
tional change, or for that matter institutional lag, we must examine
the attitudes the individuals, affected by the institution, hold to-
ward the adequacy of the present institutional arrangement and toward
the need for change. By studying the attitudes of individuals, re-
siding in a rural county that has experienced extensive out-migration,
toward their existing school system and their attitudes toward change
in that system, it is hoped that our knowledge of the nature of in-
stitutional change will be increased.

D. Plan of Organization of the Thesis

The first task will be to obtain an insight into the general
history and socio-economic setting of Marshall County with special
emphasis on population change. The next section will focus on the
second objective of the study with reference to the trends and pres-
ent condition of the school system. The research design, around

10 Washburne, op. cit., p. 18.
which the field work of this study is developed, is discussed next. The third objective of this study, that of attitudes toward the present school system, is the basis for the next section. The section devoted to the fourth objective, that of attitudes toward reorganization of the present school system, is next, followed by the summary and conclusions of the study.
CHAPTER II

A HISTORICAL AND DEMOGRAPHIC REVIEW OF MARSHALL COUNTY

A. Location and Settlement

Marshall County is located in the northeast corner of South Dakota and situated within the James River Valley. The western half of the county lies in a comparatively level topographical area, whereas the eastern half of the county lies in the plateau of the Coteau Hills. In the southeast corner of the county are a few small lakes which, although hinder farming and school transportation, provide the residents of the county and surrounding area with various recreational opportunities.

The county's territory was opened for settlement in 1873, and 12 years later Marshall County came into being by a special act of the Territorial Legislature. Previous to this time, the territory of Marshall County was a part of Day County to the south. A large proportion of the early settlers in Marshall County were American born Scandinavians and Germans, while other quite prominent nationality groups were the Welsh and English. 11

B. Agriculture

Prior to the turn of the century many of the settlers were speculators and tradesmen. Those who did farm the land raised

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livestock primarily. Between the years 1900 to 1910, livestock production increased rapidly and many permanent farm buildings were constructed. Soon after 1910, the prices of livestock declined and the farmers turned to small grain production.\(^2\)

Following World War I, the county felt the effects of over-speculation and easy credit which resulted in the failure of the banks and, in turn, brought many hardships for the farmers and other residents of the county. In the 1930's, all aspects of agriculture and community life suffered from the economic depression and drought.

The basic changes in the agricultural economy of the county are revealed in the statistics on the size, number, and total land in farms (Table 1). These statistics reflect the changes in agriculture, due to new technological development and mechanization of agriculture, particularly since 1930.

It will be noted that the number of farms increased from 1890 until 1935. Since that date, there has been a steady decline in number. In fact, during the last 25-year period, there has been a 37 percent reduction in the number of farms in the county.

Concomitant with the reduction in number of farms has been an increase in the average size of farm in the county. Since 1935, the average size of farm in Marshall County has increased by \(74\) percent. This increase is due mainly to the reduction in the number of farms

as the total land area in farms increased by only 9 percent during this same period.

Table 1. Number of Farms, Land in Farms, and Size of Farm in Marshall County, 1890 to 1960

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of farms</th>
<th>Land in farms (acres)</th>
<th>Average size of farm (acres)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>994</td>
<td>229,878</td>
<td>231</td>
</tr>
<tr>
<td>1900</td>
<td>1,078</td>
<td>412,704</td>
<td>383</td>
</tr>
<tr>
<td>1910</td>
<td>1,119</td>
<td>469,601</td>
<td>420</td>
</tr>
<tr>
<td>1920</td>
<td>1,269</td>
<td>495,059</td>
<td>390</td>
</tr>
<tr>
<td>1925</td>
<td>1,351</td>
<td>469,034</td>
<td>347</td>
</tr>
<tr>
<td>1930</td>
<td>1,298</td>
<td>474,605</td>
<td>366</td>
</tr>
<tr>
<td>1935</td>
<td>1,392</td>
<td>487,592</td>
<td>350</td>
</tr>
<tr>
<td>1940</td>
<td>1,309</td>
<td>488,785</td>
<td>373</td>
</tr>
<tr>
<td>1945</td>
<td>1,165</td>
<td>508,998</td>
<td>437</td>
</tr>
<tr>
<td>1950</td>
<td>1,118</td>
<td>532,339</td>
<td>477</td>
</tr>
<tr>
<td>1955</td>
<td>1,024</td>
<td>516,623</td>
<td>505</td>
</tr>
<tr>
<td>1960</td>
<td>877</td>
<td>534,185</td>
<td>609</td>
</tr>
</tbody>
</table>


Inasmuch as agriculture is the basic industry in the county, the reduction in the number of farms has had a very definite effect on the farm population and, for that matter, the total population of the county.

C. Population

The over-all population trends from 1890 to 1960 for Marshall County tend to parallel the changes in the agricultural-economic development of the county (Table 2). A steady increase in population
was experienced after 1890, until the county's peak population of 9,596 was reached in 1920. The first sizeable loss in population occurred during the drought and depression decade of the 1930's. Since 1930, a steady decrease each decade has occurred until the total number of inhabitants residing in the county in 1960 was 6,663.

Increase in size of farm, due to increased mechanization of farms, partially accounts for the reduction of the farm population of the county. Other factors, such as the retirement of farm land under "soil bank programs," have also contributed to this loss of farm population, particularly during the 1950-1960 decade.

Table 2. Marshall County, Rural Nonfarm and Rural Farm Population, 1890 to 1960

<table>
<thead>
<tr>
<th>Year</th>
<th>County total</th>
<th>Rural nonfarm</th>
<th>Rural farm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890</td>
<td>4,544</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1900</td>
<td>5,942</td>
<td>(Data not available)</td>
<td></td>
</tr>
<tr>
<td>1910</td>
<td>8,021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920</td>
<td>9,596</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1930</td>
<td>9,540</td>
<td>2,756</td>
<td>6,784</td>
</tr>
<tr>
<td>1940</td>
<td>8,880</td>
<td>2,924</td>
<td>5,956</td>
</tr>
<tr>
<td>1950</td>
<td>7,835</td>
<td>2,701</td>
<td>5,134</td>
</tr>
<tr>
<td>1960</td>
<td>6,663</td>
<td>2,532</td>
<td>4,131*</td>
</tr>
</tbody>
</table>

* A change in definition of "farm" for the 1960 census may account for a small portion of this loss of population 1950 to 1960.


In order to examine in more detail the changes occurring in the county's population, it is necessary to note what has been
happening to different segments of the population. Since Marshall County does not have an incorporated community of 2,500 or more population, according to the United States Census Bureau definition, it does not have an urban place. Therefore, the two major segments of the county's population are the rural farm and the rural nonfarm.

The farm population declined by 2,653, or 39 percent, from 1930 to 1960; whereas, the nonfarm population experienced a loss of only 224 persons, or 8 percent of its 1930 population. Thus, the great portion of the county's loss in total population from 1930 to 1960, 30 percent, is accounted for by the heavy loss in farm population. When this loss in farm population is analyzed by township, many of the large losses have occurred for those townships located in the hills region in the eastern part of the county. This area is more suited to grazing and hay farming and has undergone a transition, as many of the small grain farmers have found it impossible to enlarge their units sufficiently to make their operations profitable.

The population not residing on farms or engaged in farming but living in incorporated towns, villages, and hamlets of less than 2,500 population is defined by the United States Census Bureau as the rural nonfarm population. The United States Census includes an enumeration of the population residing in six such communities in Marshall County. They are: Britton, Veblen, Langford, Eden, Lake City, and Newark. Not included in the census count are the unincorporated villages and hamlets of Amherst, Kidder, and Hillhead (Figure 1).
Figure I. Marshall County Communities, 1960
The general trend in population for these communities, except for the county seat town of Britton, has been a decline in population since 1930 (Table 3). On the whole, the smaller communities have lost a larger proportion of their population than the larger communities. The only community to show a gain in population since 1930 is the county seat town of Britton. Population change for these communities since 1930 range all the way from a 77 percent loss for Newark to a 9 percent increase for Britton.

Table 3. Marshall County Population by Incorporated Towns, 1930 to 1960

<table>
<thead>
<tr>
<th>Year</th>
<th>County total</th>
<th>Britton</th>
<th>Veblen</th>
<th>Langford</th>
<th>Eden</th>
<th>Lake City</th>
<th>Newark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>9,540</td>
<td>1,312</td>
<td>520</td>
<td>444</td>
<td>150</td>
<td>162</td>
<td>168</td>
</tr>
<tr>
<td>1940</td>
<td>8,880</td>
<td>1,500</td>
<td>486</td>
<td>452</td>
<td>171</td>
<td>168</td>
<td>147</td>
</tr>
<tr>
<td>1950</td>
<td>7,835</td>
<td>1,430</td>
<td>476</td>
<td>456</td>
<td>149</td>
<td>110</td>
<td>80</td>
</tr>
<tr>
<td>1960</td>
<td>6,663</td>
<td>1,442</td>
<td>437</td>
<td>437</td>
<td>136</td>
<td>81</td>
<td>39</td>
</tr>
</tbody>
</table>


The analysis of the farm and nonfarm segments of the county's population shows that both segments have been losing population, and the greatest loss by far has occurred in the farm population.
D. Migration and Age Structure

The actual decline in population, since 1930, does not tell the entire story as to the extent of population loss from the county. The actual enumeration of the population every ten years by the United States Census Bureau does not take into account the number of inhabitants added to the population during the ten-year period through natural increase; that is, births minus deaths.

In the case of Marshall County, birth rates have been sufficiently high to more than offset the losses due to death. When this addition to the population, through natural increase, is taken into consideration for the decade 1950 to 1960, for example, the county had a natural increase of 1,072 and, in turn, would be expected to have had a total population of 8,907 in 1960, rather than 6,663 inhabitants actually counted by the census (Table 4). This indicates that the county lost considerably more population during this period than the difference between the number of inhabitants counted in 1950 and in 1960 by the census. That difference was a loss of 1,172 persons, or 15 percent of the 1950 population. However, by taking into account the natural increase that accrued to the county during this decade, we find that the loss amounted to 2,224, or 29 percent of the 1950 population.
Table 4. Marshall County Net Migration, 1950 to 1960

<table>
<thead>
<tr>
<th>County</th>
<th>1950 Population</th>
<th>Potential population</th>
<th>Actual population</th>
<th>Net migration No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall</td>
<td>7,835</td>
<td>1,072</td>
<td>8,907</td>
<td>6,663</td>
<td>-2,244</td>
</tr>
</tbody>
</table>


Viewing Marshall County change this way reveals that the county has been experiencing a considerable loss of population through migration out of the county. In fact, it is estimated that the out-migration, that is the difference between those coming into the county and those leaving, was 29 percent of the 1950 population. The population data reveal that net out-migration of nearly this magnitude also occurred for the 1940 to 1950 decade when an estimated out-migration of 27 percent occurred to the county. 13

Migration "to" and "from" a given area is usually selective, that is people with certain characteristics, such as those of certain ages, occupations, and the like, are more likely to migrate than others. 14 In rural areas, such as Marshall County, one characteristic that is affected by out-migration is age, inasmuch as it is the youth

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and young adults who are the more frequent migrants. Consequently, in addition to the problems presented simply by population loss are the problems engendered by changes in the age structure which have many economic and social implications.

The impact of out-migration on Marshall County can be seen more clearly when the age structure of the population is taken into consideration. Comparing the changes that have occurred for the various age groups from 1930 to 1960, it will be noticed that all age groups up to the age 54 years have experienced a loss of population since 1930 (Table 5). Although those age groups, 55 years of age and over, experiences increases, it was not enough to offset the losses that accrued to the younger age groups. The greatest loss was young adults, 15 to 34 years of age; and the greatest increase was in the aged, 65 years of age and over.

Table 5. Marshall County Population Change by Age Group, 1930 to 1960

<table>
<thead>
<tr>
<th>Age group</th>
<th>Number 1930</th>
<th>Number 1960</th>
<th>Change in number</th>
<th>Percent change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 yrs.</td>
<td>1,079</td>
<td>705</td>
<td>-374</td>
<td>-34.7</td>
</tr>
<tr>
<td>5-14</td>
<td>2,213</td>
<td>1,457</td>
<td>-756</td>
<td>-34.2</td>
</tr>
<tr>
<td>15-24</td>
<td>1,788</td>
<td>783</td>
<td>-1,005</td>
<td>-56.3</td>
</tr>
<tr>
<td>25-34</td>
<td>1,267</td>
<td>655</td>
<td>-612</td>
<td>-48.3</td>
</tr>
<tr>
<td>35-44</td>
<td>1,222</td>
<td>781</td>
<td>-441</td>
<td>-36.1</td>
</tr>
<tr>
<td>45-54</td>
<td>875</td>
<td>747</td>
<td>-128</td>
<td>-14.6</td>
</tr>
<tr>
<td>55-64</td>
<td>592</td>
<td>742</td>
<td>150</td>
<td>25.3</td>
</tr>
<tr>
<td>65-74</td>
<td>380</td>
<td>524</td>
<td>144</td>
<td>37.9</td>
</tr>
<tr>
<td>75 and over</td>
<td>123</td>
<td>269</td>
<td>146</td>
<td>118.7</td>
</tr>
<tr>
<td>Total</td>
<td>9,540</td>
<td>6,663</td>
<td>-2,877</td>
<td>-30.1</td>
</tr>
</tbody>
</table>

The trend in the age structure of Marshall County for the most recent decade, 1950 to 1960, shows that the over-all 30-year trend was still evident. The age groups which experienced the greatest loss from 1950 to 1960 were 15 to 34 years of age with a 34 percent loss (Table 6). The age groups which experienced the largest increase were those 65 years and over with about a 23 percent increase.

Table 6. Marshall County Population Change by Age Group, 1950 to 1960

<table>
<thead>
<tr>
<th>Age group</th>
<th>Number 1950</th>
<th>Number 1960</th>
<th>Change in number</th>
<th>Percent change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5 yrs.</td>
<td>934</td>
<td>705</td>
<td>-229</td>
<td>-24.5</td>
</tr>
<tr>
<td>5-14</td>
<td>1,513</td>
<td>1,457</td>
<td>-56</td>
<td>-3.7</td>
</tr>
<tr>
<td>15-24</td>
<td>1,167</td>
<td>783</td>
<td>-384</td>
<td>-32.9</td>
</tr>
<tr>
<td>25-34</td>
<td>1,029</td>
<td>655</td>
<td>-374</td>
<td>-36.3</td>
</tr>
<tr>
<td>35-44</td>
<td>931</td>
<td>781</td>
<td>-150</td>
<td>-16.1</td>
</tr>
<tr>
<td>45-54</td>
<td>876</td>
<td>747</td>
<td>-129</td>
<td>-14.7</td>
</tr>
<tr>
<td>55-64</td>
<td>738</td>
<td>742</td>
<td>4</td>
<td>5.4</td>
</tr>
<tr>
<td>65-74</td>
<td>428</td>
<td>524</td>
<td>96</td>
<td>22.4</td>
</tr>
<tr>
<td>75 and over</td>
<td>219</td>
<td>269</td>
<td>50</td>
<td>22.8</td>
</tr>
<tr>
<td>Total</td>
<td>7,835</td>
<td>6,663</td>
<td>-1,172</td>
<td>-15.0</td>
</tr>
</tbody>
</table>


Thus, the general pattern of change for the age groups in the county has been a relatively large loss in the young adults, an increase in the aged, and a loss of preschool and school-age children. This age selective type of out-migration has many social and economic implications. Not least among these is the impact of the shift of age structure on the county school system. It is expected this reduction in preschool and school-age children will be reflected in the
school enrollments to be discussed later. Other implications of the changing age structure on attitudes with reference to the present school system will be seen later.

E. Summary

Changes in the agricultural economy of Marshall County has had certain effects on the number of farms and, in turn, on the size of farms. It has been shown that as the number of farms decreased, the size of the farms increased. This has had definite implications on the population of the county. Also, the greatest loss of population which accrued to the county came in the farm segment of the population.

Out-migration from the county has been larger than the actual difference between the two census enumerations of 1950 and 1960. This out-migration has been selective in nature, with the majority of the migrants being in the younger age groups and, more specifically, 15 to 34 years of age. This selectivity of the out-migration has definite implications on business, government, and the schools within the county.
CHAPTER III

TRENDS IN THE SCHOOL SYSTEM

A. Introduction

The following analysis involves a school system in a setting of extensive out-migration from a county, and the impact of this population loss on selected characteristics of the school system. Thus, it deals with the second objective of this study which is:

to determine the recent trends and present conditions of the educational system of Marshall County.

The analysis will emphasize the changes that have occurred in Marshall County's school system since 1930.

Previous Research. In order to focus the research on such characteristics of the school system as trends in enrollment, number of schools, and the like, previous work on this topic was examined. Studies concerned with the impact of out-migration on the school system are quite limited in number. The two studies which have been chosen for examination have both been carried out under the auspices of the North Central Regional population study. These are case studies of counties which have experienced quite extensive out-migration, and have been examined with reference to the impact of migration on the school system. They are Aitken County, Minnesota, and Greene County, Iowa. Inasmuch as Marshall County is similar in type, one would expect to find the trends there to be similar to those experienced by these two counties.
The study, by Ronald Klitsch, of Aitken County, an out-migration county in Minnesota, resulted in findings concerning change in number of schools, enrollments, teacher-pupil ratios, along with problems of space and equipment, teacher turnover, and teacher-community relations. 15

The finding, as to the change in number of schools throughout the county, shows a gradual decrease in both the common and the independent school districts. Along with the decrease in the number of schools was a decline in over-all enrollments. This decline has had the greatest effect on the common schools and small independent schools; whereas certain larger schools throughout the county experienced small increases. Klitsch attributed this increase in enrollment to an increased birth rate, along with the school enlarging its tuition-student enrollment to compensate for the loss through out-migration. This was done at the expense of the smaller schools in the county.

Klitsch found the student-teacher ratio for the county has become slightly lower for the reason that with increased demands for specialized courses by the students, the schools have found it necessary to provide a larger staff; therefore lowering the student-teacher ratio. The study also reveals information concerning the problems of

crowded classrooms, limited course offerings and preparation available to the student.

The findings, resulting from the study of Greene County, Iowa, have shown basically the same trends as were found in the Minnesota study. Greene County had experienced a decline in the number of schools within the county, along with an over-all decrease in enrollments. However, as in the case of Aitken County, the larger independent schools have experienced an increase in enrollments. Klietsch again attributes this increase to a higher birth rate and increased tuition-student enrollment in the large schools. 16

The student-teacher ratio in Greene County had decreased, indicating a larger number of teachers, in the case of some schools, anticipating reorganization and/or a loss of students in the case of the smaller schools throughout the county. The analysis of three survey schools in Greene County revealed some of the problems being encountered by the schools were the lack of adequate space and equipment, along with a large teacher turnover. Also, the findings revealed a lack of teacher-community relations in the form of a PTA organization.

It is expected that trends similar to those found in the studies conducted in Aitken and Greene Counties will be found in Marshall County.

B. Marshall County

Enrollment. Marshall County has experienced a decrease in school enrollments from 1930 to 1960. The greatest loss of enrollment that occurred within the county has taken place in the common schools (Table 7). Since the year 1930, the enrollments in the common schools throughout the county decreased from 1,185 in 1930 to 409 in 1960, a loss of 776 students, or 65.5 percent. At the same time the independent schools have increased their enrollments by 58 students, or 5 percent, over the three decades. Even though the independent districts increased by 5 percent, this was not enough to compensate for the loss accrued to the common schools. Thus, the total county, including both the common and independent schools, lost 718 students over the 30-year period, or a loss of 31 percent of the 1930 enrollment. This loss of 31 percent in school enrollment over the last three decades is quite similar to the total population loss of 30 percent for the same period.

Table 7. Marshall County School Enrollment by Decade, 1930 to 1960

<table>
<thead>
<tr>
<th>Type of school</th>
<th>1930</th>
<th>1940</th>
<th>1950</th>
<th>1960</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common schools</td>
<td>1,185</td>
<td>883</td>
<td>524</td>
<td>409</td>
</tr>
<tr>
<td>Independent schools</td>
<td>1,139</td>
<td>1,120</td>
<td>1,061</td>
<td>1,197</td>
</tr>
<tr>
<td>Total</td>
<td>2,324</td>
<td>2,003</td>
<td>1,585</td>
<td>1,606</td>
</tr>
</tbody>
</table>

The increases in enrollment that occurred within the independent schools came after 1940, both in the elementary and secondary grades, reflecting the increased birth rate which occurred after World War II and continued through the 1950's. Part of this increase which has occurred within the independent schools can be attributed to the increasing number of tuition students being transported into these schools with the closing of many common schools and several independent schools over the past 30 years. These increases have been unevenly distributed among the independent schools; thus some have experienced increases and others decreases in enrollment.

Number of Schools. Another adjustment made to the county's loss of population, in addition to the decline in enrollment, has been the adjustment made in the number of schools. Again, the common school segment of the system has lost the largest number with a decrease of 39 schools, or 54 percent since 1930 (Table 8). Adjustments have also come in the independent schools with a loss of three schools experienced over the three decades. The loss of three schools in the independent segment has resulted from the closing of three community schools in the towns of Newark, Lake City, and Eden (Figure I).

Relating the enrollments to the number of schools for the 30-year period reveals the average enrollment per school has decreased in the case of the common schools and increased in the case of the independent schools.
Table 8. Number of Schools by Decade, 1930 to 1960

<table>
<thead>
<tr>
<th>Type of school</th>
<th>1930</th>
<th>1940</th>
<th>1950</th>
<th>1960</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common schools</td>
<td>72</td>
<td>66</td>
<td>49</td>
<td>32</td>
</tr>
<tr>
<td>Independent schools</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>74</td>
<td>57</td>
<td>38</td>
</tr>
</tbody>
</table>

Source: M. F. Codington, Biennial Reports of the Superintendent of Public Instruction of the State of South Dakota: 1930, 1940, 1950, and 1960, Pierre, South Dakota, Department of Public Instruction.

Number of Teachers. The trend in the number of teachers in the county follows somewhat the same pattern as has the change in the number of schools and enrollment over the 30-year period. Again, the common schools in the county have lost the largest number of teachers with a decrease of 40, or 55 percent, from 1930 to 1960 (Table 9). On the other hand, the independent schools during this same period have had an increase of one teacher. It must be pointed out that during this same period of time, the number of independent schools decreased by three which would make the increase by the existing schools large enough to compensate for the loss of these three schools.

The teacher-pupil ratio for the 30-year period has held quite constant with a little loss in the common school segment. The common schools had a teacher-pupil ratio of 16.5 in 1930, as compared to 12.4 by 1960. The independent schools experienced an increase in the teacher-pupil ratio from 19.0 in 1930 to 19.5 by 1960.
Table 9. Number of Teachers by Decade, 1930 to 1960

<table>
<thead>
<tr>
<th>Type of school</th>
<th>1930</th>
<th>1940</th>
<th>1950</th>
<th>1960</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common schools</td>
<td>73</td>
<td>67</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Independent schools</td>
<td>60</td>
<td>54</td>
<td>36</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>121</td>
<td>86</td>
<td>94</td>
</tr>
</tbody>
</table>

Source: M. F. Cordington, Biennial Reports of the Superintendent of Public Instruction of the State of South Dakota: 1930, 1940, 1950, and 1960, Pierre, South Dakota, Department of Public Instruction.

C. Marshall County—Selected Survey Schools

The scope of this study does not permit a detailed analysis of each school in the county; therefore three schools have been selected for more careful study of the impact of population change on the school system. This analysis will focus on trends in selected characteristics of the system, attitudes toward the present system, and attitudes toward proposed changes in that system. These schools are Britton High School, Veblen High School, and Langford High School.

Britton. Britton High School is located in the county seat which has a population of 1,442. It is the largest high school in the county. The school experienced an increase in enrollment over the 30-year period, due largely to a gradually expanding "tuition-student enrollment area." The total enrollment of the high school in 1930 was 137 students; whereas by 1960, this had increased to 198, or 45 percent since 1930 (Table 10).
Table 10. Britton High School, 1930 to 1960

<table>
<thead>
<tr>
<th>Years</th>
<th>Enrollment</th>
<th>Number of teachers</th>
<th>Teacher-Pupil ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>137</td>
<td>7</td>
<td>19.6</td>
</tr>
<tr>
<td>1940</td>
<td>197</td>
<td>8</td>
<td>24.6</td>
</tr>
<tr>
<td>1950</td>
<td>166</td>
<td>11</td>
<td>15.1</td>
</tr>
<tr>
<td>1960</td>
<td>198</td>
<td>15</td>
<td>13.2</td>
</tr>
</tbody>
</table>

Source: M. F. Codington, Biennial Reports of the Superintendent of Public Instruction of the State of South Dakota: 1930, 1940, 1950, and 1960, Pierre, South Dakota, Department of Public Instruction.

Along with the increase in enrollment has come an increase in the number of teachers in the high school. In 1930, the high school employed 7 teachers with a teacher-pupil ratio of 19.6. By 1960, the number of teachers increased to 15 with a ratio of 13.2 pupil per teacher.

Looking more closely at the area from which the school draws its tuition students, it can be seen, by comparing the tuition-student enrollment area delineated by Kumlien in 1940 with the tuition-student enrollment area for 1950, the amount of area encompassed by the Britton High School has roughly doubled in size during this period (Figure II). During this time the number of tuition students

17 W. F. Kumlien, The Problem of Declining Enrollment in the Schools of Marshall County, Brookings: Agricultural Experiment Station, South Dakota State College, Rural Sociology Department, Pamphlet No. 12, 1941; and a map containing the boundaries for 1959 (property of the County Superintendent of Schools, Britton, South Dakota).
Figure II. Marshall County Tuition Enrollment Areas by Independent High School Districts, 1940 and 1960
enrolled in the high school increased from 77 in 1940 to 91 in 1960, or about 46 percent of the present total enrollment.  

Some of the problems being encountered by the present system have been brought out through direct observation and interviews with the local superintendent of schools. Outstanding among these problems were the lack of space and equipment necessary to provide a well-rounded curriculum, high rate of teacher turnover, problems of hiring qualified teachers for special areas, and the lack of a parent-teacher organization.

**Veblen.** Veblen, with a population of 437, is the second largest community in the county. The community is located in the northeast corner of the county beyond the Coteau Hills and is somewhat isolated from the remainder of the county.

Veblen High School has experienced somewhat the same enrollment trends as did Britton High School. It has had an increase of 25 students over the past 30 years (Table 11). The number of teachers in the high school has doubled in the same period of time. By comparing the enrollments for the school with the number of teachers, it can be seen that the teacher-pupil ratio has decreased from 17.5 in 1930 to 11.9 by 1960.

By comparing the tuition-student enrollment area for Veblen High School in 1940 to 1960, it can be seen that this area has more

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than doubled in size as the school has reached into North Dakota and Roberts County to maintain enrollment numbers (Figure II). The tuition-student enrollment in the high school was 54 students in 1940 and increased to 62 by 1960.19

<table>
<thead>
<tr>
<th>Years</th>
<th>Enrollment</th>
<th>Number of teachers</th>
<th>Teacher-Pupil ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>70</td>
<td>4</td>
<td>17.5</td>
</tr>
<tr>
<td>1940</td>
<td>106</td>
<td>4</td>
<td>26.5</td>
</tr>
<tr>
<td>1950</td>
<td>90</td>
<td>5</td>
<td>18.0</td>
</tr>
<tr>
<td>1960</td>
<td>95</td>
<td>8</td>
<td>11.9</td>
</tr>
</tbody>
</table>

Source: M. F. Coldington, Biennial Reports of the Superintendent of Public Instruction for the State of South Dakota, 1930, 1940, 1950, and 1960, Pierre, South Dakota, Department of Public Instruction.

Some of the problems facing the Veblen High School, at the present time, were brought out in an interview with the local superintendent of schools. Some of the major problems mentioned were: the problem of maintaining enrollments with the increasing cost of transportation, the problem of hiring and being able to keep qualified teachers in the system, and the problem of inadequate financing to provide a curriculum necessary for an adequate education for the youth.

19 Ibid.
Langford. The community of Langford has a population of 397 and is located in the southwest corner of the county (Figure I).

The enrollments of Langford have decreased by one since 1930 (Table 12). At the same time the number of teachers has increased by one. The teacher-pupil ratio has decreased from 15.2 in 1930 to 12.5 by 1960.

### Table 12. Langford High School, 1930 to 1960

<table>
<thead>
<tr>
<th>Years</th>
<th>Enrollment</th>
<th>Number of teachers</th>
<th>Teacher-Pupil ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>76</td>
<td>5</td>
<td>15.2</td>
</tr>
<tr>
<td>1940</td>
<td>94</td>
<td>5</td>
<td>18.5</td>
</tr>
<tr>
<td>1950</td>
<td>60</td>
<td>5</td>
<td>12.0</td>
</tr>
<tr>
<td>1960</td>
<td>75</td>
<td>6</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Source: M. F. Coldington, Biennial Reports of the Superintendent of Public Instruction of the State of South Dakota: 1930, 1940, 1950, and 1960, Pierre, South Dakota, Department of Public Instruction.

Langford is the only community in the county which has undergone reorganization of the schools in recent years. In 1959, a vote was taken in and around Langford and a majority of the voters were in favor of reorganization of the previous independent district at Langford with several surrounding common school districts. With this equalization of the cost of education in this area came a new and modern school building and facilities necessary to give the students better educational opportunities. It can be seen, in comparing the
tuition-student enrollment area for Langford in 1940 to that for 1959, that the area has remained relatively the same size over the 19-year period (Figure II). The tuition-student enrollment was 48 in 1940 and decreased to 4 by 1960, due to the reorganization which took place.20

An interview with the superintendent of schools in Langford revealed some of the problems which have been overcome since reorganization of the school. Outstanding among these were: a wider range of extra-curricular activities are now offered, better facilities and equipment, less teacher turnover, and the addition of one full-time and one part-time guidance personnel. Although the enrollments in 1960 do not reflect the increased enrollment through reorganization, it would be expected in the near future as the high enrollments of the elementary grades move into the secondary level.

D. Summary

The impact of out-migration has had its greatest effect on the enrollments and, in turn, on the number of common schools in the county. This impact has also been felt by the independent schools since 1930. The threat of loss in enrollment has brought with it an increase in the "tuition enrollment areas" for the independent districts, usually at the expense of the smaller independent districts and common schools throughout the county.

20 Ibid.
As of 1960, the three survey high schools in the county have been able to maintain their enrollments. At the same time two of the high schools have expanded their "tuition enrollment areas" since 1940 in order to maintain their total enrollments. These two independent districts have competed for tuition students at the expense of the two smaller high schools of Amherst and Kidder (Figure I).

Another adjustment which has come about in the survey schools of Britton and Veblen has been an increase in the number of teachers; however, the problem of teacher turnover still exists. Adequate physical plant, equipment, and curricula still remain as problems to the two schools.

The survey high school which has experienced the greatest amount of adjustment to the impact of out-migration and loss of enrollments has been Langford High School. The reorganization of the outlying common districts with the independent district has provided the necessary funds to improve the physical plant, curricula, and, more generally, the educational offerings to the students. Although many specialists in the area of school reorganization feel the reorganization that has been taking place throughout the state has been on too small a scale, they feel that the reorganization taking place is a step in the right direction.

An awareness of the present problems and future problems which will need be encountered by the schools has been realized by some persons in the county and by continued pressures of the State Department of Public Instruction. The County Board of Education in Marshall
County submitted a "Master Plan for School District Reorganization" to the State Superintendent of Public Instruction in 1960, outlining the proposed reorganization of the schools in the county. This plan proposes the closing of two of the remaining five high schools in the county, leaving the three survey high schools discussed in the study to remain. According to the County Board of Education, the plan is primarily designed to equalize educational opportunities and costs throughout the county. As of the present time a vote has not been taken on the adoption of this plan in the county.

E. Sources of Data

The information used in this section on school trends in Marshall County was obtained from the following sources:

1) Personal interviews with school officials and administrators in Marshall County and in the State Department of Public Instruction.

2) Interviews with other officials and professional people such as ministers, doctors, and community leaders in Marshall County regarding school problems.

3) Published reports on the schools of Marshall County provided by the Office of County Superintendent and from the State Department of Public Instruction.
CHAPTER IV

ATTITUDES TOWARD THE SCHOOL SYSTEM: RESEARCH DESIGN

A. Introduction

It is the purpose of this section of the thesis to present a study of local attitudes held toward the present school system and toward reorganization of that system in a rural South Dakota county that has been experiencing considerable population loss. This section of the thesis will deal with objectives 3 and 4, which are:

3) to determine which characteristics of the population are associated with attitudes toward the present school system.

4) to determine which characteristics of the population are associated with attitudes toward reorganization of the present school system.

The above two objectives indicate the need to review the existing literature on the topic of the characteristics of the population, such as age, parental status, property ownership, and the association of these characteristics with attitudes toward the school system.

The previous research concerned with attitudes toward the school system and toward reorganization of school systems was reviewed. No studies were found that attempted to deal specifically with the problem of characteristics associated with both the present school system and attitudes toward reorganization. Only two studies were found which were at all related to this topic, and they were concerned with only part of this problem. Orval Trail, in his study of voter
attitude-knowledge relationships to school reorganization, attempted
to determine the role the knowledge of a reorganization plan played
in the change of attitudes toward the plan.\textsuperscript{21} In this study he at-
ttempted to measure the existing attitudes of a sample of townspeople
in Melvin, Iowa toward school district reorganization. He then pro-
vided his sample with a 38-page information brochure on the basic
features of the reorganization plan. After waiting sufficient time
for them to acquaint themselves with the information, he attempted to
determine the changes that had occurred in their attitudes toward
school district reorganization.

The other study, conducted by Seyfert, entitled "What the Pub-
lic Thinks of Its Schools," attempted to discover the relationships
between certain selected characteristics of a sample of the popula-
tion of three New England communities to attitudes toward the present
school system. The characteristics selected for study involved such
characteristics as amount of formal education, ownership of property,
and parental status.\textsuperscript{22}

A number of other studies, although not having as their central
focus the problem of attitudes toward the present school system or its
reorganization, have presented information on certain characteristics

\textsuperscript{21}Orval L. Trail, "Voter Attitude-Knowledge Relationships to
School Reorganization," Doctoral Dissertation, Colorado State College,
Greeley, Colorado, 1956.

\textsuperscript{22}W. C. Seyfert, "What the Public Thinks of Its Schools,"
School Review, Chicago: University of Chicago Press, 1940, Vol. 48,
417-427.
of the population that were thought to have a bearing on the attitudes toward the school system. In addition, social theorists, such as Hertzler, have made generalizations regarding the relationship between characteristics of the population and attitudes toward institutional change. The specific propositions provided by this literature will be discussed later when each variable is analyzed.

On the basis of the general findings from the previous work on this topic, the following general hypotheses for this study can be formulated. With respect to objectives 3 and 4, the following general hypotheses are offered:

General Hypothesis I: It is hypothesized that certain characteristics of the population are associated with the respondents' attitude toward their present high school system.

General Hypothesis II: It is hypothesized that certain characteristics of the population are associated with the respondents' attitude toward change or reorganization of the high school system.

B. Basic Concepts and Their Measurement

The questionnaire was selected as the research instrument to collect the data to test the general hypotheses and the subhypotheses of this study. A basic step in the construction of the questionnaire was the consideration of both the characteristics and attitudes of the population in a form that permitted the testing of the hypotheses. The utilization of statistical tests for relationships in testing hypotheses required that basic concepts, such as attitude and knowledge, be treated as variables which could be measured in some form or another. The following variables are used in this research: attitudes,
knowledge, age, income, occupation, tenure status, parental status, and the school with which the respondent was most familiar.

Inasmuch as we will be attempting to determine the characteristics associated with the attitude toward the present school system and toward the reorganization of the school, attitude becomes the dependent variable of the study. Other variables, such as knowledge and occupation which will be tested for their relationship to attitudes, are considered to be the independent variables. Of these variables, two, attitude and knowledge, require definition and explanation to the techniques utilized to measure them.

**Attitudes.** The dependent variable around which all other independent variables are measured is that of attitudes. An examination of this concept is necessary before any consideration can be given to the development of subhypotheses utilizing this variable. The conceptual definition of the term "attitude" as it will be utilized in this study is as follows:

An individual's attitude toward something is his predisposition to perform, perceive, think, and feel in relation to it.23

As a general term the concept of attitude can be used in many contexts. The context with which it will be used in this study will be that of attitudes toward an educational institution and changes in that institution.

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To use this concept of attitude in understanding the actions of persons, it is necessary to utilize a reliable and valid measure. Krech and Crutchfield state that "of all the methods for the measurement of attitudes, by far the most widely used and most carefully designed and tested is the attitude scale." The Likert-type scale used in this study consisted of a set of statements to which the persons responded. It was the pattern of response which provided a basis for the dichotomizing of the person's attitude into either a favorable or unfavorable attitude with reference to the present school system and proposed reorganization.

The attitude scale made use of a series of evaluative statements about the present high school and about reorganization of the high school. The original set of evaluative statements prepared by the researcher were designed to cover the major phases of the present school system and the plan for reorganization. With reference to the present school system, these major phases included such items as teaching staff, school facilities and equipment, preparation for future occupational opportunities, guidance and counseling services, curriculum, administration, and financing. The original set of evaluative statements, with reference to reorganization, contained statements pertaining to transportation, cost of education, qualified teachers, equipment and facilities, taxes, and programs for the gifted and retarded. A pretest of these statements was made to increase the

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reliability of the scales. The data from the pretest were used as a basis for a test of internal consistency to eliminate those statements which were ambiguous and did not discriminate between high and low attitudes. This test reduced the total number of original statements from 15 to 6, in the case of the attitudes toward the present school, and from 11 to 5, in the case of attitudes toward reorganization.  

The revised attitude scale was set up and incorporated in the questionnaire. The respondent was asked to evaluate the statements by indicating the degree of his or her approval of the statements by circling one of the five possible responses to each statement as presented by the Likert scale. These possible responses to each statement were as follows with the given score for each: strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1). These scores were then totaled for each respondent, and he was given a total "attitude score." The attitude scale scores for all the respondents were then placed in a distribution and dichotomized into high and low attitude concerning the present high school. This same procedure was utilized in measuring the attitude toward reorganization. 

An attitude was previously defined conceptually as the predisposition to perform, perceive, think, and feel in relation to

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26 For a discussion of the Likert-type scale see: Kroh, Crutchfield, and Ballachey, op. cit., p. 153.
something. Operationally, attitudes toward the present school and attitudes toward reorganization of that system is here defined as:

One's score on the particular attitude scale, either toward the present school or toward reorganization as dichotomized into either high or low attitudes depending on the position of the score in the overall distribution of scores of all the respondents.

It is this definition of attitude which will be used in the statistical hypotheses tested in this study.

Knowledge. The independent variable that needs to be explained is that of "knowledge." For purposes of this study the concept of knowledge was defined as the amount of accurate information about the present school and about the proposed reorganization that the respondent possessed as measured by the following knowledge scale.

The knowledge scale, as it was utilized in this study, was very similar in most respects to that of the previously discussed attitude scale. In the case of knowledge, rather than listing a series of evaluative statements, a series of questions were designed to elicit correct or incorrect responses. This was done in order to determine the amount of accurate knowledge possessed by the respondent regarding the present school and the reorganization plan.

With reference to the knowledge of the present system, a series of questions were set up which the researcher felt to be valid measure of knowledge regarding the high school to which the respondent was most familiar. The scale included questions which pertained to the approximate size of enrollment of the high school; whether or not the position of superintendent and principal was a separate or combined
position in the school; the approximate number of teaching staff; how the school was classified (A, B, or C), according to the State Department of Public Instruction; and whether or not the school utilized a 6-3-3 plan of education. The same process was used to develop a knowledge scale of the proposed reorganization plan for the county. Such items as the number of districts into which the county would be divided, the effect on the common schools throughout the county, the effects on the already reorganized Langford district, location of junior high schools and senior high schools, and the group responsible for developing and submitting such a plan were included in this knowledge scale.

The procedure used to obtain a knowledge scale score for both of these scales followed the same procedure used for the attitude scales. An arbitrary "cutting point" was set by the researcher so that the respondent was typed as possessing "high" or "low" knowledge with either the present school or the reorganization plan. In both instances the respondent must have answered a majority of the questions correctly to be typed as having a "high" knowledge.

The variable of knowledge was previously defined as the amount of accurate information the respondent possessed with reference to the present school and proposed change through reorganization. Operationally, knowledge, as it was measured and used in this study, is defined more specifically as:

27See Appendix B, Questionnaire.
One’s ability to answer the majority of questions correctly with reference to the present school and the proposed reorganization plan.

It is this definition which will be utilized in the testing of the subhypotheses of this study.

In order to test relationships between certain characteristics of respondents and attitudes toward the present school and change in the high school, it was necessary to obtain information from a large number of people. This involved two tasks. First was to develop an instrument to collect the needed information, and second was the selection of a population to be studied.

C. Questionnaire

The questionnaire was selected as the research instrument to collect the data for testing the hypotheses of this study. The reasons for the selection of a self-administered instrument were several. First, it was believed that anonymity was necessary on the part of the respondent, since many of the questions asked dealt specifically with attitudes concerning local institutions. Also, certain questions pertaining to such things as personal income were thought to be more easily obtained through the use of an instrument which offered more anonymity. Secondly, the use of the questionnaire provided the response from a large number of persons with an investment of a minimum of time and personnel.

Some knowledge of the general problem was already obtained previous to the development of the questionnaire. Knowledge from previous research and the general situation of communities and schools
in South Dakota and in the Midwest provided a basis for items from which the questionnaire could be constructed. The cooperation of professional persons, interested in the institutional systems of the church, businesses, and schools of the out-migration county, composed a research team which designed the questionnaire to collect data which would pertain to these various institutions. In the case of the education system, the subject of this study, previous research and educational specialists were consulted.

The total questionnaire, which was designed to elicit data concerning several institutions within the county, consisted of 14 pages and was divided into 11 parts pertaining to different aspects of the information sought. These parts were as follows:

I. Personal Information
II. Trade Center Information
III. Family Information
IV. Participation in Church Activities
V. Participation in Community Organizations
VI. The Church
VII. Community Satisfaction
VIII. Migration
IX. The School System
X. Attitudes Toward Rural and City Living
XI. Personal Goals in Life

This particular study was concerned with only the educational institution of Marshall County; consequently, only parts I and IX of the questionnaire were used. Part I included personal information and provided information on the following variables used in this study: age, education, occupation, income, and tenure status. Part IX of the

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28See Appendix B, Questionnaire.
total questionnaire actually consisted of several subparts. Subpart A was concerned with the general characteristics of the respondent in relation to the school system. Such items as number of children attending school and the school to which they were most familiar were contained in this section. Subpart B was the attitude scale on the present school system. Subpart C was concerned with the knowledge scale with reference to the present system. Subparts D and E were the attitude and knowledge scales with reference to school reorganization.

A pretest of the parts of the questionnaire used in this study was made in Brookings County, South Dakota, to increase the reliability of the instrument. Through the use of the pretest, it was hoped to reduce the ambiguity of questions and statements and thus increase the reliability of the instrument.

The selection of Brookings County for the pretest was done for several reasons. First, Brookings County had undergone somewhat the same problems within the educational institution. A proposed plan of reorganization had been submitted by both Marshall and Brookings Counties, and the process of adoption of such plans was underway. Secondly, both counties had experienced a certain amount of reorganization within. In the case of Brookings County, the Elkton district had reorganized to include several outlying common districts, a situation quite similar to the reorganization of the Langford district in

29See Appendix C, Pretest Questionnaire.
Marshall County discussed in Chapter III.

On the basis of the findings of the pretest, several important changes were made both in the wording of certain items and in the number of questions and statements used in the revised questionnaire. This was particularly true in the case of the attitude scales.

D. The Sample and Collection of Data

The next step, after developing the questionnaire, was to select a population to be studied. Marshall County had already been selected by the North Central Regional committee for the research on the topic of institutional adjustment to population change. A representative sample of the county's population would have been ideal for the present study in that the findings might then be said to represent the attitudes and characteristics of the residents of the county. However, due to time and financial limitations, this procedure was not feasible. After considering several alternatives, an offer by the South Dakota Association of Lutheran Churches to arrange for a questionnaire to be given in the Lutheran Churches of the county was accepted. Five churches, three of which were located in communities and two in the open country, were selected for the survey. This procedure made it possible for a small research team to obtain a large amount of information in a short time. The survey was carried out following the Sunday service in each of the churches.30

30The administering of the questionnaires to the various congregations took place June 24, 1962.
The number of questionnaires which were filled out by members of the congregations and which contained information on some or all institutions numbered 337. The number of questionnaires which were sufficiently completed to be used for the study of the educational system was 185. The failure of the total sample to respond to the questions on the educational system appears to have occurred for several reasons. First, due to the length of the questionnaire, which consisted of 14 pages, many persons failed to complete the questionnaire even though time was allotted to do so. Because the educational section, Part IX, was located near the end of the questionnaire, those persons who failed to complete the questionnaire did not have the opportunity to respond to questions on the educational system. Secondly, at the time the survey was carried out in the county, the topic of school reorganization was somewhat of a highly emotional issue. For this reason, the researcher feels that some of the respondents who failed to respond to questions pertaining to the local schools may have deliberately refrained from answering such questions. Whether or not these nonrespondents were biased in favor of or against the adoption of the reorganization plan cannot be known.

Characteristics of the Sample. The following information is intended to give the reader an overall view of the characteristics of the persons who responded to the questionnaire. These characteristics make up many of the independent variables to be tested in this study.31

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31 For a more detailed discussion of the characteristics of the sample, see Tables 1 to 12, Appendix A.
The sample of 185 respondents used in this study consisted of 82 males and 103 females. The marital status of the respondents was as follows: 137 married, 38 single, 9 widowed, and 1 person separated. The mean average age of the respondents was 37 years, and the average number of years of schooling was 9.9 years. The income of the respondents ranged from one respondent with an income under $500 per year, up to six respondents earning over $10,000. The average income for the sample was $3,213.50 for the year 1961. With reference to occupations, 25 percent of the sample were housewives; 20 percent were farmers; 17 percent were managers, proprietors, officials, or professionals; 11 percent were in clerical or sales positions; 7 percent in skilled and unskilled occupations; 4 percent were retired or handicapped; and 12 percent in other occupations. In answer to the question as to whether the respondents had children attending high school in Marshall County, 74 percent indicated they did not, and 26 percent indicated they did have children in high school.

With reference to the knowledge scales included in the questionnaire, the respondents were distributed into 49 percent high and 51 percent low knowledge of the present school system, and 36 percent high and 64 percent low in the case of knowledge of the reorganization plan. In the case of the attitudes toward the present system, the respondents were divided evenly into 50 percent with high attitudes and 50 percent with low attitudes toward the present school. Attitudes toward the proposed plan of reorganization were also quite evenly divided into 51 percent with high attitudes toward the plan and 49
percent with low attitudes.

Limitations of the Sampling Procedure. The bearing of the type of sampling procedure used for this study on the results of this study deserves consideration at this point. The question may be raised as to whether the sample of respondents that was obtained under the above procedure was adequate for a test of the hypotheses of this study. It was believed that the sample was adequate for the purposes of this study for the reason that the study was designed to test the relationships between certain variables and not to develop generalizations which would hold true for the total population. It is contended that if the intent of the study was to provide generalizations that would hold true for a given population, in this case the population of Marshall County, that a sample would have had to be selected which would have been representative of the population of Marshall County. However, it is not the author's contention that the findings on the characteristics associated with attitudes toward the school system hold true for the total population of Marshall County. The sample used here is what some methodologists term a "purposive sample." A sample of this type is used to test the relationships between variables. The sample obtained for this study conforms to the purposive type of sample and the qualifications which apply to it.

E. Analysis of the Data

The data collected on the basis of the questionnaire was coded on IBM cards as the first step in the analysis. As was mentioned previously, the primary aim in the analysis was to test for the association between the independent and dependent variables of the study. In order to determine the existence of association between the variables, a statistical test of chi-square was used. The chi-square test was selected for several reasons. First, the primary purpose of the statistical analysis was to show only an association between variables. The degree of favorableness or unfavorableness was not of concern, but rather only if the respondent possessed a high or low attitude. Secondly, the total number of respondents was not large enough to utilize a technique such as correlation so, for the purposes of this study, the chi-square test was found to be the most useful.

The subhypotheses which will be presented in the next two chapters are "statistical hypotheses" stated in the null form. The null hypothesis, as it is used in this study, was considered rejected when the chi-square analysis indicated a probability at or below the .05 level of significance. This means that the observed difference between the two variables would not occur more than 5 times out of 100 by chance alone.


CHAPTER V

ATTITUDES TOWARD THE PRESENT SCHOOL

A. Introduction

The main purpose of this chapter is the formulation and testing of the subhypotheses relating to the objective of determining the characteristics of the population associated with attitudes toward the present school system. The procedure followed here will be to state each characteristic, present the findings of previous research on the characteristic, formulate subhypotheses, test the subhypotheses, and present the results of the test.

B. Statistical Hypotheses and Findings

Age. The findings of related research and general theory with reference to the relationship between age and attitudes toward the present school suggest a definite relationship between the two variables.

Hertzler points out in his discussion of the inflexibility of institutions and institutional change that the aged are usually more conservative and, therefore, more favorable of the present conditions. He states, "for them especially, untried changes, procedures new and unfamiliar, are anathema." 35

A study conducted by Marshall as to the factors associated with attitudes toward secondary education in rural Wisconsin resulted in

35 Hertzler, op. cit., p. 244.
findings which indicated that age was significantly related to attitudes. The findings indicated that those individuals over 40 years of age were more favorable than those respondents under 40 years of age with reference to their attitudes toward secondary education.36

Jenkins, in his study concerning the decline of agricultural villages, points out that regional comparisons have shown that where there is a high proportion of old persons there is frequently opposition to taxation for social services, notably education.37

On the basis of these research findings and general theory, we would expect the characteristic of age to be associated with attitudes toward the present school system. Consequently, the following subhypothesis is developed in the null form:

Subhypothesis 1: Attitudes toward the present high school are not significantly associated with age.

A chi-square test for association between the variables of attitudes toward the present school and age of the respondents revealed a probability between .10 and .05 (Table 13). Ordinarily at this level the null hypothesis would be accepted, and no association would be considered to exist between age and attitudes toward the present system. However, in this particular case, the chi-square was so close


37 D. R. Jenkins, Growth and Decline of Agricultural Villages, New York: Columbia University Press, 1940, p. 86.
to being at the .05 level that the null hypothesis is rejected, meaning that an association is considered to exist between age and attitudes toward the present high school.

Table 13. Attitudes Toward the Present School by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 years and over</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>25 to 44 years</td>
<td>42</td>
<td>55</td>
</tr>
<tr>
<td>15 to 24 years</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

\[ x^2 = 4.973 \quad P \text{ approaches the .05 level} \quad N = 185 \]

Interpreted in terms of the data, the finding indicates that nearly two-thirds of the respondents over 45 years of age were favorable toward the present high school, whereas the majority in the other two age categories held a less favorable attitude toward the present school.

**Education.** Findings of previous research on the characteristic of the amount of education does not present a clear-cut view as to what might be expected to be the relationship between the two variables. Some work in the field of social theory points out that when education is combined with age, the dominant factor determining attitudes is age.\(^{38}\)

\(^{38}\)Hertzler, op. cit., p. 244.
On the other hand, two empirical studies that have been done on this problem of attitudes toward schools show an association between education and attitudes. However, the direction of the relationship differed in the two studies. Marshall found in the study of attitudes toward secondary education that there was a highly significant relationship between a favorable attitude toward secondary education and the respondent possessing a high school education or more. In contrast to this finding, Seyfert found in his study of three New England schools that a favorable attitude toward the present school was associated with a lower education, 1 to 8 years.

In view of the findings, from existing theory and from previous research, it would be expected that an association between education and attitudes toward the present system would exist. However, it is not clear the direction of the relationship; that is, whether those with more education would be favorable and those with less education not favorable toward the present system, or the converse of this be true.

Professional people who have had contact with the school problem in South Dakota have suggested, on the basis of their experience, that persons with higher educations place more demands on their present school system and tend to be more dissatisfied with the schools whose programs do not meet educational standards. On the basis of these observations, we would expect to find that an association exists

between education and attitudes toward the present school system. Stated as a subhypothesis in the null form, it is:

**Subhypothesis 2:** Attitudes toward the present high school are not significantly associated with number of years of formal education.

The chi-square test for association between two variables indicated a probability of between .50 and .30 (Table 14). Since this probability was above the .05 level, the null hypothesis is accepted. This means that the finding from the statistical test indicated no association between the variable of attitudes toward the present school and the amount of education possessed by the respondent.

<table>
<thead>
<tr>
<th>Years of education</th>
<th>Attitudes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>13 years and over</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td>9 to 12 years</td>
<td>47</td>
<td>40</td>
</tr>
<tr>
<td>0 to 8 years</td>
<td>19</td>
<td>17</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.229 \quad P \text{ lies between .50 and .30} \quad N = 185 \]

Although no significant difference was found, nevertheless, the analysis of the table does indicate that in the case of those respondents with less than 4 years of high school, the majority were favorable to their present high school; whereas of those with over 4 years high school education, the majority held attitudes not favorable to the present school system.
Income. None of the studies attempted to test for association between income and attitudes toward the present school system. This is understandable because of the difficulty of obtaining accurate information on the income of the respondents. However, in this study, an attempt was made to obtain information on income and test for the association between income and attitudes toward the present school.

On the basis of the conception that support for the local school system comes primarily from the property taxes and those individuals with higher incomes would be expected to be carrying a larger share of school costs, it would appear reasonable to expect they would be interested in providing for the school system at the same level and, therefore, tend to indicate satisfaction with the present school system more frequently than those with less income.

On the basis of this reasoning, it is hypothesized that there is an association between income and attitudes toward the present school system. Stated in the null form, the hypothesis is as follows:

Hypothesis 3: Attitudes toward the present high school are not significantly associated with income.

The chi-square test for association between the two variables revealed a probability of between .02 and .01 (Table 15). This probability was below the .05 level and, therefore, the null hypothesis was rejected. This indicates an association between the two variables of attitudes toward the present high school and income.
Table 15. Attitudes Toward the Present School by Income

<table>
<thead>
<tr>
<th>Income</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,000 and above</td>
<td>42</td>
</tr>
<tr>
<td>0-$3,999</td>
<td>39</td>
</tr>
</tbody>
</table>

$X^2 = 6.504 \quad P \text{ lies between } .02 \text{ and } .01 \quad N = 160$

An analysis of Table 15 indicates that a majority of those respondents with an income of over $4,000 were favorable; and, conversely, a majority of those with an income from 0 to $3,999 were unfavorable toward the present high school.

Occupation. The findings of several empirical studies report a significant relationship between the variables of attitude and occupation. Nelson, in his study of several Minnesota communities, concludes that "there appears to be some relation between the occupation of farming and unfavorable attitudes toward education."\(^{41}\) Marshall also found in his study with reference to attitudes toward secondary education that the occupation of farming was significantly related to an unfavorable attitude toward secondary education in general.\(^{42}\) Isenberg, in a discussion of the modifications taking place in rural education today, states in regard to changes in education "seemingly


a majority of people in agriculture . . . simply do not want and strongly resist these modifications in the present system." He goes on to say that it is these persons who work hard to maintain the inadequacy of the educational status quo. 43

The findings that farmers in general tend to be somewhat opposed to secondary education may be interpreted in at least two ways in reference to their attitudes toward the present school system. First, if they are opposed to the idea of secondary education, they may believe that even an inadequate high school program is satisfactory. On the other hand, if they are opposed to the idea of secondary education, they may feel that any school program would be unsatisfactory to them. In view of the absence of any clear-cut evidence for a basis to form an hypothesis, the researcher arbitrarily hypothesizes that an association exists between occupation and attitudes toward the present school system; and, in this case, a larger proportion of the farmers will hold unfavorable attitudes toward the present school system. This hypothesis stated in the null form is:

Subhypothesis 4: Attitudes toward the present high school are not significantly associated with occupation.

Ordinarily, in a consideration of occupations, one would expect an analysis of different occupational categories such as professionals, managers and proprietors, skill laborers, and the like. However, due to the small number of respondents in each of these categories and the

fact that these categories could not be combined in such a way that they would be logically related to attitudes toward the present school system, it was decided to make the analysis on the basis of whether or not the respondent was engaged in farming.

In this test for association, those respondents reporting that they were housewives, retired, and/or handicapped were omitted from the analysis. The test for association between the variables of attitudes and occupation revealed a probability of between .50 and .30 (Table 16). Since this probability was below the .05 level of significance, the null hypothesis is accepted indicating no association between the two variables.

Table 16. Attitudes Toward the Present School by Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Nonfarm</td>
<td>48</td>
<td>38</td>
</tr>
</tbody>
</table>

\[X^2 = 1.011 \quad P \text{ lies between .50 and .30} \quad N = 123\]

Tenure Status. The variable of tenure status in this study was handled in the following way. In the case of farm operators if the respondent owned a majority of the land operated, he was classified

\[44^4\]The inability to separate the categories of housewife, retired, and/or handicapped into either farm or nonfarm categories resulted in omitting both categories from the analysis.
as an owner; otherwise, he was classified as a tenant. In the case of the nonfarm respondent if he owned his residence, he was classified as an owner, if not, as a tenant.

It is many times believed and used for explanatory purposes that the owner of property is favorable toward the present school system, because to maintain the status quo with regard to the present system means no increase in taxation.

Seyfert found no significant relationship between the variables of tenure status and attitudes toward the present school. On the basis of the research finding, it is hypothesized that there is no association between the two variables of tenure status and attitudes toward the present school system. Stated in the null form, the hypothesis is as follows:

Subhypothesis 5: Attitudes toward the present high school are not significantly associated with tenure status.

The chi-square test for association between the two variables revealed a probability of between .50 and .30 (Table 17). Since this probability was above the .05 level of significance, the null hypothesis was accepted. This meant no association between the variables of tenure status and attitudes toward the present school exists.

Interpretation of the data reveals that those individuals owning their property were almost evenly distributed between a high and low attitude toward the present school. A majority of the tenants held unfavorable attitudes toward the present school.

\[45\text{Seyfert, op. cit., p. 424.}\]
Table 17. Attitudes Toward the Present System by Tenure Status

<table>
<thead>
<tr>
<th>Tenure status</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Own</td>
<td>59</td>
</tr>
<tr>
<td>Rent</td>
<td>18</td>
</tr>
</tbody>
</table>

\[ x^2 = .5071 \quad P \text{ lies between .50 and .30} \quad N = 152 \]

**Parental Status.** One would expect to find a relationship between attitudes toward the present school and parental status. It is many times thought by the lay public that where there are educational conditions whereby equal opportunities are not existent, those persons who have children attending school would be most unfavorable toward the present conditions.

The findings of Seyfert are contrary to this belief. In regard to attitudes toward the present school in four New England communities, Seyfert found there to be no association between attitudes toward the present school and whether or not the persons had children attending the particular school.\(^{46}\)

On the basis of this research finding, it is expected to find no association between the two variables of attitudes and parental status. Stated in the null form, this hypothesis is as follows:

**Subhypothesis 6:** Attitudes toward the present high school are not significantly associated with parental status.

\(^{46}\)Seyfert, *op. cit.*, p. 424.
The statistical test for association between these two variables revealed a probability of between .50 and .30 (Table 18). This probability was above the .05 level and, therefore, the null hypothesis was accepted. This indicated there was no significant association between the two variables.

Table 18. Attitudes Toward the Present System by Parental Status

<table>
<thead>
<tr>
<th>Parental status</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Children attending</td>
<td>22</td>
</tr>
<tr>
<td>No children attending</td>
<td>70</td>
</tr>
</tbody>
</table>

\[ X^2 = .6225 \quad P \text{ lies between .50 and .30} \quad N = 185 \]

The majority of persons with children attending the high school held unfavorable attitudes toward the present school; whereas, the majority of persons without children attending were favorable toward the present system. However, the difference between the proportions was not great enough to show a significant association between the two variables.

**School Most Familiar.** Empirical studies related to this problem of attitudes toward the school have not focused on the extent to which satisfaction with the present school will vary depending on the school under consideration. Even schools which have not reorganized may vary considerably in the quality of the educational program they offer.
It has been shown in Chapter III that inequalities do exist between the survey schools selected for this study. It would be expected that in the case of Langford High School, which has experienced reorganization and has improved the quality of educational offerings, the persons most familiar with this school would be more satisfied with the present school system than those most familiar with either Britton High School or Veblen High School. It has been shown that both Britton and Veblen schools have been experiencing many problems relating to educational offerings; teacher turnover, and the like.

On the basis of this reasoning, it is expected there is an association between the variables of the school to which the respondent is most familiar and attitudes toward that school. Stated in the null form, the hypothesis is as follows:

Subhypothesis 7: Attitudes toward the present high school are not significantly associated to the school most familiar.

The chi-square test for association between the variables of attitudes and the school most familiar revealed a probability of between .01 and .001 (Table 19). This probability is above the .05 level of significance and, therefore, the null hypothesis is rejected. This means there is a significant association between the variables of attitudes toward the present school and the school to which the respondent is most familiar.
An interpretation of the data indicates that in the case of Britton High School, the larger proportion of respondents familiar with the school were unfavorable toward it. Veblen High School followed the same pattern as did that of Britton. Langford, on the other hand, had a larger proportion of respondents familiar with this school indicating a favorable attitude toward the school.

Knowledge. No empirical research on the association of this variable to attitudes toward the present school system exists. However, general theory underlying the role of information or knowledge to attitudes points to the fact that increased knowledge or information is not necessarily related to attitudes. Kretch and Crutchfield point out that "mere exposure to new information does not guarantee that the individual will pay attention to or accept the new information. Despite new information, his feelings, emotions, and wants may prevent cognitive change." This new information may be used in

\[ x^2 = 10.59 \quad \text{P lies between .001 and .01} \quad N = 171 \]
reverse and add additional support to the previous unfavorable attitude toward change.

From the above theoretical statement, it can be inferred that attitudes may or may not be related to knowledge. Here again, the researcher was forced to rely upon his own judgment in stating the hypothesis. It was reasoned that knowledge of the present conditions would either bring favorable or unfavorable attitudes toward the present school dependent on the condition of the particular school. In other words, it is hypothesized that there is an association between the two variables. Stated in the null form, the hypothesis is as follows:

Subhypothesis 3: **Attitudes toward the present high school are not significantly associated with knowledge of the present school.**

The statistical test for association between these two variables revealed a probability of between .70 and .50 (Table 20). This probability was above the .05 level of significance and, therefore, the null hypothesis is accepted. This means there is no association between the variables of attitudes toward the present high school and knowledge of that school.

An analysis of the data indicates that a larger proportion of the respondents with low knowledge were favorable toward the present high school. At the same time, a majority of those with high knowledge of the present school were unfavorable. However, the difference between the proportions was not great enough to show an association between the variables.
Table 20. Attitudes Toward the Present School by Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>41</td>
<td>50</td>
</tr>
<tr>
<td>Low</td>
<td>52</td>
<td>42</td>
</tr>
</tbody>
</table>

\[ x^2 = 1.949 \quad P \text{ lies between } .20 \text{ and } .10 \quad N = 185 \]

**C. Summary**

The statistical analysis of the subhypotheses resulted in findings which show 3 of the 8 variables to be significantly associated to the attitudes toward the present high school. A discussion of how these findings related to previous research and general theory will be discussed in Chapter VII.

Those variables found to be associated significantly with attitudes toward the present high school were age, income, and the school to which the respondent was most familiar. It has been shown through an analysis of the related tables that a high proportion of respondents characterized with older age, high income, and most familiar with the Langford High School were favorable toward their present high school.

Five variables tested were found not to be significantly associated with attitudes toward the present high school. These variables were amount of education, occupation, tenure status, parental status, and knowledge of the present high school. On most variables it was shown, through analysis of the table concerned with these variables,
that although no association between the variables was found to exist, there were some indications as to direction regarding the proportion of respondents that were characterized as favorable or unfavorable toward the present high school.
CHAPTER VI

ATTITUDES TOWARD CHANGE IN THE PRESENT SYSTEM

A. Introduction

The main purpose of this chapter is the formulation and testing of subhypotheses relating to the fourth and final objective of this study. This objective was to determine those characteristics of the population associated with attitudes toward change in the present school system—the reorganization of the high schools.

It has been shown that in the case of attitude toward the present school system, the previous research on this topic is quite limited; and, in several instances, it was quite difficult to find reliable information on which to base hypotheses. In the case of variables with reference to attitudes toward school district reorganization, the problem was even more acute. In fact, findings from theory and research on the possible relationships between the variables under consideration are so negligible, with the exception of the variable of knowledge of proposed reorganization, that the researcher decided to construct hypotheses on the basis of conceptions often held by those interested in school reorganization. These popular conceptions often assume that an association exists between such characteristics as age, education, occupation, and the like, and attitudes toward reorganization. By developing the hypotheses in this way, the researcher attempted to test these popularly held conceptions.
The procedure to be followed in this chapter will be to state each characteristic, present the popular conceptions of the relationship of the characteristic to attitude toward reorganization, formulate the hypotheses, test the subhypotheses, and present the results of the test.

B. Statistical Hypotheses and Findings

Age. A view which is often held by those interested in school reorganization is that older people, because of conservatism, limited financial resources, and the like, are more resistant to school reorganization. The conception many times takes the form of attributing the failure to accept a proposed reorganization plan to the aged and, therefore, implying an association between the two variables of age and attitudes.

Thus, on the basis of the popularly held conception, it would be hypothesized that an association between age and attitudes toward reorganization does exist. Stated in the null form, the hypothesis is as follows:

Subhypothesis 1: Attitudes toward reorganization are not significantly associated with age.

The chi-square test for association between the two variables revealed a probability of between .01 and .001 (Table 21). Since this probability was below the .05 level of significance, the null hypothesis is rejected. This means there is an association between the variables of age and attitudes toward reorganization.
Table 21. Attitudes Toward Reorganization by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 years and over</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>25 to 44 years</td>
<td>60</td>
<td>37</td>
</tr>
<tr>
<td>15 to 24 years</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>

\[ X^2 = 10.455 \quad P \text{ lies between } .01 \text{ and } .001 \quad N = 185 \]

An interpretation of the data indicates that about three-fifths of the respondents in the age group 45 years and over held low attitudes toward reorganization; whereas, in the age group 25 to 44 years of age, three-fifths of the respondents held high attitudes toward reorganization.

**Education.** Many times the conception arises between persons dealing with the problem of reorganization that those individuals with higher education are favorable toward reorganization of the schools. Usually the basis for this conception comes from the idea that since these persons have experienced, or have seen, the results of the inequalities between particular schools, they would be in favor of reorganizing these schools to provide equal opportunities to the youth.

This conception assumes an association between the variables of amount of education and attitudes toward reorganization. On the basis of this conception, it is hypothesized that there is an association between the two variables. This hypothesis stated in the null form is as follows:
Subhypothesis 2: **Attitudes toward reorganization are not significantly associated with number of years of formal education.**

The statistical test for significance indicated a probability of between .30 and .20 (Table 22). Since this probability was above the .05 level, the null hypothesis is accepted which means there is no association between the variables of attitude toward reorganization and the amount of education of the respondent.

<table>
<thead>
<tr>
<th>Amount of education</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 years and over</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>9 to 12 years</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>0 to 8 years</td>
<td>14</td>
<td>22</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.834 \quad P \text{ lies between } .30 \text{ and } .20 \quad N = 185 \]

An analysis of Table 22 indicates that a higher proportion of respondents with over 12 years of education was characterized by high attitudes toward reorganization; whereas the opposite was true of those with 0 to 8 years of education. The respondents with an education from 9 to 12 years were almost evenly divided as to high and low attitudes. However, the differences in these proportions were not great enough to be statistically significant.

**Income.** Many times the conception arises among persons close to the problem of school reorganization that those persons with
larger incomes are carrying a larger share of the support of the schools, and because of this are resistant to change in the school because of increased costs and taxation. This may or may not be true. Unless this income is accompanied with personal and real property, the cost to any one person, whether high income or low income, is the same. The above popular conception assumes an association between the two variables of income and attitudes toward reorganization. On the basis of this conception, it is hypothesized that there is an association between the variables. Stated in the null form, this hypothesis is as follows:

Subhypothesis 3: Attitudes toward reorganization are not significantly associated with income.

The statistical test for association between the two variables revealed a probability of between .01 and .001 (Table 23). Since this probability was below the .05 level of significance, the null hypothesis is rejected indicating there to be an association between the two variables of attitudes toward reorganization and income.

<table>
<thead>
<tr>
<th>Income</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>$4,000 and over</td>
<td>45</td>
</tr>
<tr>
<td>0 to $3,999</td>
<td>35</td>
</tr>
</tbody>
</table>

$X^2 = 12.378 \quad P \text{ lies between .01 and .001} \quad N = 160$
An interpretation of the data indicates that a majority of those respondents with an income of over $4,000 were favorable toward reorganization. Conversely, a majority of those persons with an income of from 0 to $3,999 were unfavorable toward change in the present school.

**Occupation.** By far the most commonly expressed opinion in regard to the failure of a proposed plan of reorganization to be adopted at the polls has been that those engaged in farming were the ones who were against reorganization and, therefore, voted the plan down. The assumption here is that there is an association between the variables of attitude and occupation. 48

On the basis of this conception, it is hypothesized that there is an association between the two variables. This hypothesis stated in the null form is as follows:

Subhypothesis 4: Attitudes toward reorganization are not significantly associated to occupation.

The statistical test for association between the two variables indicated a probability of between .20 and .10 (Table 24). This probability was above the .05 level of significance and, therefore, the null hypothesis is accepted. This means there is no association between the two variables of attitudes toward reorganization and occupation.

48 Because of the inability to separate the occupational categories of housewives, retired and/or handicapped into farm and nonfarm they were omitted from the analysis.
Table 24. Attitudes Toward Reorganization by Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Nonfarm</td>
<td>49</td>
<td>37</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.064 \quad \text{P lies between .20 and .10} \quad N = 123 \]

An interpretation of the data reveals that a larger proportion of respondents with farm occupation being unfavorable toward reorganization; whereas, a large proportion of respondents with nonfarm occupations are favorable toward reorganization. However, the differences between the proportions are not large enough to indicate a significant association between the two variables.

**Tenure Status.** Since the revenue collected through property taxes is partly used for supporting the schools, it is many times assumed that because of this persons owning their property are more unfavorable toward reorganization since, in some cases, it means increased taxation. On the other hand, it is assumed that tenants are more favorable toward reorganization because they do not have to pay taxes on real property.

It is assumed, through this explanation, that there is an association between attitudes toward reorganization and tenure status. It is this assumption which is used for a basis in hypothesizing that there is a significant association between the two variables. Stated in the null form the hypothesis is as follows:
Subhypothesis 5: Attitudes toward reorganization are not significantly associated with tenure status.

The chi-square test for association between these two variables revealed a probability of between .50 and .30 (Table 25). The probability was above the .05 level of significance and, therefore, the null hypothesis is accepted. This indicated no association between attitudes toward reorganization and tenure status.

Table 25. Attitudes Toward Reorganization by Tenure Status

<table>
<thead>
<tr>
<th>Tenure status</th>
<th>Attitudes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Own</td>
<td>61</td>
<td>59</td>
</tr>
<tr>
<td>Rent</td>
<td>18</td>
<td>14</td>
</tr>
</tbody>
</table>

$x^2 = .679$  $p$ lies between .50 and .30  $N = 152$

An analysis of the data reveals a direction slightly in favor of reorganization by both tenants and owners. However, this was not great enough to indicate any significant association between the two variables.

**Parental Status.** It is many times stated by persons interested in school reorganization that those persons with children attending the particular school are favorable toward reorganization; whereas those without children attending the school are unfavorable toward reorganization. The basis for this reasoning is that the contact with the school and knowledge of inadequacies bring about an attitude toward
change in order to provide the youth with an adequate education. On the other hand, it is assumed that persons without children attending the particular school are unfavorable toward reorganization, since all they have to gain through the reorganization is increased taxation.

This conception assumes there is an association between the variables of attitudes and parental status. On the basis of this conception, it is hypothesized that there is a significant association between the variables of attitudes toward reorganization and parental status. Stated in the null form, this hypothesis is as follows:

Subhypothesis 6: Attitudes toward reorganization are not significantly associated with parental status.

A chi-square test for significant association between the two variables resulted in a probability at the .10 level (Table 26). Since this probability was above the .05 level of significance, the null hypothesis is accepted meaning there is no association between the variables of attitudes toward reorganization and parental status.

Table 26. Attitudes Toward Reorganization by Parental Status

<table>
<thead>
<tr>
<th>Parental status</th>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children attending</td>
<td>30</td>
<td>19</td>
</tr>
<tr>
<td>No children attending</td>
<td>64</td>
<td>72</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.392 \quad \text{P lies at .10} \quad N = 185 \]
An interpretation of the data indicates that a larger proportion of respondents with children attending high school in Marshall County were favorable toward reorganization. Conversely, those without children attending were unfavorable. However, the difference between the proportions was not great enough to indicate a significant association.

**School Most Familiar.** It is many times thought that the persons familiar with a school which has undergone reorganization are favorable toward reorganization in general. At the same time, it is assumed that those persons familiar with schools which have not experienced reorganization will have the tendency to be unfavorable to reorganization in general.

The above assumption indicates there is an association between the variables of the school to which the respondent is most familiar and attitudes toward school reorganization. On the basis of this assumption, it is hypothesized that there is an association between the two variables. This hypothesis stated in the null form is as follows:

Subhypothesis 7: Attitudes toward reorganization are not significantly associated with the school most familiar.

The chi-square test for association between these two variables revealed a probability of between .05 and .02 (Table 27). Since this probability was below the .05 level of significance, the null hypothesis is rejected indicating an association between the variables of attitudes toward reorganization and the school to which the respondent was most familiar.
Table 27. Attitudes Toward Reorganization by the School Most Familiar

<table>
<thead>
<tr>
<th>School most familiar</th>
<th>Attitudes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Britton</td>
<td>41</td>
<td>47</td>
</tr>
<tr>
<td>Langford</td>
<td>29</td>
<td>11</td>
</tr>
<tr>
<td>Veblen</td>
<td>22</td>
<td>21</td>
</tr>
</tbody>
</table>

\[ X^2 = 7.590 \quad P \text{ lies between } .05 \text{ and } .02 \quad N = 171 \]

An interpretation of the data reveals a larger proportion of the respondents familiar with the Britton High School to be unfavorable toward reorganization. Langford respondents were proportionately favorable toward reorganization in general, while respondents familiar with Veblen High School were almost evenly divided between favorable and unfavorable attitudes toward reorganization.

Knowledge of Proposed Plan of Reorganization. This characteristic is the only variable utilized in this study of attitudes toward reorganization which has had any intensive research done on it. This was the study by Orval Trail regarding the role of knowledge in attitudes toward reorganization of the school in Melvin, Iowa. This study was based on the conception that increased knowledge of the proposed plan of reorganization was associated with favorable attitudes toward reorganization.\(^\text{49}\) He found in his analysis that those respondents who

\(^{49}\)Orval Trail, \textit{op. cit.}, p. 5.
opposed reorganization in general were not as well informed as to the plan of reorganization as those who were favorable toward reorganization.

On the basis of this finding, it is hypothesized there is an association between the variables of attitudes toward reorganization and knowledge of the proposed plan of reorganization. Stated in the null form, the hypothesis is as follows:

Subhypothesis 8: **Attitudes toward reorganization are not significantly associated with knowledge of the proposed plan of reorganization.**

The statistical test for association between these two variables revealed a probability of between .01 and .001 (Table 28). Since this probability was below the .05 level, the null hypothesis is rejected indicating an association between the variables of attitudes toward reorganization and knowledge of the proposed plan.

Table 28. Attitudes Toward Reorganization by Knowledge of the Proposed Reorganization Plan

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>High</td>
<td>44</td>
</tr>
<tr>
<td>Low</td>
<td>50</td>
</tr>
<tr>
<td>$X^2 = 9.0718$</td>
<td>P lies between .01 and .001</td>
</tr>
</tbody>
</table>

The interpretation of the data reveals that two-thirds of those individuals who had high knowledge of the reorganization plan were also favorable toward reorganization. On the other hand, a majority
of those respondents with low knowledge of the reorganization plan also had unfavorable attitudes toward reorganization.

**Attitude Toward the Present School.** It would be expected that those individuals who are favorable toward the present school would, in turn, be unfavorable toward changes, or reorganization of that school. It is assumed that at the same time those respondents with unfavorable attitudes toward the present school would be favorable to change or reorganization of the school. One would think that if this unfavorable attitude toward the present school is based on the inadequacies of the school that the respondent would look toward reorganization as a remedy to these problems.

On the basis of this assumption, it is hypothesized there is an association between the variables of attitudes toward the present system and attitudes toward change, or reorganization, of the system. This hypothesis stated in the null form is as follows:

Subhypothesis 9: Attitudes toward reorganization are not significantly associated with attitudes toward the present school.

The chi-square test for association between these two variables indicated a probability between .30 and .20 (Table 29). Since this probability was above the .05 level of significance, the null hypothesis is accepted. This means there is no association between the variables of attitudes toward reorganization and attitudes toward the present school system.
Table 29. Attitudes Toward Reorganization by Attitudes Toward the Present School System

<table>
<thead>
<tr>
<th>Attitudes toward present school</th>
<th>Attitudes toward reorganization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>41</td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>50</td>
</tr>
</tbody>
</table>

$X^2 = 1.566$  P lies between .30 and .20  N = 185

The interpretation of the data reveals a larger proportion of respondents with favorable attitudes toward the present school to also be favorable toward reorganization. Conversely, the majority of the respondents with low attitudes toward the present school also held low attitudes toward reorganization. However, the difference in these proportions was not great enough to be significantly associated.

Knowledge of the Present School. It would be expected that those respondents knowledgeable of the present schools and the conditions surrounding these schools would be favorable to reorganization in general. This would be expected to hold true whether the respondents were most familiar with a reorganized or nonreorganized school. In the case of Britton and of Weblen, where it has been shown that many problems do exist, it would be expected the respondents would be in favor of some type of reorganization. At the same time, those respondents who are familiar with Langford High School would be expected to be favorable toward reorganization in general, since they had utilized a reorganization program with reference to their school.
On the basis of this reasoning, it is hypothesized there is an association between the variables of knowledge of the present school and attitudes toward reorganization. Stated in the null form, this hypothesis is as follows:

Subhypothesis 10: Attitudes toward reorganization are not significantly associated with knowledge of the present school.

The statistical test for association between these two variables resulted in a probability of between .05 and .01 (Table 30). Since this probability was below the .05 level, the null hypothesis is rejected indicating an association between the variables of attitudes toward reorganization and knowledge of the present school.

Table 30. Attitudes Toward Reorganization by Knowledge of the Present School

<table>
<thead>
<tr>
<th>Knowledge of present school</th>
<th>Attitudes</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>54</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>40</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

$x^2 = 5.214$  \( P \) lies between .05 and .01  \( N = 185 \)

An interpretation of the data reveals that a majority of those respondents with high attitudes toward reorganization also had high knowledge of the present school. At the same time, those respondents with low attitudes toward reorganization had low knowledge of the present system.
C. Summary

The statistical analysis of the subhypotheses relating to attitudes toward reorganization and selected characteristics of the respondents has resulted in findings that indicate that 5 of the 10 variables analyzed were found to be significantly associated with attitudes toward reorganization. Those variables found to be significantly associated to attitudes toward reorganization were age, income, school most familiar, knowledge of the present school, and knowledge of reorganization. At the same time, it has been shown that certain variables were not significantly associated with attitudes toward reorganization. These variables were education, occupation, tenure status, parental status, and attitude toward the present school.

An interpretation of the data in those tables which revealed an association between variables indicated that the respondents more favorable toward school reorganization were characterized by an age 25 to 44 years, an income over $4,000, were most familiar with Langford High School, had a high knowledge of the present school, and had a high knowledge of the proposed plan for reorganization.
CHAPTER VII

SUMMARY AND CONCLUSIONS

A. Summary

This study has focused on the central problem of determining the changes that have been taking place in the school system of a rural out-migration county, the local attitudes toward the present school system, and the attitudes toward the proposed change in that system. An examination of the population trends in the Midwest Region indicates that the problem of adjustment of the schools to population change is not unique to Marshall County, or to South Dakota, but is common to other states and counties in the Region. It has been seen that 70 percent of the counties in the Region have experienced out-migration since 1940. In the case of South Dakota, it has been shown that 90 percent of the counties in the state lost population through out-migration from 1940 to 1950. By 1960, this figure increased to 94 percent. From the examination of the regional data and that at the state and county levels, we have seen that out-migration and institutional adjustment to population change continues to be an important problem being faced by states in the North Central Region.

The study of Marshall County, as being somewhat typical of this rural out-migration pattern, has taken the form of the development of four objectives of the study. These objectives have been stated as follows:

1) to determine the extent and nature of population change in a rural out-migration county.
2) to determine the recent trends and present conditions of the educational system of the county.

3) to determine which characteristics of the population are associated with attitudes toward the present school system.

4) to determine which characteristics of the population are associated with attitudes toward school reorganization.

**Population Trends.** Marshall County, organized as a separate county in the year 1885, reached its peak population of 9,596 in 1920. Since that time, the county has experienced a continuous decrease in population until, by 1960, the county's population had been reduced to 6,663. From 1930 to 1960, the farm segment of the county's population had the greatest loss; 39 percent for the three decades. The nonfarm population lost only 8 percent during this same period of time. During this period, the communities in the county had all experienced decreases in population, with the exception of the county seat of Britton, and, in general, the smaller the community the greater the population loss.

For the recent decade, 1950 to 1960, the county experienced a population loss of 15 percent; however, when the factor of natural increase was taken into consideration, the county lost almost 29 percent of the 1950 population through net out-migration. In fact, the county experienced a net out-migration of 27 percent for the 1940-1950 decade.

Further analysis revealed that the out-migration from the county since 1930 had been selective in nature; that is, the population loss had not been evenly distributed between all age groups. The population under 55 years of age had been declining in number since 1930; whereas
the population over 55 years of age increased in number. The greatest loss occurred in the ages 15 to 34, and this same pattern held true for the 1950 to 1960 decade. Thus, the population trend for the county has been a continuous loss since 1930, the greatest losses occurring in the farm segment and among the youth and young adults.

**Trends in the Schools.** The trends in Marshall County's school system have been almost identical to those found by Klietsch in his studies of the out-migration counties of Aitken, Minnesota and Greene County, Iowa. Marshall County enrollment trends indicate that the common school segment had an enrollment loss of 66 percent from 1930 to 1960. During the same period, the independent schools had a gain of 5 percent. The trend in the number of schools, over the 30-year period, reveals that the common school districts had a loss of 39 schools, or 59 percent, while the independent districts lost three schools, with five remaining in 1960. During this period, the number of teachers decreased by 40 in the common schools and increased by 1 in the independent schools.

A consideration of the survey high schools of Britton, Langford, and Veblen revealed many common problems being encountered by the different schools. High teacher turnover, lack of facilities and equipment, and the like are still problems for both Britton and Veblen. Langford, on the other hand, has experienced the greatest amount of adjustment to the many problems by reorganizing the independent district with surrounding common school districts.
Attitudes Toward the Present School System. An analysis of the characteristics of the population considered to be associated with attitudes toward the present school showed that 3 of the 8 characteristics were significantly associated with the variable of attitudes. On the basis of previous research, it was expected that an association existed between age and attitudes. The findings from this analysis lends support in that age was found to be associated with attitudes. The variable of education was tested in relation to attitudes and was found to be not significantly associated. This finding was contrary to what was found in previous research and what is many times expressed by persons interested in this area of attitudes toward schools. No previous research was found in regard to the relation between income and age. It was pointed out that the popular conception has been that there is an association. The statistical test for association in this study lends support to this, since it was found that a significant association existed between attitudes and income.

Previous research and popular conception indicated an association existed between the variables of occupation and attitudes toward the present school, since it was the farm population that was unfavorable toward secondary education in general. The findings from this study indicate that no association existed between the two variables. The popular conception, based around tenure status, has been that there is an association between whether or not a person is a landowner and attitudes toward the present school. However, previous research has indicated no association. The findings of this study
supported the previous research in that there was no association between the variables. Similar to the previous conception, it has been assumed that parents of children attending school would be most unfavorable toward the school; since their contact with the school reveals the inadequacies. Previous research pointed out that no association between the two variables existed. The findings of this study support that of previous research with no association between the variables of parental status and attitudes.

It has been shown, through the analysis, that the school with which the respondent was most familiar was significantly associated with attitudes toward the present system. In this case, it was those persons most familiar with the Langford High School who were favorable toward the school; whereas a majority of persons familiar with either Britton or Veblen were unfavorable. The statistical analysis of the variable of knowledge of the present school was found not to be associated with attitudes toward the present school. It has been seen that the three characteristics of the population, which were associated with attitudes toward the present school, were age, income, and the school with which the respondent was most familiar.

**Attitudes Toward Reorganization.** The fourth objective of this study, that of determining the characteristics of the population associated with attitudes toward reorganization, resulted in 5 of the 10 characteristics analyzed being significantly associated to attitudes. The common conception based around the variable of age was that there was an association between the two variables. The findings of the
statistical analysis of this study gave support to this conception in that an association was found to exist. Education is many times thought to be associated with attitudes toward reorganization; but, contrary to this conception, it was found in this study that no association existed between these two variables. The popular conception as to the role of income in relation to attitudes toward reorganization has been that there is an association, and that those with higher incomes were more unfavorable than those with lower incomes.

The findings of this study have shown there was an association, but the interpretation of the data resulted in that those with higher incomes were more favorable toward reorganization, contrary to the popular conception. Again, as was the case with the present school, persons many times assume the occupation of farming to be associated with attitudes toward reorganization and that it is the farmer who is most unfavorable toward reorganization. As was true in regard to the present school, there was no association between the two variables found in this study. The same conception was developed around the variables of tenure status and parental status in that those who owned land and did not have children in school were most unfavorable toward reorganization. It was shown in the analysis of these two variables with attitudes toward reorganization that no association existed. It was assumed that those persons who were familiar with a school which had undergone reorganization would be favorable toward reorganization in general; whereas those familiar with a school which had not reorganized would be unfavorable toward reorganization.
It was found in this study that an association existed between the variables, but the interpretation of the data revealed that in the case of Veblen, which had not reorganized, the majority of the respondents were favorable toward reorganization, contrary to the common assumption. The basis of reorganization meetings, throughout the county and state, have had as an assumption that there was an association between knowledge of the proposed plan, or reorganization, and favorable attitudes toward reorganization. The findings of this study support this assumption as an association was found to exist, and an interpretation of the data revealed that a majority of those with high knowledge of the plan were favorable toward reorganization. Attitudes toward the present school were found not to be associated with an attitude toward reorganization, although it was expected to be related. Knowledge of the present school was found to be significantly associated with an attitude toward reorganization.

The five characteristics found to be associated with attitudes toward reorganization were age, income, the school with which the respondent was most familiar, knowledge of the proposed plan of reorganization, and knowledge of the present school. Those found not to be associated were education, occupation, tenure status, parental status, and attitudes toward the present school.
E. Conclusions

The conclusions of this study can best be presented through the answering of the following questions which pertain to the various implications of this study.

**Question 1a: What has been the effect of population change on the school system?**

**Answer:** Population change has had its greatest effect on the school enrollments within the county. It has been seen that with a decrease in population of 2,877 from 1930 to 1960 came an enrollment loss of 718. This loss of population and, in turn, enrollment has affected other parts of the system also. With a decrease in total population of 30 percent for the three decades has come a decrease in the total number of schools of 52 percent. The nonfarm population declined by 8 percent, while the number of independent schools declined by 37 percent. The farm population declined by 39 percent, while the number of common schools was reduced by 54 percent. Looking at the decreases in the school-age population reveals a 34 percent decrease in those children 5 to 15 years of age from 1930 to 1960. It must be pointed out, however, that this loss in population and, in turn, enrollment was not evenly distributed throughout all sections of the county.

This loss in enrollments to the county as a whole has, in turn, effected changes in other parts of the system. It has been seen that problems such as lack of facilities and equipment, high teacher turnover, and the like are common to the schools in the county.
Question 1b: What attempts have been made to adjust the school system to these changes?

Answer: The attempts to adjust to the effects of population change on enrollments have come in several ways. In the case of the survey high schools of Britton and Veblen, the adjustment has taken the form of enlarging the tuition enrollment areas. In the case of Langford High School, it has taken the form of reorganization of the independent district with several common school districts. Britton and Veblen high schools, which have not reorganized, have assumed that problems such as being able to provide adequate program and facilities will automatically take care of themselves.

Question 1c: How successful have these adjustments been?

Answer: At the present time, these adjustments have compensated for the problem of loss of enrollments in the case of the survey schools. This has been done, however, at the expense of decreasing the enrollments in the smaller high schools of Kidder and Amherst. Even though the problem of enrollment has been compensated for in the schools of Britton and Veblen, it has been seen that problems of inadequate facilities, equipment, teaching staff, and community-school relations have not been adjusted. Langford, on the other hand, has been quite successful, through reorganization, to remedy many of these problems. However, if the present population trends continue, it can be seen that the reorganization which has taken place in Langford may have to be adjusted to compensate for even more of a population loss.
In the case of Britton and Veblen which have used the approach of enlarging the tuition enrollment area to compensate for declines in enrollment, it is a question as to how long this method may be employed should declines in population continue. If further adjustments of the school system are needed, the information obtained in this study on attitudes toward reorganization suggests that Langford is more favorable toward reorganization. On the basis of their favorable experience with reorganization, Langford may be more willing to engage in additional reorganization.

**Question 2a:** What seems to be the estimate of the population toward their present school system?

**Answer:** Realizing that the sample selected for this study is not representative of the county as a whole, nothing can be said as to the attitudes of the population of Marshall County toward the present school. However, it can be said that as far as this sample is concerned, the attitudes toward the present school are fairly well divided between a high and low attitude with 92 respondents favorable and 93 unfavorable toward the present schools.

**Question 2b:** What seems to be the estimate of the respondents living in the various communities toward their present schools?

**Answer:** Again, the sample in this study was not representative of the population of the three communities. However, as far as the respondents of this study are concerned, 44 percent of the respondents from Britton were favorable toward the present school. In the case of Veblen, 42 percent were favorable and 72 percent in the case of Langford.
If the measurement of the attitude toward the present school system can stand as a measure of satisfaction with the present school system, then the findings suggest that the respondents most familiar with the Langford school system are more satisfied with the present system than those respondents from Britton and Veblen are satisfied with their respective schools.

**Question 3:** Is it the reorganization of the Langford school which accounts for the more favorable attitude toward the present school, or is it some other variable?

**Answer:** The findings indicate that the school most familiar was significantly associated with attitudes toward the present school. However, since age was also found to be significantly associated with attitudes toward the present school, the question arises whether the sample from Langford contained a disproportionate number of aged persons and, therefore, influenced the association between school most familiar and attitudes toward the present school. An analysis of the possible effect of the variable of age reveals that the proportion of persons over 45 years of age from Langford was the same as for Britton. However, a considerably smaller proportion of respondents from Britton was favorable toward the present school system in comparison to a large proportion from Langford. Consequently, it is believed that the variable of age does not account for the difference between the attitudes toward the present schools of Britton and Langford.

The other variable found to be associated with attitudes toward the present school was that of income. A discussion of this variable will be in the answer to question 4.
Question 4: What are the implications of the findings on characteristics associated with attitudes toward the present system in light of the population changes taking place in the county?

Answer: The characteristics found to be associated with attitudes toward the present school were age, income, and school most familiar. An interpretation of the data with reference to the association between age and attitudes revealed that it was those persons over 45 years of age who were most favorable toward their school. At the same time, it has been shown that through the selectiveness of the out-migration from the county, a larger proportion of persons 55 years of age and over were remaining, and those under 55 years were leaving the county. This selective out-migration on age would seem to suggest that if the trend in out-migration continues, the proportion of those respondents favorable toward the present school would increase.

Because of the perennial problem of obtaining accurate information on the question of income, the other variable shown to be associated with attitudes toward the present school system, it is felt by the researcher that nothing final can be said on the part played by income with reference to attitudes toward the present school system. However, inasmuch as the variable of income was found to be associated both with attitudes toward the present school and attitudes toward reorganization, it should be taken into consideration in further research on this problem.

It has been stated that an association between the school most familiar and attitudes toward the present school existed. Those persons most familiar with the Langford High School were favorable toward
the present school; whereas those respondents most familiar with Veblen and Britton High Schools were unfavorable toward their present school. If the present population trends continue and age selective out-migration continues, it would be expected in the case of those schools of Britton and Veblen, which have not reorganized, there would be an increased proportion of aged in the population who would tend to be favorable toward the present school and, consequently, less willing to accept school reorganization.

**Question 5:** What are the implications of the findings on characteristics associated with attitudes toward reorganization in light of the population changes taking place in the county?

**Answer:** The variables found to be associated with attitudes toward reorganization were age, income, school most familiar, knowledge of the present school, and knowledge of reorganization plans.

Since age is related to attitudes toward reorganization and the larger proportion of the younger age groups was favorable to it, it is expected that, as the county loses more persons in the younger ages through out-migration, the proportion of older persons with neutral or unfavorable attitudes toward reorganization will increase.

Again, because of the question of accuracy of the data on the variable of income, no attempt will be made to assess the implications of this finding on this variable of attitudes.

The high schools with which respondents were most familiar that had the larger proportion of respondents favorable toward school reorganization were Langford and Veblen. On the other hand, the
respondents most familiar with the high school at Britton are largely unfavorable toward school reorganization at the present time. If the population trends for the county continue as they have in the past, the temporary adjustment the high school at Britton has made to population losses by enlargement of the tuition enrollment area will reach its ultimate limit and no longer provide even a temporary solution to the problem. At this time some other form of adjustment, such as school reorganization, will have to be made.

One of the most important findings, as seen by the researcher, has been that of the association between knowledge and attitudes. The implications of this association will be discussed under the next question to be answered.

**Question 6:** What can be said about the association found between the variable of knowledge in relation to attitudes toward the present school and reorganization?

**Answer:** In the case of attitudes toward the present school where the variable of knowledge was found not to be associated, an interpretation of the data suggested that a certain direction did occur. The interpretation revealed that a higher proportion of those respondents with high knowledge of the present school were unfavorable toward the school. If it were found that an association did exist and if it could be assumed that attitudes toward the present system reflected satisfaction with present conditions, then it could be expected that the more knowledge the person has of present conditions the more dissatisfied he is toward the present school. It is realized by the
researcher that limitations on the preciseness of the scales did exist; and, in this case, if the scale had been more precise, it may have indicated an association between the two variables.

Knowledge of the present school was found to be significantly associated with attitudes toward reorganization. This would suggest that as people become more aware of the present conditions the more favorable they would be toward changing, or reorganizing, the school to remedy the problems.

Knowledge of the proposed reorganization plan was also found to be significantly associated with attitudes toward reorganization, and those respondents most knowledgeable were most favorable. This finding lends support to the use of reorganization meetings and other sources of furnishing information to the public on the proposed plan of reorganization. It also supports those findings of Trmil in his study of the role of knowledge in attitudes toward reorganization in Iowa.

Question 7: What can be said about the relation of attitudes toward the present school and attitudes toward reorganization?

Answer: The test for association between the two variables revealed no significant association. The assumption is that the two variables are related. The failure to find an association between the two variables seems to have occurred for one of three reasons: 1) that no association actually exists, 2) the operating of an intervening variable which resulted in no association, or 3) the scale used to measure attitudes toward the present school was not precise enough.
Question 3: What contributions does this study make to theory of institutional change?

Answer: The contributions that this study makes to theory of institutional change can be seen in three areas. First, this study focuses attention on population change as one of the factors which contributes to changes in institutional systems. Hertzler has indicated the possible relation between population change and institutional change.\(^{50}\) Washburne has also indicated that of all population changes, migratory movements probably have the most effect on the institutional structure of society.\(^{51}\) In addition to losses in population, the selective nature of out-migration frequently results in the aging of the residual population. Thus, the increase in the proportion of older people in the population may have important social consequences that may influence the institutional systems. Washburne points out that once the conditions surrounding a particular social need change, modifications of the institutional arrangements set up previously under different conditions become necessary. The findings of this study have shown the loss of population and changing age structure in Marshall County and that social needs have changed. Also, it has been shown that some modifications, or adjustments, in the institutional arrangements of the school system have taken place.

Secondly, this study, as a case study, focuses attention on the nature of the institutional adjustments that have been made in the

\(^{50}\) Hertzler, op. cit., p. 237.

\(^{51}\) Washburne, op. cit., p. 15.
school system in light of these changes in population. It has been shown that the attempts to adjust to this loss of population and, in this case, enrollment losses have come in several ways. The more temporary and piecemeal adjustment has occurred in regard to the high schools in Britton and Veblen through the procedure of enlarging the tuition-student enrollment areas. However, it was found that problems, such as the lack of facilities and equipment, and the like, still exist. In the case of Langford High School, it has been shown that the adjustments have taken the form of reorganization of the school. It has been indicated in the case of Langford that a carefully planned reorganization of the whole school system has been put into effect; in the case of Britton and Veblen, the approach to the problem is one of attempting to maintain the old system by simply increasing the area from which students are obtained.

Thirdly, this study has taken into account the theoretical notions that individuals hold attitudes and sentiments regarding their institutions. The knowledge and understanding of these attitudes, and the characteristics of the population that are associated with them, are of basic importance in understanding problems of resistance to change in the institutional system. The findings of this study show that such characteristics as age are associated with attitudes toward the present school system and toward changes in that system.

Question 9: What are the limitations of this study?

Answer: The limitations of this study, as seen by the researcher, have consisted of the sampling techniques utilized and in the area of
developing scales of knowledge and attitude measurement.

Ideally, this study would have been carried out employing a representative sample of the population of Marshall County, so that any findings which came out of the study could be said to be representative of the characteristics of the population and the attitudes of the population of the county as a whole. However, due to the lack of time and finances this procedure could not be utilized.

The second limitation is, the researcher feels, that the various scales utilized to measure attitudes and knowledge might have been refined and thus more precise. Although tests for reliability were utilized, it is felt by the researcher that a larger number of items in each scale would have had the tendency to improve the measuring instrument in regard to showing particular characteristics being related that were not found to do so in this study.

**Question 10**: What suggestions can be made for further research?

**Answer**: First of all, it is felt that more research should be carried out dealing with the association of the variables analyzed in this study. In doing so, refinements may be made in the development of scales, as well as sampling techniques. An analysis which would be representative of the population of a particular county would be of great value to those persons working in this area of school problems and school reorganization.

Secondly, research dealing with other characteristics of the population, such as length of residence, community satisfaction, community participation, personal aspirations, and sources of information
regarding the schools and school reorganization may give further insight into the attitudes related to the present school system and reorganization of those systems.

Thirdly, a case study of two communities, one which has reorganized and one which has not, would contribute important information as to characteristics associated with the adoption and/or refusal to accept a plan of reorganization.
LITERATURE CITED


Educational Directory of South Dakota, Pierre, South Dakota: State Department of Public Instruction, 1940.


Kumlien, W. F., *The Problem of Declining Enrollment in the Schools of Marshall County*, Brookings: Agricultural Experiment Station, South Dakota State College, Rural Sociology Department, Pamphlet No. 12, 1941.


### Table 1. Total Sample by Age

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Number of respondents</th>
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<tbody>
<tr>
<td></td>
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### Table 2. Total Sample by Occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number of respondents</th>
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<tbody>
<tr>
<td>Managers, proprietors, officials, professional</td>
<td>31</td>
</tr>
<tr>
<td>Clerical and sales</td>
<td>20</td>
</tr>
<tr>
<td>Skilled and unskilled</td>
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</tr>
<tr>
<td>Farming</td>
<td>37</td>
</tr>
<tr>
<td>Retired or handicapped</td>
<td>8</td>
</tr>
<tr>
<td>Housewife</td>
<td>47</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
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<td>Total</td>
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Table 3. Total Sample by Approximate Personal Income in 1961

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<thead>
<tr>
<th>Income</th>
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<tr>
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<td>$1,000-$2,999</td>
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<td>$3,000-$4,999</td>
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<td>$5,000-$6,999</td>
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<td>$10,000 and over</td>
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<td>No personal income</td>
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<tr>
<td>No response</td>
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<tr>
<td>Total</td>
<td>185</td>
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Table 4. Total Sample by Marital Status

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<thead>
<tr>
<th>Marital status</th>
<th>Number of respondents</th>
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<td>Never married</td>
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<tr>
<td>Married</td>
<td>137</td>
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<tr>
<td>Separated</td>
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<tr>
<td>Widow or widower</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
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Table 5. Total Sample by Number of Children Attending Grade School in Marshall County

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Number of respondents</th>
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<tbody>
<tr>
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<tr>
<td>One</td>
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<tr>
<td>Two</td>
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<td>Three</td>
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<tr>
<td>Four</td>
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<tr>
<td>Total</td>
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Table 6. Total Sample by Number of Children Attending High School in Marshall County

<table>
<thead>
<tr>
<th>Number of children</th>
<th>Number of respondents</th>
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<td>Two</td>
<td>11</td>
</tr>
<tr>
<td>Three</td>
<td>2</td>
</tr>
<tr>
<td>Four</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
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Table 7. Total Sample by Nationality

<table>
<thead>
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<th>Nationality</th>
<th>Number of respondents</th>
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<td>Danish</td>
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<tr>
<td>Dutch</td>
<td>3</td>
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<tr>
<td>English (Welsh)</td>
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<tr>
<td>German</td>
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<td>Irish</td>
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<td>Norwegian</td>
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<td>Scotch (Scot.-Irish)</td>
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<td>No response</td>
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Table 8. Total Sample by School with Which the Respondent was Most Familiar

<table>
<thead>
<tr>
<th>High School</th>
<th>Number of respondents</th>
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<tbody>
<tr>
<td>Britton</td>
<td>88</td>
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<tr>
<td>Langford</td>
<td>40</td>
</tr>
<tr>
<td>Veblen</td>
<td>43</td>
</tr>
<tr>
<td>Kidder</td>
<td>14</td>
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<td>Total</td>
<td>185</td>
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Table 9. Total Sample by Knowledge of Present System

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>91</td>
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<tr>
<td>Low</td>
<td>94</td>
</tr>
<tr>
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<td>185</td>
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Table 10. Total Sample by Knowledge of Proposed Reorganization Plan

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Number of respondents</th>
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</thead>
<tbody>
<tr>
<td>High</td>
<td>67</td>
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<tr>
<td>Low</td>
<td>118</td>
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Table 11. Total Sample by Attitudes Toward the Present School

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>92</td>
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<tr>
<td>Low</td>
<td>93</td>
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<tr>
<td>Total</td>
<td>185</td>
</tr>
</tbody>
</table>

Table 12. Total Sample by Attitudes Toward Reorganization

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>94</td>
</tr>
<tr>
<td>Low</td>
<td>91</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
</tr>
</tbody>
</table>
APPENDIX B

QUESTIONNAIRE

MARSHALL COUNTY LUTHERAN CHURCH STUDY

INTRODUCTION: This study is to provide information on South Dakota churches and communities for the "Mid America Workshop on Town and Country Communities."

PLEASE NOTE: This questionnaire is to be filled out by all persons 15 years of age or older.

I. Personal Information

INSTRUCTIONS: Please circle the correct answer, or fill in the blanks.

1. What is your sex? MALE FEMALE

2. What is your present marital status?
   NEVER MARRIED MARRIED SEPARATED WIDOW or WIDOWER

3. What is your nationality background? ____________________________________

4. What was your age at your last birthday? _______ years

5. How many years of schooling have you completed? (Circle the correct number)

   Grade School 1 2 3 4 5 6 7 8
   High School    1 2 3 4
   College or Other 1 2 3 4 5 6 7 8


7. a. If you live in town, name of town: ____________________________

    b. If you live in the country, how far and in what direction is your home from this church? Miles: _______ Direction: _______

8. Birthplace ________________________________

9. How long have you lived in your present town (or farm neighborhood)? _______ yrs.

10. & 11. Where did you live before moving to your present town (or farm neighborhood)? Town___________ State__________
12. Did you live on a farm?  YES  NO

13. How many times have you moved in the last five years? (Do not count moves made within a town (or farm neighborhood).
   ________ times

14. Regarding this church, which statement applies to you? (Check correct answer).
   ______ I am a member of this church.
   ______ I am a member of some other church, but I attend this church.
   ______ I am not a member of any church, but I attend this church.
   ______ I am just a visitor at this church.

15. If you are a member of some other church, where is your church membership?
   Church ______________________ Town ______________________

16. How long have you been a member of your church? (Check correct blank)
   Less than 1 year  5-9 years  16-19 years
   1-5 years  10-15 years  20 and over years

17. What is your present occupation (be specific: for example, cashier in a store)? ______________________

18. What was your approximate personal income in 1961, including social security benefits and all other income? (Check correct blank)
   No personal income  $2,000-$2,999  $6,000-$6,999
   Under $500  $3,000-$3,999  $7,000-$7,999
   $500-$900  $4,000-$4,999  $10,000-$19,999
   $1,000-$1,999  $5,000-$5,999  $20,000 and over

19. Do you own or rent your home?  OWN  RENT

20. If you are a farmer or rancher approximately how many acres, including soil bank land, did you operate in 1961? ________ acres

21. How many acres do you own? ________ acres
IX. School System

A. GENERAL CHARACTERISTICS:

54. a. How many of your children attend school within Marshall County?

   Number in Grade School    Number in High School

56. b. How many of your children attend school outside Marshall County?

   Number in Grade School    in High School    in College or
   Other

59. c. What is the name of the school within Marshall County which your children attend?

   Name or district number of Grade School    Name of High
   School

61. d. Do your children attend the above high school as tuition students? Yes  No

62. e. IF YOU DO NOT have children in high school, what is the name of the High School with which you are most familiar? Name of High School

63. f. Are you acquainted with the features of the Master Plan for school reorganization in Marshall County? (Check one) Yes  No

64. g. IF YES, where did you receive the majority of your information about school reorganization? (Check one)

   Friends  Newspapers  Reorganization Meetings
   Radio & TV  Other (list)

B. Below is a list of statements about any school system. Please give us your opinion on these statements as they apply to the High School to which your children presently attend, or the one with which you are most familiar.

65. a. The children in a high school like ours have to put up with poorly trained and poorly qualified teachers. (Circle one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE

b. The future of a high school like ours looks rather bright. (Circle one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE
c. I believe the course of study in a high school like ours is adequate to give the children a well rounded education. (Circle one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

d. I believe a high school like ours provides adequate stimulation and competition for the students. (Circle one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

e. The children in a high school like ours have to put up with a poor school building or poor equipment. (Circle one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

f. The children attending a high school like ours obtain just as good an education as those children attending much larger schools. (Circle one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

C. Here is a list of questions we would like you to answer with reference to the high school to which your children attend or with which you are most familiar.

66. a. Has your high school district been reorganized or consolidated in the last 5 years? (Check one answer) Yes ___ No ___ Undecided ___

b. What do you think the approximate number of students in your high school was in the 1961-62 school year? (Check one answer)

Under 100 students ___ 300 to 400 students ___
100 to 200 students ___ Over 400 students ___
200 to 300 students ___ Undecided ___

c. Does your high school employ a separate person for the superintendent's position and a separate person for the position of principal? (Check one answer) Yes ___ No ___ Undecided ___

d. About how many teachers, not counting the supt. and principal, did your high school employ in the school year 1961-62? (Check one answer)

1 to 4 teachers ___ Over 15 teachers ___
5 to 10 teachers ___ Undecided ___
10 to 15 teachers ___
IX. School System (Continued)

e. How is your high school classified? (Circle one answer)

CLASS A  CLASS B  CLASS C  UNDECIDED

f. Does your school system have a 6-3-3 plan for education
   (6 yrs. elementary, 3 yrs. of junior high school. 3 yrs. of
   senior high school)? (Check one answer) Yes  No
   Undecided

D. Below is a list of statements about school district reorganization
   under any plan. Please give your opinion about these statements
   as they may apply to the high school which your children attend or
   with which you are most familiar.

67. a. The better education the children get under reorganization is
    well worth the inconvenience of traveling to and from school
    by bus or car. (Circle one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE

b. I believe the reorganized school provides children with better
   trained and qualified teachers. (Circle one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE

c. The reorganized school provides better training for those
   children who do not continue on to college so that they can
   better compete with the city children for jobs after gradu-
   ation. (Circle one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE

d. The reorganized school provides a better program for the
   "gifted" and the slow learners. (Circle one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE

e. If I were asked to vote on school reorganization at the present
   time I would be in favor of it. (Circle one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE
IX. School System (Continued)

E. Below is found a list of questions we would like you to answer with reference to the Master Plan for School Reorganization of Marshall County.

68. a. According to the proposed Master Plan, Marshall County would be divided up into how many independent districts? (Circle one answer)

2 DISTRICTS 3 DIST'S. 4 DIST'S. 5 DIST'S. 6 DIST'S. UNDECIDED

b. According to the proposed Master Plan all of the rural elementary schools would be closed? (Check one answer) Yes____ No____ Undecided____

c. According to the proposed Master Plan the Langford District will continue to operate as it is at present? (Check one answer) Yes____ No____ Undecided____

d. Under the proposed Master Plan, Amherst, Kidder, and Britton would operate junior high school programs and the senior high school for the district would be located in Britton? (Check one answer) Yes____ No____ Undecided____

e. The proposed Master Plan of reorganization of the schools in Marshall County was drawn up by which of the following groups? (Check one answer)

State Department of Education____ Teachers and Supt. of each school____ County Board of Education____ Private group of citizens____ Undecided____
APPENDIX C

EDUCATIONAL INSTITUTION
QUESTIONNAIRE PRETEST

I. GENERAL CHARACTERISTICS:

a. Age: ____ yrs.  
   Sex: M  F ____

b. Occupation ___________________________

c. Address: (If farm distance from nearest town) _______________________

d. How many children do you have attending school within Brookings County?  Number of children __________

e. What is the name of the school which your children attend?  
   Name of Grade School __________ Name of High School __________

f. Do your children attend the above high school as tuition student?  yes  no ______

g. The name of the school to which you are most closely associated?  ______________________

II. Below is found a list of statements that express opinions about any school system.  We would like to have your opinion about these statements as they apply to the present high school to which your children attend, or to which you are most closely associated.  Please underline only one answer to each statement.

a. Our high school provides the children with well trained and qualified teachers.

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE

b. Our high school provides the encouragement for the children to do a good job in school.  (underline only one answer)

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE

c. Parents of tuition students from the rural areas have no voice in the running of the high school.

   STRONGLY AGREE  AGREE  UNDECIDED  DISAGREE  STRONGLY DISAGREE
d. The children in high school have to put up with poor school facilities.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

e. Our high school is overcrowded at the present time.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

f. The children attending our high school obtain a much better education than those attending other schools in the county. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

g. Our high school does a poor job of preparing the children so that they can compete on an equal level with children from the big cities for jobs.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

h. Our high school lacks the necessary laboratory equipment and facilities that are needed to provide the children with a good education in science.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

i. The guidance and counseling program in our school is adequate to take care of the problems of the child. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

j. Our high school provides excellent training for the children who don't continue on to college, so that they can get a good job when they get out of high school. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

k. The course of study in our high school is inadequate to give the children a well-rounded education.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

l. The gifted and retarded children in our high school are well provided for with special teachers and courses. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
m. On the whole, the administration and staff (teachers) of our high school are capable, ambitious, and well qualified persons.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

n. The money available to run our high school is sufficient to provide the kind of educational program we ought to have. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

o. If you were asked to list in their order of importance the three main problems with your high school today they would be:

1. ___________________________ 
2. ___________________________ 
3. ___________________________

III. Below is found a list of statements that express opinions about any school district reorganization. We would like to have your opinion about these statements as they would apply to the high school to which your children attend or to which you are most closely associated. Underline only one answer to each statement. Please note this applies to high schools only.

a. School reorganization greatly increases the children's opportunities for a better education. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

b. Even though many of the country children have to ride to and from school by bus and auto, the better education they are getting under reorganization is well worth the while.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

c. Through reorganization the cost of education is distributed more equally throughout the district. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

d. The reorganized school provides our children with better qualified and trained teachers.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
e. The reorganized school is able to provide better equipment and facilities for the children's education. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

f. The only thing reorganization does for the district is raise the taxes.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

g. The reorganized school provides better training for those children who do not continue on to college so that they can better compete with the city children for jobs after graduation.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

h. If I were asked to vote for school reorganization at the present time I would be in favor of it. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

i. The reorganized school is able to provide a better program for the gifted and retarded children.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

j. I am in favor of reorganization of the schools, but not under the present proposed master reorganization plan. (underline only one answer)

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

k. If you were asked to list in the order which you felt most important, the reasons why you like or dislike school reorganization of your district your answers would be:

1. 
2. 
3. 