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The Changing Role of the School of Agriculture at South Dakota State College

Herman Stallbaum

The Changing Rôle of the School of Agriculture at South Dakota State College

by

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PART I

Introduction

The Problem

In 1908, at the time of the origin of the School of Agriculture at South Dakota State College, the sponsors recognized that there existed a real need for a school of vocational agriculture and home economics. Hundreds of rural young people were leaving school upon the completion of the elementary grades, or at best a year or two of high school, and permanently entering into their occupation on the farms of the state. Agricultural and home economics skills were transferred to the younger generation largely by apprenticeship methods.

The situation has become appreciably different in 1940. Extensive distribution of high schools, widened curriculums, and changed attitudes toward the value of education have increased attendance. Thousands of rural young people are continuing their education beyond the elementary grades and many of them are graduating from high schools with accredited departments of vocational agriculture and home economics. Notwithstanding these changes,

the School of Agriculture at South Dakota State College has retained a large share of its secondary functions thus duplicating, in part, the work of the high schools. Along with this increased span of education, commensurate changes in social and economic life have occurred. A growing need for newer and better data in agriculture has developed. Competition demands preparedness. Apprenticeship methods in transferring agricultural and home economics skills needs to be supplemented by scientific education.

The value and full development of society depends upon the successful cooperation and coherence of all parts of the social order. The School of Agriculture should redefine its objectives in keeping with this changed situation.

Scope and Method

This study covers the area of the state of South Dakota. Although a part of the enrollment of the School of Agriculture has come from neighboring states, this fact has been considered not of sufficient importance to seriously affect conclusions, due to the fact that the School of Agriculture was

established primarily to serve South Dakota. The period of the study covers the entire history of the School of Agriculture, namely, from 1908 through the school year of 1940.

This study centers around two major questions: 1. What changes have taken place within the School of Agriculture itself? 2. What outside influences within the state have tended to modify the functions of the school? To answer the first question, interpretations of trends pertaining to age, area served, and total enrollment are presented. To answer the second question, interpretations of trends pertaining to two major outside influences are presented: 1. the probable effect that the extension of the high schools has had upon the prospective enrollment of the School of Agriculture, and 2. the probable effect that the growth of vocational agricultural and home economics departments in high schools has had upon the prospective enrollment of the School of Agriculture. These two questions are considered especially because the school originated as a secondary institution for the teaching of agriculture and home economics.

All names of students who have attended the School of Agriculture from the years 1908 - 1940 were taken from State College catalogues and listed

in table form according to years attended, class in which enrolled, postoffice address, age, sex, and attendance at other secondary or above-secondary schools. The students were tabulated as coming from that county in which their respective postoffices were located. This method sometimes has involved errors in the exact location within the state, but is reasonably accurate in locating the approximate region of the state from which the students came.* Index books, record books, and card files from the offices of the South Dakota State College Registrar and Secretary have been inspected. The Biennial Reports of the Department of Public Instruction, Directories of South Dakota High Schools, United States Postal Guide, and National Census reports have been used as additional sources of information.

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* Many rural people received their mail from a town in another county. Some students were found to have moved from their home county although their addresses remained unchanged. Some of the towns were located on the boundary line of two or more counties. For example, Beresford is on the boundary line between Union and Lincoln counties; Irene, on the boundary line between Clay, Yankton, and Turner counties; and Iroquois, between Kingsbury and Beadle counties. Some counties changed boundaries since 1908; changes were made in the data to adjust them to the county definitions of 1939.

An attempt was made to measure several influences statistically, but the large number of variables has lessened the value of the weighted results. The disparities found between certain references were due mainly to a lack of accurate definitions rather than to a lack of accurate information. Different administrators of the School of Agriculture have varied the methods of keeping office records from time to time.* South Dakota State College has also changed its method of student registration since 1908.

Various comparisons have been made between this school and other state secondary agricultural and home economics schools in the United States. The object of these comparisons has been to show how other state schools of agriculture are generally modifying their objectives in order to adjust themselves to the changed conditions confronting them.

Only certain of the influences affecting the changed rôle of the South Dakota School of Agriculture have been included. Important factors such as: teacher

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* Administrators were: Arthur A. Brigham 1908-1913; E. D. Stivers 1913-1918; C. R. Wiseman 1918-1919, 1920, 1923; M. W. Vittum 1919-1920; Arleigh C. Griffin 1920-1921; J. A. Williams 1921-1923; and Paul J. Scarbro 1923- --.

personnel, financial appropriations from the state, living costs of pupils and teachers, nationality of parents, available places for room and board, prices of farm commodities, attitudes developed by former students, and spaced natural hazards such as hail, tornadoes, and drought have been discussed only when they seemed to affect the entire rôle. Curricular changes, varying administrative objectives and diverse economic conditions also were eliminated.

Purpose and Objectives

The purpose of this study has been to show: 1. What has been the rôle of the School of Agriculture in the past thirty-two years. 2. How the rôle of the School of Agriculture has been changed during this period. 3. What suggested adjustments might be made to improve the value of the School of Agriculture to the people of South Dakota.

Because the South Dakota School of Agriculture needs to redefine its objectives, this study has aimed:

1. To trace the rôle that the present School of Agriculture has played in South Dakota.
    a. To determine the origin and purpose of the school.

b. To show how the rôle of service had changed.

c. To show the importance of the School of Agriculture as a secondary institution.

2. To indicate the relationship which existed between the agricultural population and the total population of South Dakota.

3. To determine the probable influence of the growth and distribution of high schools upon the enrollment in the School of Agriculture.

a. To show the growth relationships of the various types of high schools.

b. To compare the School of Agriculture's secondary service with the high school's.

c. To show the relationship which existed between the availability of high school education and the probable attendance in the high schools in the counties of South Dakota.

4. To determine the probable influence of the growth and distribution of vocational secondary agriculture and home economics in the counties upon the enrollment in the School of Agriculture.

a. To show the growth of the number of agricultural and home economics departments in the high schools of South Dakota.

b. To show the effect Federal aid has had upon the growth of vocational departments in the high schools.

5. To point out the need for replanned practicable vocational agricultural and home economics courses for mature students of South Dakota.
6. To show how certain other state schools of agriculture have adapted themselves to changed circumstances.

Definition of Special Terms Used

Adult -- a person twenty-one or more years old.
Aggie -- a student enrolled in a vocational agricultural and home economics school.
Available high school year -- a full year of high school work, available to the students of a given county.
Established high school -- a four-year accredited high school. It appears to be more stable than a one, two, or three-year high school.
Vocational home economics -- a special homemaking course on a secondary level designed to give both the theory and practical application of homemaking. These courses are under special supervision from the State Department of Public Instruction, and usually receiving special Federal and state aid.
South Dakota School of Agriculture -- a special

vocational agricultural and home economics school on a secondary level and operated under the jurisdiction of South Dakota State College.

Transfer students -- those who have entered or completed a secondary course in another school before enrolling in the School of Agriculture.

Vocational agriculture -- an agricultural course planned to include both the theory and practical training for farming as a vocation.

Year as used in this thesis refers to the school term beginning at the time indicated, for instance, 1908 means the school year of 1908-1909.

PART II

Analysis of the Changing Situation

Historical Background of the Study

Considerations in the study Agricultural training was among the last of the vocations to attain a position of importance in the field of public education. Early plans for agricultural education were started in 1810 by Phillip Emanuel Fellenberg, a follower of Pestalozzi. A private school of agriculture was opened in Maine in 1821. The Morrill Act of July 2, 1862 provided for land-grant colleges of agriculture. The first agricultural secondary school was established in Minnesota in 1888. The Smith-Hughes Act, providing for Federal aid to departments of agriculture and home economics in high schools, was passed on February 23, 1917. No provision for development in South Dakota was made until 1919. Since 1934 Federal appropriations have caused great expansions in numbers of agricultural and home economics departments in the high schools of South Dakota.*

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* Appropriations supplementary to Smith-Hughes funds have been: George-Reed Act, sum of $250,000; 1931, $500,000; 1932, $750,000; 1933, $1,000,000; 1934, $1,250,000; George-Ellsey Act for 1935-36-37, $1,000,000 annually; George-Deen Act for 1938, $4,000,000.

The slow development of secondary agricultural education was due to the general lack of adequate facilities and personnel. Vocational agriculture needed room, materials, tools, and a full-time, appreciative, well-trained teacher accustomed to the type of agriculture carried on in the locality. Many of the high school subjects were simple in structure, lent themselves easily to lecture or reading, required few rooms, needed only simple testing devices, and did not challenge the social attitudes or capabilities of the teacher. Agriculture is a science of social relationships as well as of technique.

Expressions by authorities The 1918 survey report on "Educational System of South Dakota" by P. P. Claxton, United States Commissioner of Education, stated that the School of Agriculture was, at that time, drawing a large part of its enrollment from the ranks of the high school; that the provisions of the Smith-Hughes Act were to establish vocational training courses throughout the state; and that these schools needed the support of their particular region. The report further states:

> "There is also a demand for practical technical training in agriculture and home economics adapted to the needs of mature students who cannot meet regular

> college entrance requirements or who cannot avail themselves of a regular college course." *

This report further recommended that the School of Agriculture discontinue its secondary function.

Dr. Robert L. Slagle's report to Hon. T. W. Dwight, Chairman of Regents on June 30, 1920 stated:

> "Until South Dakota has many agricultural high schools and this type of secondary education is available to the farm boys and girls throughout the state -- and God grant that day may come soon -- this school of agriculture will continue to function as a big factor for splendid service." **

An expression by Dr. C. W. Pugsley, President of South Dakota State College, gave his evaluation of the School of Agriculture in 1931 as follows:

> " -- held its own surprisingly well, especially when the experience in other states is taken into consideration as well also as the prediction of many that, with increasing opportunities, the need for such a school no longer existed. It has proved one of the best means the college has for contacts with what is still basal in our state, the farm family." ***

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* Bulletin No. 31 1918 Survey Report. pg. 271. Government Printing Office, Washington, D. C.

** Sixteenth Biennial Report Regents of Education. State of South Dakota 1920 pg. 89. (Part 1) The Huronite.

*** A History of South Dakota State College. 1881-1931 Brookings, South Dakota. pg. 62. Compiled by William Powers.

Early development of the school Dr. Robert Slagle, President of South Dakota State College, was directed in June 1905, by the Board of Regents, to investigate the matter of a three-year course of five months each in agriculture,

> "for the benefit of such students as may not be able to take the full college course, he to report as soon as possible." *

Dr. Slagle's report probably was based upon conditions existing in South Dakota in the school year of 1905-1906. In 1907 the following comment was found in the President's report to the Board of Regents,

> "The most important change is that which provides for the School of Agriculture which is intended to give those children from the rural districts where opportunities for secondary education are small, facilities for instruction and training for the practical life and work of the farm home." **

The courses were arranged for persons who had passed the eighth grade, who would not enter college classes, and who would be content with a shorter student life. They entered the School of Agriculture about November 1 and continued in school for five months, getting back to the farm on about April 1.

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* Ninth Biennial Report Regents of Education. State of South Dakota 1904-1905. pg. 305. The Huronite.

** Tenth Biennial Report Regents of Education. State of South Dakota 1906-1907. pg. 7. The Huronite.

If the student found that he could afterward enter college he was to receive credit for the work done in the School of Agriculture. The secondary function of the school meant, merely, that the credits were transferable to college. The curriculum was not planned especially to prepare students for college entrance although certain subjects required for college entrance were taught. *

Throughout the year 1907-1908 while he studied conditions within the state, Dr. Arthur Brigham's objectives for the school remained the same as those of Dr. Slagle. The following appeared in the college catalogue for 1908:

> "To compensate, at least in some degree, for the lack of opportunities for secondary education in the rural districts, the Board of Regents have established the School of Agriculture in connection with the State College." **

At the time of the consideration of the School of Agriculture (1906), there were 170 high schools in South Dakota; most of them in the eastern one-fourth of the state. The school originated in a region that was probably not in need of an additional secondary school. The accompanying map (Figure 1.) illustrates

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* English, algebra, geometry, history, civics, biology, and chemistry.

** Biennial Reports of Department of Public Instruction 1905-1906. pg. 87-97. John Longstaff, Huron, South Dakota.

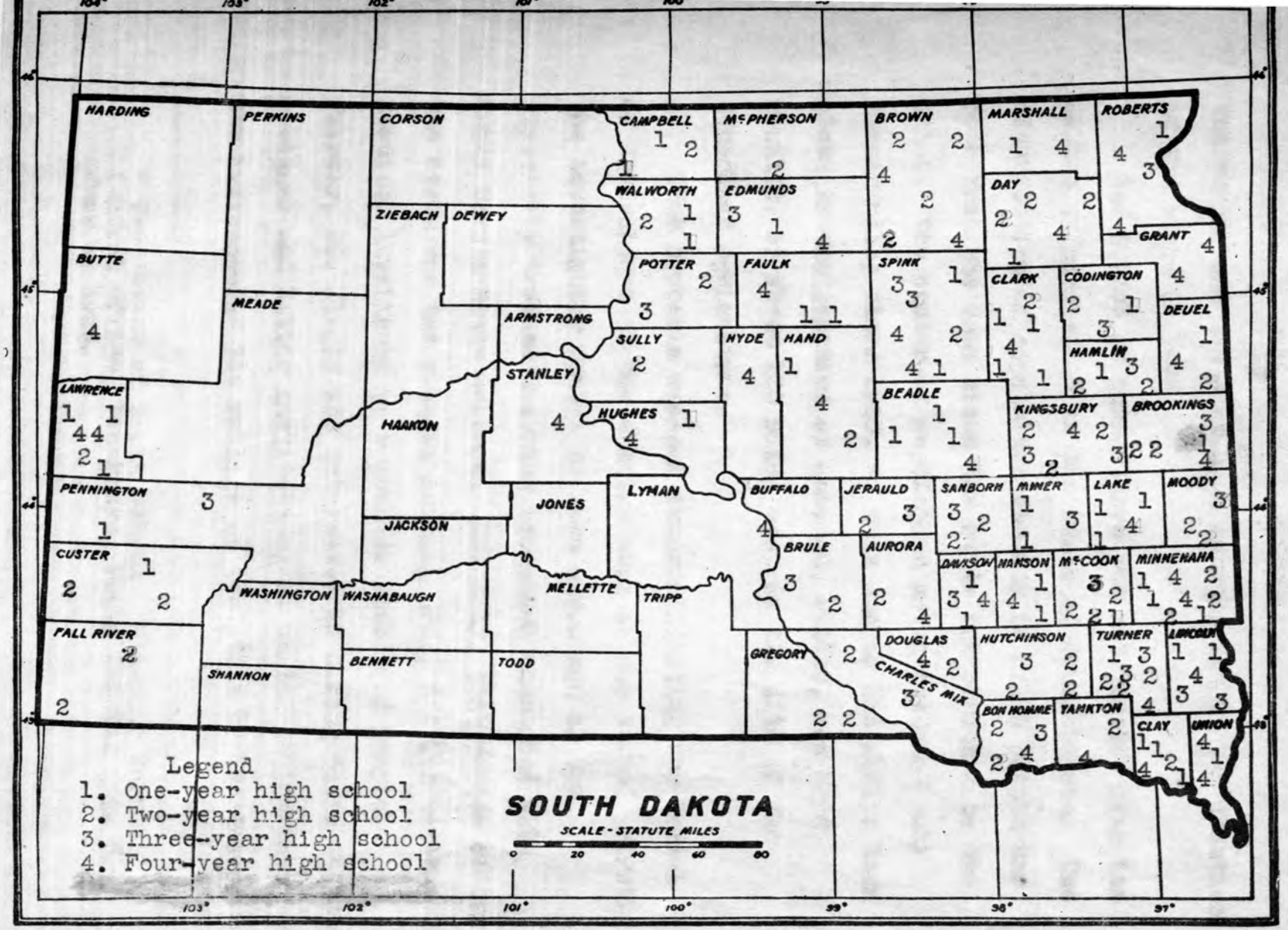

Figure 1. Distribution of secondary schools in 1906.

the number and types of high schools within the counties of the state in 1906.

The School of Agriculture was not located near the center of population in the state of South Dakota. The distribution of population density in South Dakota has been much the same since the state was admitted to the union. The center of population moved westward only twenty miles since 1890. * This center has always been close to the junction of Jerauld, Beadle, and Hand counties or about 100 miles west of the site of the School of Agriculture.

Four probable reasons favored locating the School of Agriculture at the eastern edge of the state. Firstly, the investigator wanted to take advantage of the especially trained teaching personnel connected with South Dakota State College. Secondly, that region of the state was the richest farming area, and its wealth provided livelihood to a greater number of people. Thirdly, Dr. Slagle was interested in making State College a bigger and better institution; he wanted to increase the influence of the college on the state by broadening

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* The People of South Dakota Planning Board Central Office, Brookings, South Dakota. pg. 6. June 1, 1936.

its field of contact. Fourthly, certain other land-grant agricultural colleges had established secondary schools of this nature. * These schools, however, were not established with a single objective. Some were to raise the standard of college entrance; some, to provide methods of contact with rural people; some, as directional schools for agricultural programs; and some, for extending secondary educational opportunities.

Before 1908, South Dakota State College offered short-courses in the following sub-collegiate curriculums; a six-weeks' lecture, recitation, demonstration, and laboratory course in agriculture; a three-months' horticulture course; a one-year's dairy course; a two-weeks' creamery course; a two-weeks' poultry and agriculture course; and a three-months' steam engineering course. Although the purpose of the School of Agriculture was not to combine or displace any of these courses, the first three were discontinued at the time of the beginning of the new school. **

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* Minnesota and Nebraska by 1902; Maine, Rhode Island, Oklahoma, and Washington by 1903.

** Consecutive issues of the college catalogues indicated that the three courses that were discontinued originated in 1896. Enrollment in these courses was very small and quite irregular.

Significant Trends within the School

Number of students enrolled The number enrolled in the School of Agriculture has varied greatly. The highest enrollment of 333 students was registered after the close of the World War; the lowest number, 93, was during the depression year of 1932. Economic pressure, governmental assistance, tuition, and growth of high schools have exerted diverse influences on enrollment.

The arithmetic mean enrollment for the period of 32 years was 199 pupils; the geometric mean was 151.7.

Figure 2. shows the irregularity of enrollment. Data regarding enrollments revealed that the total number of students increased rapidly although unsteadily until 1919. From 1919 a trend toward declining enrollment has been evident. Both rising and lowering trends have displayed irregularities. The period of growth probably was due to the growing popularity of the school and the period of decline to the non-adjustment of the school to its changed environment. This decline occurred even though the school had grown older, a larger per cent of secondary students had attended the school, and the number of persons of secondary school age in South Dakota had increased. *

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* Data from the Biennial Reports of the Department of Public Instruction indicated that there might have been a decrease in secondary enrollment since 1937.

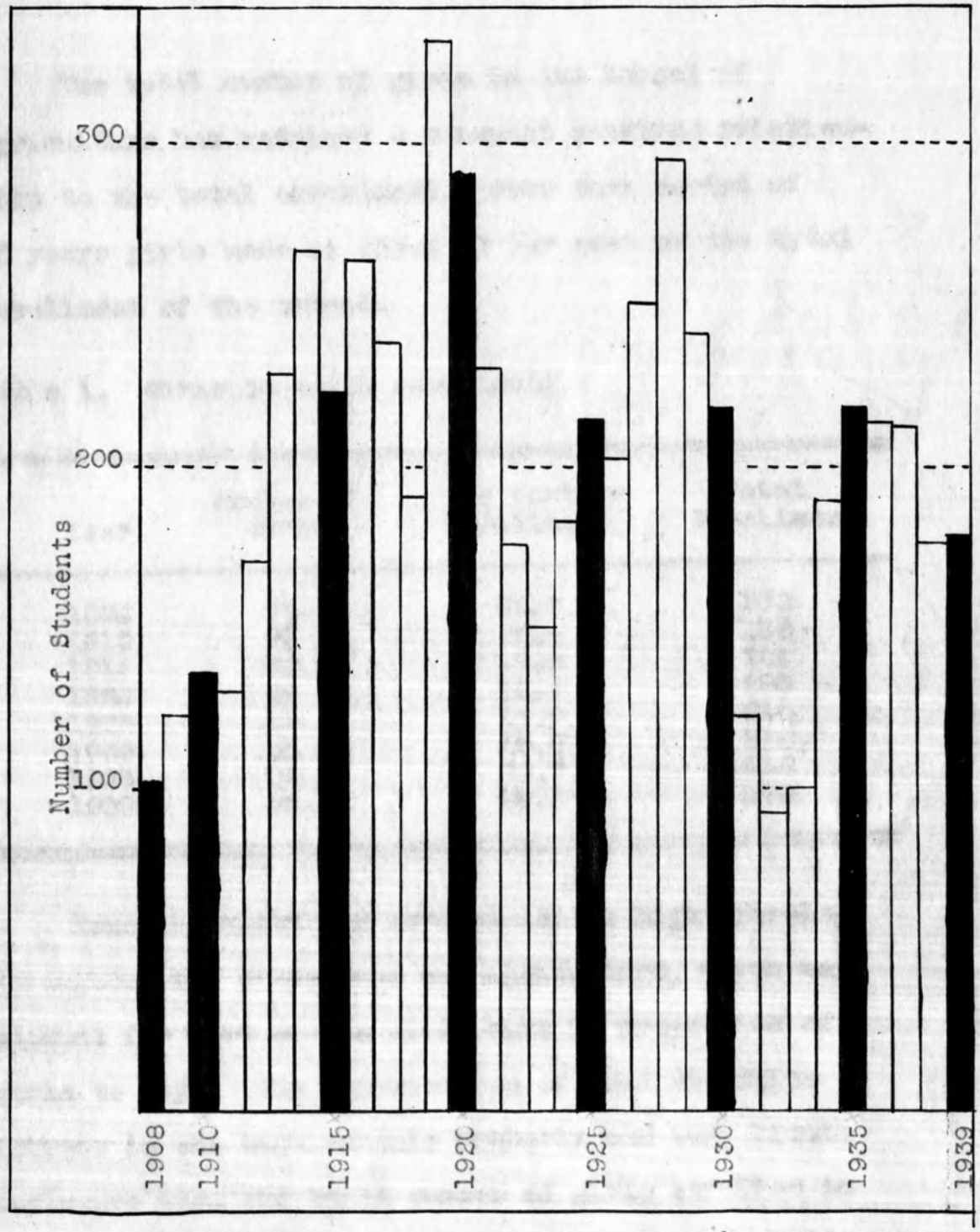

Figure 2. Trend of total enrollment.

The total number of girls in the School of Agriculture has retained a somewhat constant relationship to the total enrollment. Over this period of 32 years girls made up about 20 per cent of the total enrollment of the school.

Table 1. Girls in total enrollment.

Year	Number of Girls	Per cent in Enrollment	Total Enrollment
1908	23	22.2	102
1910	21	15.4	136
1915	42	18.8	223
1920	47	16.2	290
1925	31	14.0	214
1930	40	18.5	218
1935	54	24.7	218
1939	36	20.1	179

Home economics was more common in high schools throughout the state than was agriculture, which may account for part of the difference in proportion of girls to boys. The distribution of home economics courses in the high schools probably had very little influence upon the small number of girls enrolled in the School of Agriculture. Feeling that girls need home guidance, parents may have been unwilling to send daughters a great distance to school. Emphasis

of girls' education had been placed on academic rather than vocational subjects, and girls were less apt to become discouraged with the long term high school than boys.

The School of Agriculture probably is not a typical secondary school in regard to enrollment by classes. Figure 3. shows that the trend toward small freshmen classes, increased enrollment in sophomore classes, greater increase in junior classes, and the greatest increase in senior classes is typical. * Instead of the freshmen class maintaining a larger number than the senior classes, such as a typical high school enrollment might indicate, the tendency is for the number of students in the upper grades to exceed that in the lower grades.

This change in the total number of students enrolled by classes indicates that the School of Agriculture is undergoing an unplanned transition. The school now appears to be changing to accommodate groups of students above the tenth and eleventh grades.

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* Page 65. Appendix A. Summary table A. Total enrollment in the School of Agriculture by classes, sex, and years.

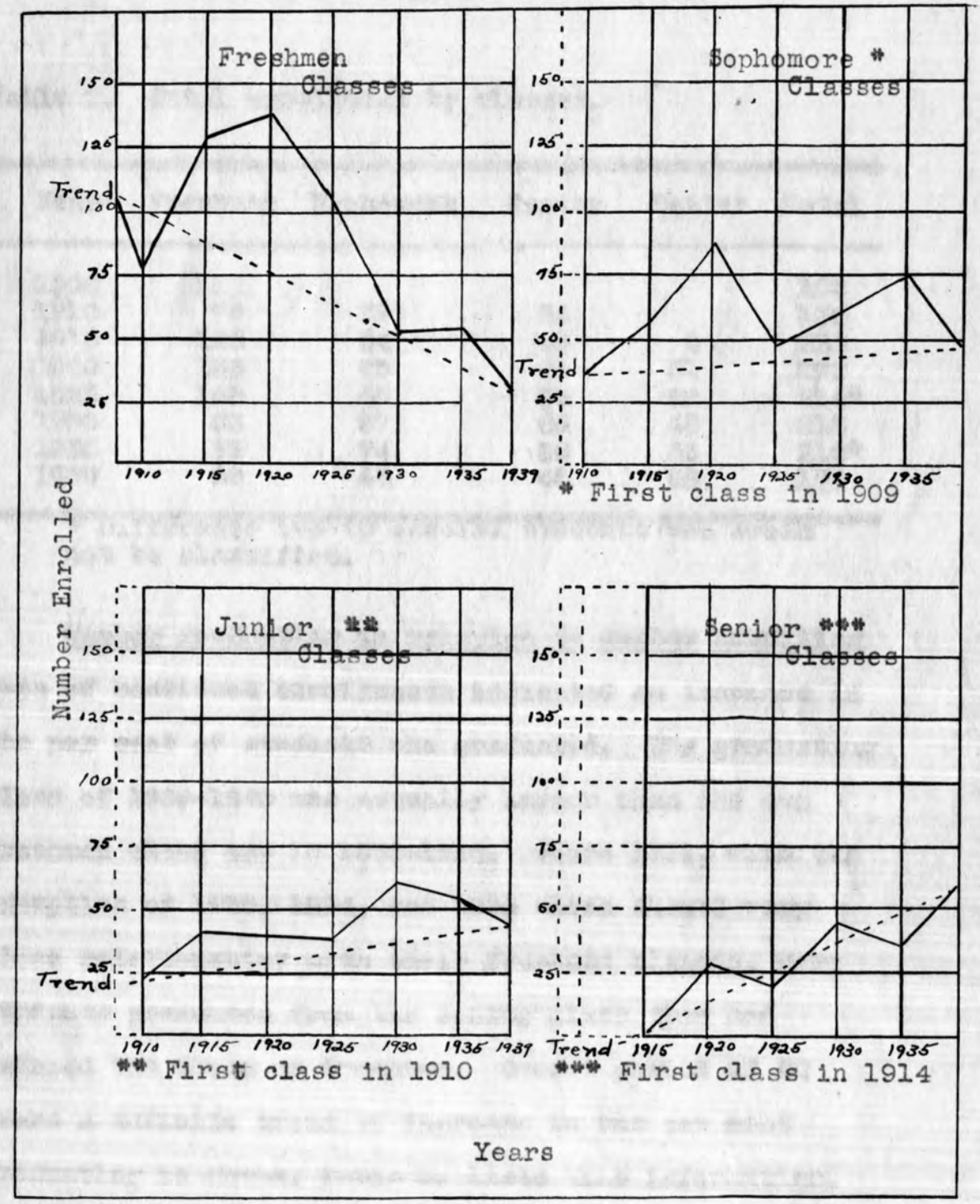

Figure 3. Trends of total enrollment by classes.

Table 2. Total enrollment by classes.

Year	Freshmen	Sophomore	Junior	Senior	Total
1908	102				102
1910	75	37	24		136
1915	126	54	40	3	223
1920	135	85	39	31	290
1925	108	48	35	22	214*
1930	53	57	60	48	218
1935	52	74	56	35	218*
1939	30	45	46	58	179

* Difference due to special students who could not be classified.

Number graduating in relation to number enrolling Data of continued enrollments indicated an increase in the per cent of students who graduated. The graduating class of 1939-1940 was actually larger than its own freshmen class was in 1935-1936. Since 1931, with the exception of 1933, 1934, and 1935 which showed very close relationships with their freshmen classes, more students graduated from the senior class than had entered the class as freshmen. Over a period of 32 years a definite trend of increase in the per cent graduating is shown. Table 3. lists this information.

This trend seemed to be due to two factors: 1. A larger per cent of students who entered school continued through to graduation. 2. An increased number of transfer students entered the school.

Table 3. Entering students who graduated.

Year Entered	Freshmen Entering	Number of Graduates	Per cent of Graduates
1908	102	21 **	20.5
1910	76	28 **	37.3
1915	126	9	7.0 ***
1920	135	47	34.8
1925	109	60	55.5
1930	63	26	49.0
1935	52	37	71.1
1936*	51	58	113.7

* No data was available for years after 1937 as that class would not graduate until 1941.
** Three-year School of Agriculture.
*** Number influenced by the World War drafts taking many Aggie students.

As students who dropped out of high schools, [illegible] as a rule, could not get into permanent occupations, they usually remained idle unless guided back into secondary schools. The School of Agriculture added to its secondary responsibility by providing educational opportunities for students who transferred from other secondary schools.

During the existence of the school, the relationship of the number of transfer students to the various classes in the School of Agriculture remained about the same. About 30 per cent of the transfer students entered as sophomores; about 65 per cent, as juniors;

and about 5 per cent entered as freshmen or seniors. The large per cent who entered as second or third year students probably was due, in part, to the college rule that two years of resident work at State College was required for graduation.*

A definite increase is noted in the per cent transfer students are of the total enrollment of the School of Agriculture. This increase trend (Table 4.) was especially true from 1920 to 1936, a time when the expansion of high schools probably surpassed the adaption of the high schools to their various types of students. Figure 4. indicates a slight reduction in per cent of transfer students since 1936 but the significance of that decline could not at this time be determined because low numbers comprise this group of students. Throughout the years reduced enrollment trends have occurred occasionally, but these reductions have been off-set by gains. If the decline trend were continued, it might indicate that high schools were becoming adjusted to their local needs and were serving a great number who would ordinarily drop-out of high school.

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* Requirements for Graduation. South Dakota State College catalogues.

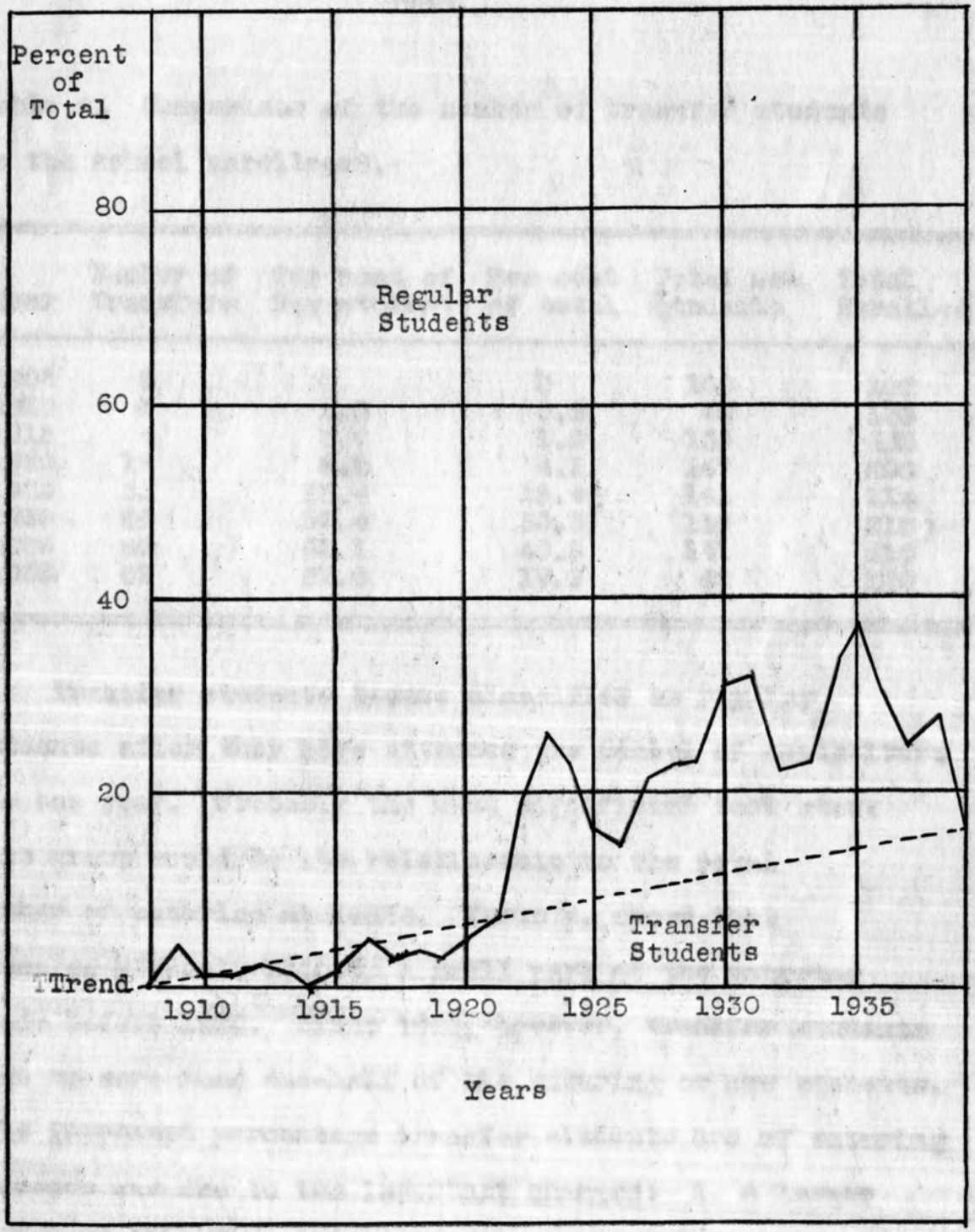

Figure 4. Percent of transfer students in total enrollment.

Table 4. Comparison of the number of transfer students to the school enrollment.

Year	Number of Transfers	Per cent of New students	Per cent of total	Total new Students	Total Enrolled
1908	0	0	0	102	102
1910	1	1.3	0.8	76	136
1915	4	3.0	1.8	130	223
1920	12	8.2	4.1	147	290
1925	33	23.4	15.4	141	214
1930	66	55.4	30.3	119	218
1935	89	63.1	40.8	141	218
1939	32	51.6	17.9	62	179

Transfer students became classified as regular students after they have attended the School of Agriculture for one year. Probably the most significant fact about this group would be its relationship to the total number of entering students. Table 4. shows that transfer students made up a small part of the entering class before 1920. Since 1920, however, transfer students made up more than one-half of the entering or new students. This increased percentage transfer students are of entering students was due to two important changes: 1. A larger number of transfer students were entering the School of Agriculture. 2. A decreasing number of freshmen have been enrolling in the School of Agriculture.

About 15 per cent of the transfer students were girls, about 85 per cent were boys. Boys were more

likely to find outside employment to occupy their longer vacation, boys could demand higher wages, and boys were more likely to become discouraged with the long term high school. Girls had a 10 per cent better continued attendance than did boys.

As the number of transfer students was small, exact number interpretations should be avoided.*

Age trend The average age in the School of Agriculture was probably older than that in the typical high school group. The School of Agriculture was made up of rural students who might have been handicapped in a number of ways. Rural districts had poorer facilities for educating youth, such as fewer books, poorer schoolroom living conditions, and more inexperienced teachers. Rural youth also were handicapped by poorer roads, longer distances from school, and the longer farming season all of which might have caused irregularities of attendance during the later years in school.

To some extent conditions within the School of Agriculture has affected the changed age. The school probably grew out of a six-weeks' lecture course. This course was not replaced by provisions for adult education; therefore, a few adults were encouraged to attend the five months' school. This tended to raise the average

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* Page 66. Appendix A Summary table B. Transfer students compared to total enrollment.

age for the School of Agriculture. The school was located on the college campus. Many students who lacked high school credits for college entrance enrolled in a few of its secondary subjects. After the World War when ex-service men were urged to continue their education, many of them chose the School of Agriculture. From 1934 to 1940, Federal aids tended to draw back into school those persons who had withdrawn. Many did not care to return to the home school because their former classmates had gone ahead. Many of the older students came to the School of Agriculture because it was away from home.

For an index to the age trend, freshmen classes were first considered because: 1. The most complete data was available for this group. 2. The school was studied regarding its function as a secondary institution, freshmen being a fair index to high school entering persons.

From 1908 to 1940, the average age for the freshmen classes changed to the extent of 3.2 years or from 19 to 15.8 years. * In other words, conditions changed so much that entering freshmen were likely early adolescent rather than late adolescent youth. The 13, 14, and 15 year old child has always been a part of the freshmen class but he did not make up the larger part of the

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* Page 67. Appendix A Summary Table C. Average age of freshmen classes and reference to extremes.

group until after 1927. A graphical representation of the declined average age is found in Figure 5.

Exact information could not be compiled because records of age data for transfer students were incomplete. By sampling method, trends were found. (See Table 5.) The data showed that the median age of the entire school declined 1.8 years or from 19 to 17.2 years.

Table 5. Median age tendencies for the School of Agriculture.

Year	Entire School Mean	Entire School Median	Median age for classes Frosh.*	Soph.**	Junior	Senior
1908	19.0	19.0	19.0			
1910	18.8	19.1	18.6	19.3	20.2	
1915	19.0	19.2	18.4	19.2	20.2	22.0 ***
1920	18.4	18.5	17.0	17.9	20.0	20.6
1925	18.4	18.2	17.6	18.9	20.0	20.1
1930	18.3	18.8	17.1	17.5	18.5	19.2
1935	17.9	17.7	17.0	17.2	18.1	18.9
1939	17.2	17.2	16.8	16.5	17.2	18.9

* Freshmen classes.
** Sophomore classes.
*** Only two seniors comprised this class.

Although all classes exhibited declining age tendencies, the freshmen and junior classes showed the greatest change. * This change within the freshmen and junior classes probably was due to the influx of new students who later withdrew.

During the first three years of the School of

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* First report of the senior class was not considered reliable because of the limited number who graduated that year.

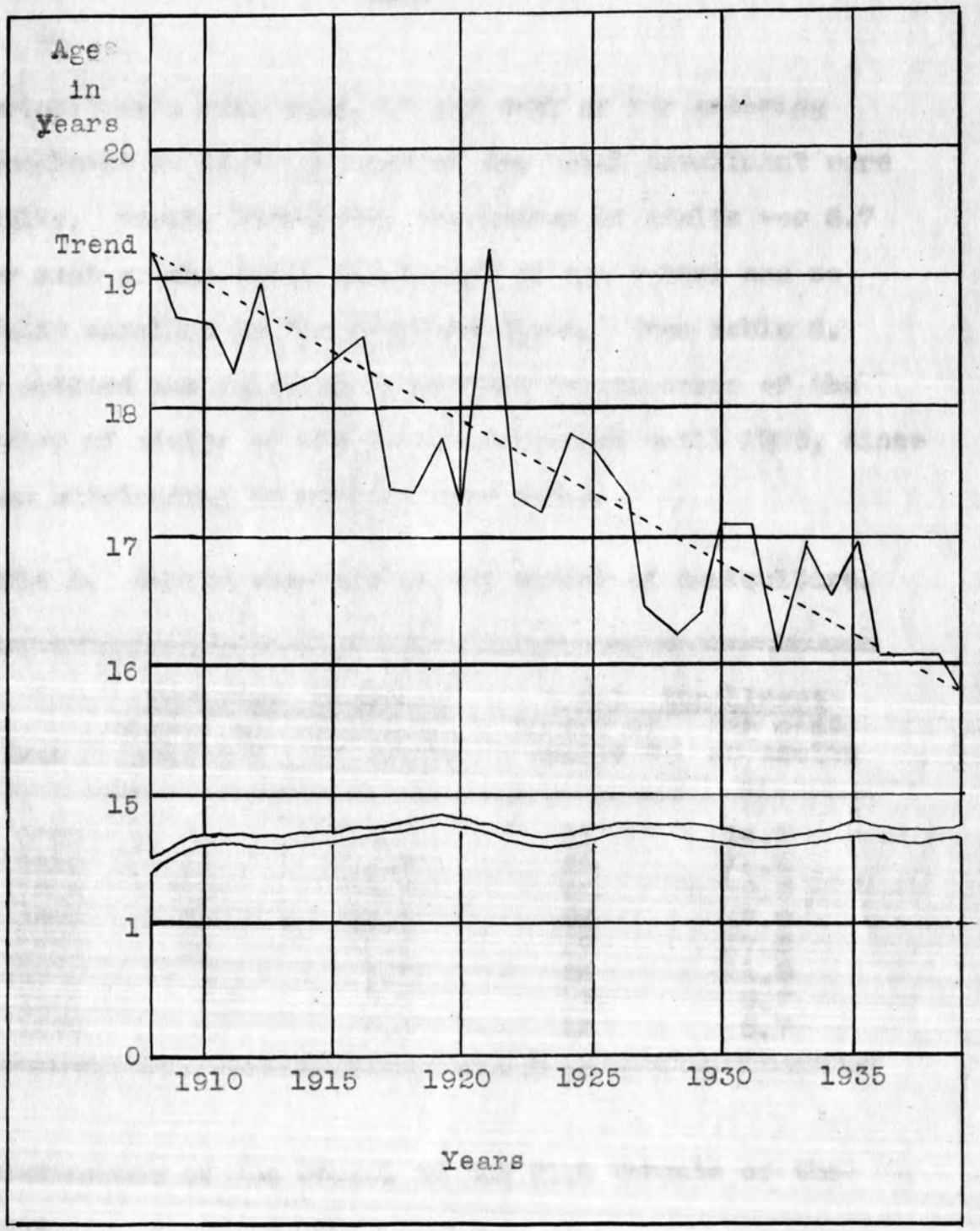

Figure 5. Lowered median age of freshmen classes.

Agriculture's existence, 14 per cent of its entering enrollment or 16.3 per cent of the total enrollment were adults. During 1939-1940, the number of adults was 6.7 per cent of the total enrollment of the school and no adults enrolled in the freshmen class. From Table 6. is noticed the relatively constant relationship of the number of adults to the total enrollment until 1925, since then outstanding reductions were noted.

Table 6. Adults enrolled in the School of Agriculture.

Year	Entering Students		Total Enrollment	
	Number of Adults *	Per cent of Adults	Number of Adults *	Per cent of Adults
1908	15	14.7	15	14.7
1910	11	14.6	25	18.4
1915	13	10.3	43	19.3
1920	18	13.3	52	17.9
1925	10	10.8	37	17.3
1930	2	3.7	26	11.8
1935	0	0.0	19	8.7
1939	0	0.0	12	6.7

Relationship of the School to the High Schools of the State

The School of Agriculture to the total secondary enrollment The School of Agriculture was established as a state secondary school. The per cent of the total secondary school enrollment of South Dakota that was served by this school showed its value to the state as

a secondary school. Table 7 was made from the Biennial Reports of the Department of Public Instruction and from data of the total enrollments of the School of Agriculture.

Table 7. Relation of the School of Agriculture to the total high school enrollment.

Year	School of Agriculture Students	High School Enrollment	Per cent of Service
1908	102	6,480	1.57
1910	136	7,676**	1.77
1915	223	10,575	2.11
1920	290	14,734**	1.97
1925	214	24,871	.86
1930	218	31,338**	.69
1935	218	38,049	.57
1939*	179	39,562*	.45

* 1939 material from Educational Directory of South Dakota High Schools.
** Does not compare with United States Census data because of the difference in period of the report.

In 1919 the School of Agriculture served 2.45 per cent of the total secondary enrollment of the state. Between 1919 and 1939 this figure declined to .45 per cent of the total secondary enrollment of South Dakota. This decline took place despite the fact that the total secondary enrollment had increased, the per cent of people who entered school had increased, and the tendency to continue secondary education through to graduation had increased.

Area served by the School of Agriculture Although from 31 to 41 counties were represented in the School of Agriculture enrollment, the school drew the largest number of students from its immediate locality. In 1915, 48 of the 69 counties were represented by students enrolled in the School of Agriculture; in 1920, 57; in 1925, 52; in 1930, 49; in 1935, 43; and in 1939, 42 counties were represented. *

The counties from which larger numbers of students came changed very little from 1908 to 1919. Since about 1920 an increasing number of students from counties west of the Missouri River entered the School of Agriculture. This trend seemed to continue until 1935 when a peak of 48 per cent of the enrollment came from that area.** From 1935 to 1939 the enrollment location tended to shift to the eastern part of the state. An exception to this trend has been Brookings and Kingsbury counties. ***

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* Pages 68-69. Appendix A. Summary Table D. Distribution of School of Agriculture students by counties and years.

** Only 36.6 per cent of the land area of South Dakota lies west of the Missouri River.

*** Brookings county representation was affected by the number of older students who declared residence in Brookings after they lived there a year. Kingsbury's representation was affected by the Gold A Club, an organization to encourage new members.

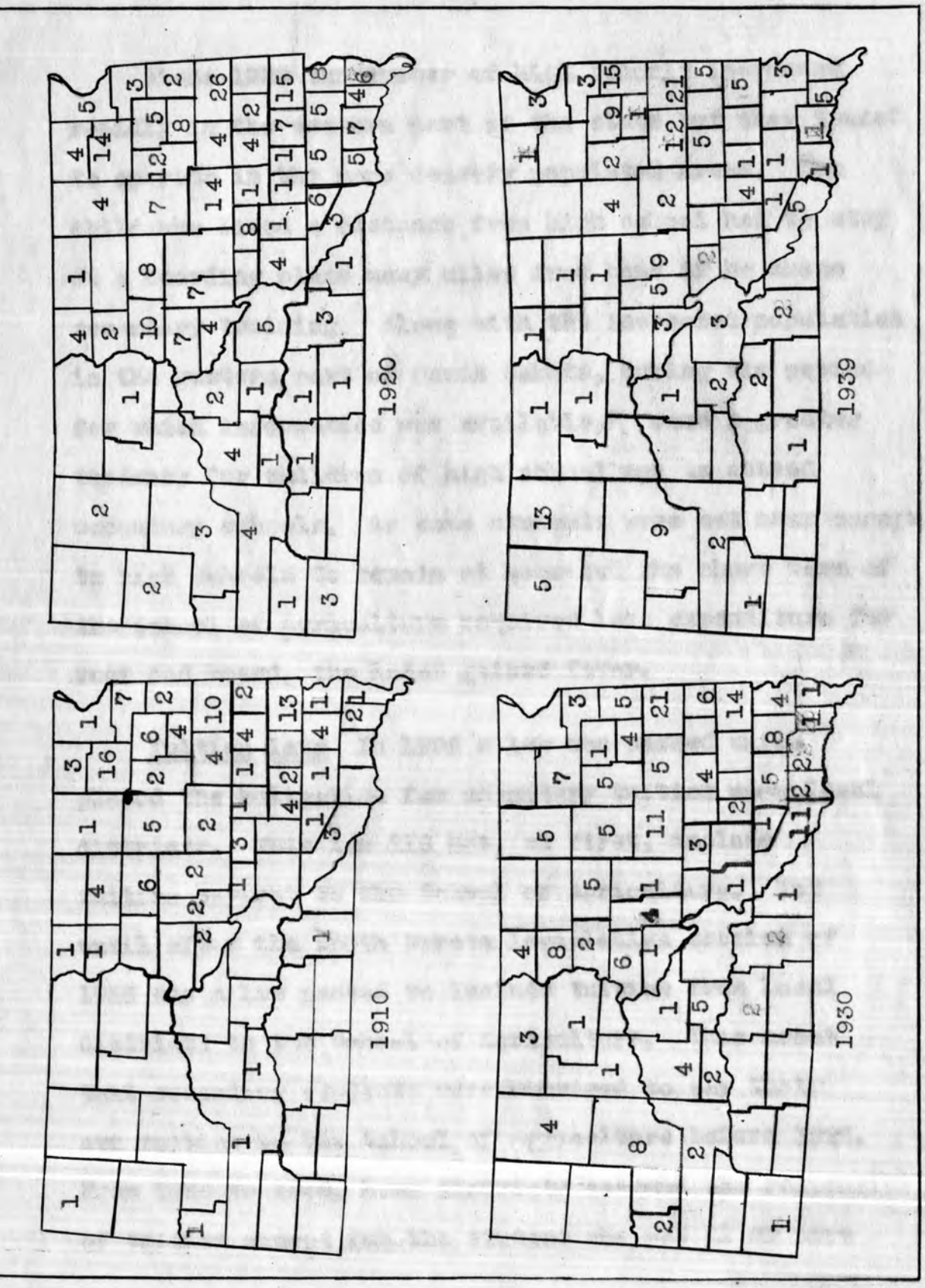

Figure 6. Counties from which students came.

Since 1920 the number of high schools increased rapidly in the western part of the state but they tended to operate in the more densely populated areas. The child who lived a distance from high school had to stay at a boarding place many miles from home if he chose secondary training. Along with the increased population in the western part of South Dakota, during the period for which information was available,* came a greater tendency for children of high school age to attend secondary schools. As some students were not near enough to high schools to remain at home and the short term of the School of Agriculture required less expenditure for room and board, the later gained favor.

Tuition laws In 1905 a law was passed which placed the obligation for secondary tuition upon local districts. This law did not, at first, include tuition payment to the School of Agriculture. Not until after the South Dakota legislative session of 1925 was a law passed to include tuition from local districts to the School of Agriculture. This meant that secondary students were required to pay their own tuition in the School of Agriculture before 1925. From 1926 to 1940, home districts assumed the responsibility of tuition except for the student who was 21 or more

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* Information of 1940 census not available at this time.

years old or for those who had a high school in their home districts.

Although it might seem that the failure to include the School of Agriculture in tuition laws handicapped it, this was not actually true. The rate of tuition to the school was $6 per year before 1926; after 1926 it changed to $45 per year. The cost of education in the School of Agriculture had partially shifted from the responsibility of the state to that of the district. The increase in tuition rate seemed to discourage adult enrollment in the School of Agriculture.

The question, "Do you have a high school in your home district?" answered partially the problem as to whom the school was serving. Since the passage of the tuition law, in 1925, that was a question to be answered by both the pupil and the district. The number of students coming from districts in which there were no high schools had not changed noticeably since the school year of 1927.* Approximately 80 per cent of the enrollment of the School of Agriculture came from districts in which there were no high schools.

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* Page 70. Appendix A. Summary Tables E. Part I and II. Number and percent of the enrollment without high schools in home districts.
Note.--Both sources might be slightly inaccurate as many students did not know and many school boards evaded the law by paying without being obliged to do so.

Growth and distribution of the high schools. The number of high schools in South Dakota increased by 230 per cent from 1908 to 1939. The first indication of high school development was the addition of the ninth grade to the regular elementary school. As the class passed to the tenth grade, the school very often added a tenth grade to its system. Additional grades to the high school were probably determined by the retention of the size of the class, the financial resources of the community, the amount of supplies or equipment on hand, and the ambitions of the community leaders and administrators of the school. After the high school introduced a four-year course, it became quite stable as to size and established as to resist reductions in grades.

Although South Dakota experienced a gradual increase in the number of established high schools, certain periods of rapid growth are noted. The period from 1915 to 1920 was one of great increase in numbers. Fred Shaw, Superintendent of Public Instruction, did a great deal for the expansion of high schools. A delayed growth of high schools was noticed from 1930 to 1935. This declining growth affected all types of high schools, but the four-year high school was not retarded as much as the other types. The four-year high schools were more firmly established and resisted decline more readily than the others. The decreases in number of high schools were as follows: 9.6 per cent of one-year, 18.4 per cent

of two-year, 25 per cent of three-year, and .6 per cent of four-year high schools. During the period from 1935 to 1939 South Dakota experienced a loss of 18 high schools.

In South Dakota a debrease in total elementary and secondary school enrollment has been observed since 1930. Although decreases in elementary school enrollments have occurred since 1923, the high schools were not immediately affected by the reduced numbers. This may be accounted for by the wave-like increase of school age population and by the fact that a larger per cent of elementary pupils continued in the secondary schools. It was quite possible that secondary enrollment numbers reached the peak in South Dakota in 1939. If conditions remain unchanged, the future secondary school of South Dakota can expect a stationary or declined enrollment.*

In South Dakota, high schools developed in areas where they received the most support. Although competition between schools spaced them, areas were still in need of secondary opportunities. With

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* Data collected from the consecutive editions of the Biennial Reports of the Department of Public Instruction showed that the peak of elementary enrollment of 139,763 was reached in 1923. Secondary enrollment declined in 1938 but the South Dakota Directory of High Schools indicated a new high of 39,562 in 1939.

the probable decrease in total number of high schools and an outlook for further decline in enrollment, special emphasis was directed toward retaining the size of the high schools. The spaced high school increased the selectivity of the school. To overcome this act of selection, Federal aid has improved the likelihood that poorer students now attend high school.*

Until 1919 the enrollment in the School of Agriculture grew faster than the high school arithmetic mean enrollment. The School of Agriculture started by an enrollment 2.46 times as large as the high school average; it reached the peak comparison just before the Smith-Hughes Act became effective in South Dakota. In 1919 the School of Agriculture was 4.65 times as large as the high school average for the state. From 1920 to 1939 that relationship declined to 1.84 times as large as the high school average enrollment. The School of Agriculture has not kept pace with the high school average enrollment in South Dakota. Two trends were revealed: 1. the high school average enrollment has increased and 2. the School of Agriculture enrollment has decreased slightly since 1919. Table 8. shows the compared relationship of enrollment average.

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* Dormitory plans, N. Y. A. Programs, and C. C. C. Educational Programs comprise a few.

Table 8. The School of Agriculture compared to the high school enrollment average.

Year	School of Agriculture Enrollment	High School Average	Per Cent as Large
1908	102	41.4*	246
1910	136	42.0*	324
1915	223	70.0	318
1920	290	64.8	447
1925	214	75.2	284
1930	218	87.6	249
1935	218	99.2	218
1939	179	97.6**	184

* Three-year high school standards compared.
** Taken from South Dakota Directory of High Schools.

The Department of Interior, Commissioner of Education, used the ages from 14 to 17 years as the standard high school group.* With this basis for calculations, 16 per cent of the persons of high school age of South Dakota attended school in 1908.** The percentages varied by counties. Those counties with the larger number of high schools per unit area had a larger per cent of persons high school age in attendance. (Compare Figure 7. with Figure 8.) The National Census reference for South Dakota indicated that 16.7 per cent

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* Jessen, Carl A. - Trends in Secondary Education. Bulletin 1937 No.2. pg. 1. United States Printing Office.

** This figure was found by projecting from the 12 and 13 National Census Reports.

of the persons high school age attended high school in 1910; 33.7 per cent, in 1920; and 58.9 percent, in 1930. This compared favorably with the national averages, but when counties of the state were considered separately great disparities were noticed.* Those counties with poor resources usually had fewer high schools per unit of area and lower per cent of persons high school age in attendance. Other factors probably causing dissimilarities were nationality of parents, religious beliefs, occupations in the region, communicative and transportation facilities, and attitudes developed toward education. For 1939 about 69 per cent of persons high school age attended secondary schools in South Dakota.

When the number of high schools was compared with the total number enrolled, a definite trend toward the formation of larger schools was revealed. This appears to be a good policy in that larger and safer buildings could be constructed, more and better equipment could be afforded, and better trained teachers could be obtained. A larger curricular choice, more extra-curricular activities, better provisions for guidance and supervision, and certain other high school services could be realized. This enlarging

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* National averages: 1910 - 16.6; 1920 - 37.9; 1930 - 51.1; and 1934 - 64.

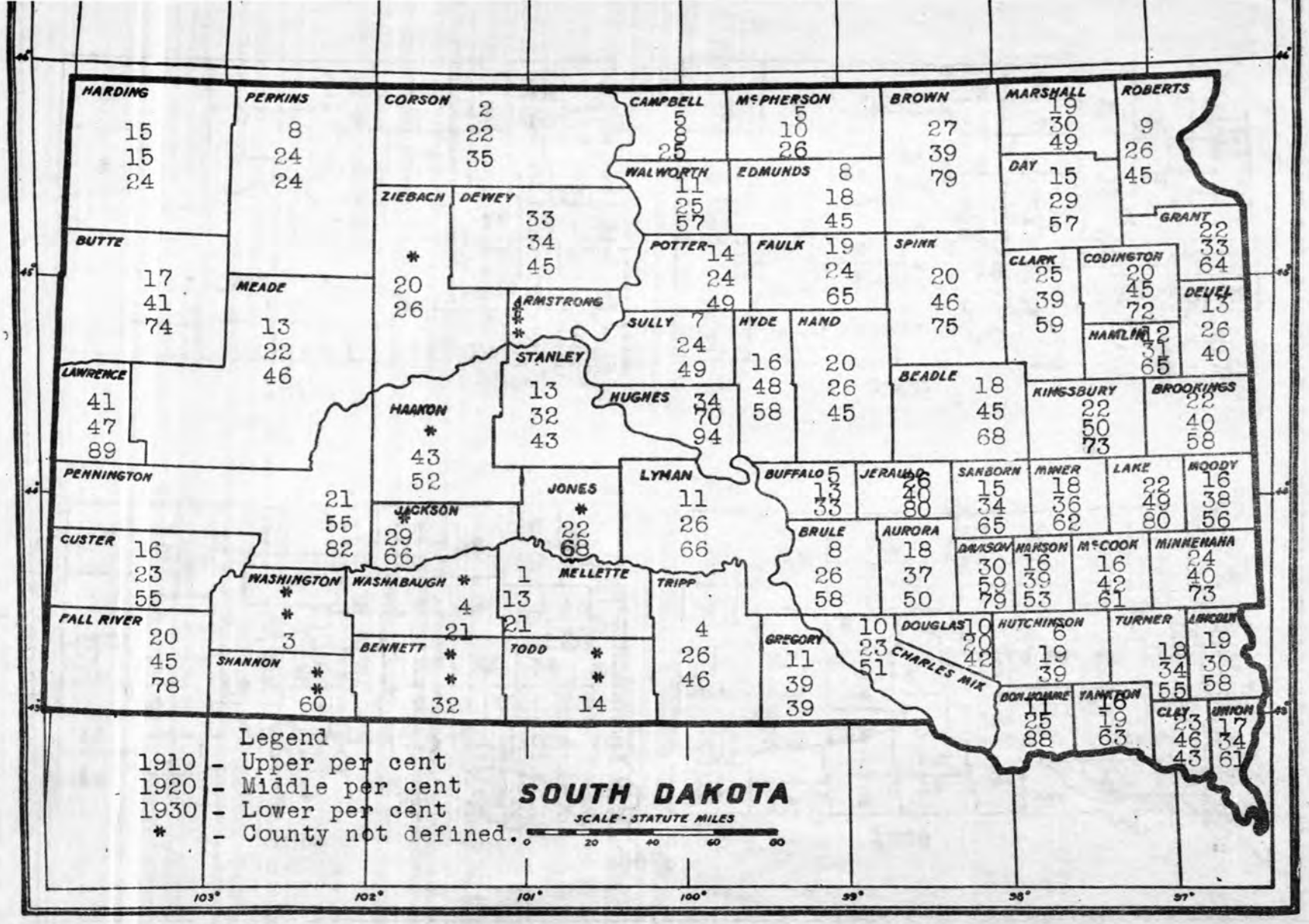

Figure 7. Percent persons high school age attending secondary schools.

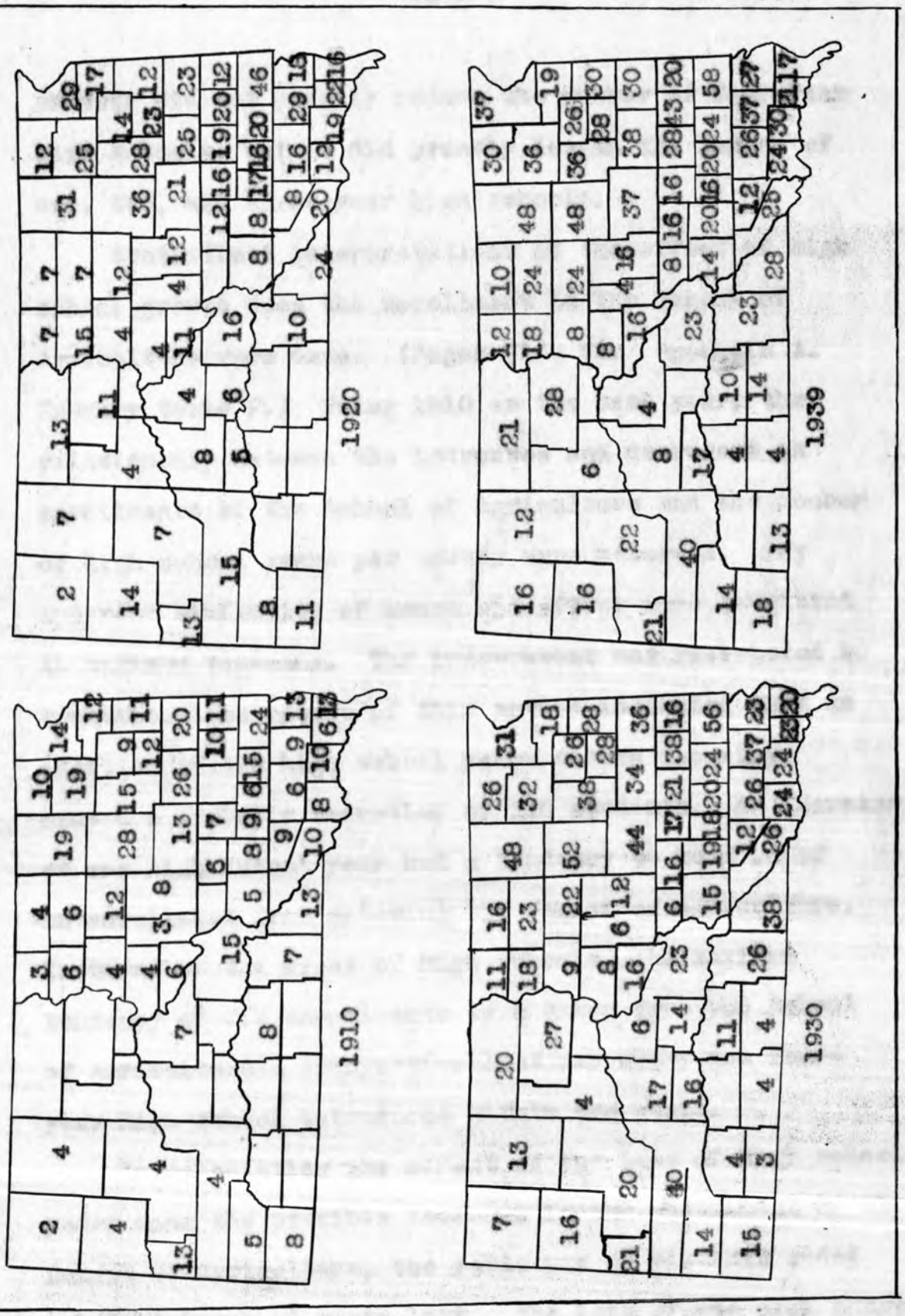

Figure 8. High school years available by counties.

process did not greatly reduce the number of four-year high schools, but it did greatly lessen the number of one, two, and three-year high schools.

Statistical interpretations of the effect of high school growth upon the enrollment in the School of Agriculture were made. (Pages 71 - 72. Appendix A. Summary table F.) Using 1910 as the base year, the relationship between the increases and decreases in enrollments of the School of Agriculture and the number of high school years per county were recorded. Any apparent similarity of cause and effect were tabulated as maximum tendency. The measurement was restricted to counties. The result of this method indicated that an addition of 498 high school years within the state caused a probable reduction of 310 students. An increase of one high school year had a tendency to keep .6 of an enrollment from entering the School of Agriculture. In terms of the types of high schools, the maximum tendency of 2.4 enrollments were taken from the School of Agriculture's prospective list for every new four-year high school introduced within the state.

In calculating the effect of the loss of high school years upon the possible increase in the enrollment of the School of Agriculture, the ratio was 56 students added to 61 high school years lost. The loss of one high school year had a tendency to cause .9 of an enrollment to enter

the School of Agriculture. In terms of the four-year high school, this meant that for each loss of one four-year high school the School of Agriculture's probable enrollment increased by 3.6 persons.

Increases in the number of high schools in the counties of South Dakota have caused a smaller decrease upon the probable enrollment of the School of Agriculture than did decreases in the number of available high school years cause increases in the probable enrollment of the School of Agriculture. In other words, the School of Agriculture got a part of its enrollment from counties where high schools were discontinued.

Growth and distribution of agricultural and home economics courses in the high schools The total number of people in South Dakota engaged in agriculture decreased by 10 per cent during the last 35 years. About 53 per cent of the total number of people in South Dakota lived on the farms in 1930 as compared to 62 per cent who lived on the farms in 1900. This meant that about one-half of the young people remained on the farms if they lived in South Dakota. The value of agriculture and home economics to the welfare of the citizens of South Dakota substantiated the need for that kind of training for those wishing to enter one of these occupations.

Even though this is true, high schools were slow in establishing agricultural and home economics departments. Before the effect of the Smith-Hughes Act became effective in South Dakota, 35 counties introduced forms of agricultural and home economics courses. Out of this total, 22 counties introduced agriculture and 25 counties introduced home economics courses. The irregularity with which high schools offered these courses indicated that they were not well established departments. The significance of this can best be shown by a comparison between the total number of high schools and the number enggged in vocational agricultural and home economics instruction with developed departments. Vocational agricultural departments have never been offered at any one time in more than 16 per cent of the total number of high schools in South Dakota. Vocational home economics departments have never been in more than 24 per cent of the high schools. Figure 9. illustrates the proportion of total high schools in South Dakota having agricultural and home economics departments.*

Although high schools introduced vocational courses of agriculture and home economics, the Smith-Hughes departments probably exerted the most influence

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* Year 1936 marked the real beginning of the expansion of home economics and agricultural departments in South Dakota. Refer to footnote page 10.
Lee, Edwin A. - Objectives and Problems of Vocational Education. Pg. 102. 1938. McGraw-Hill.

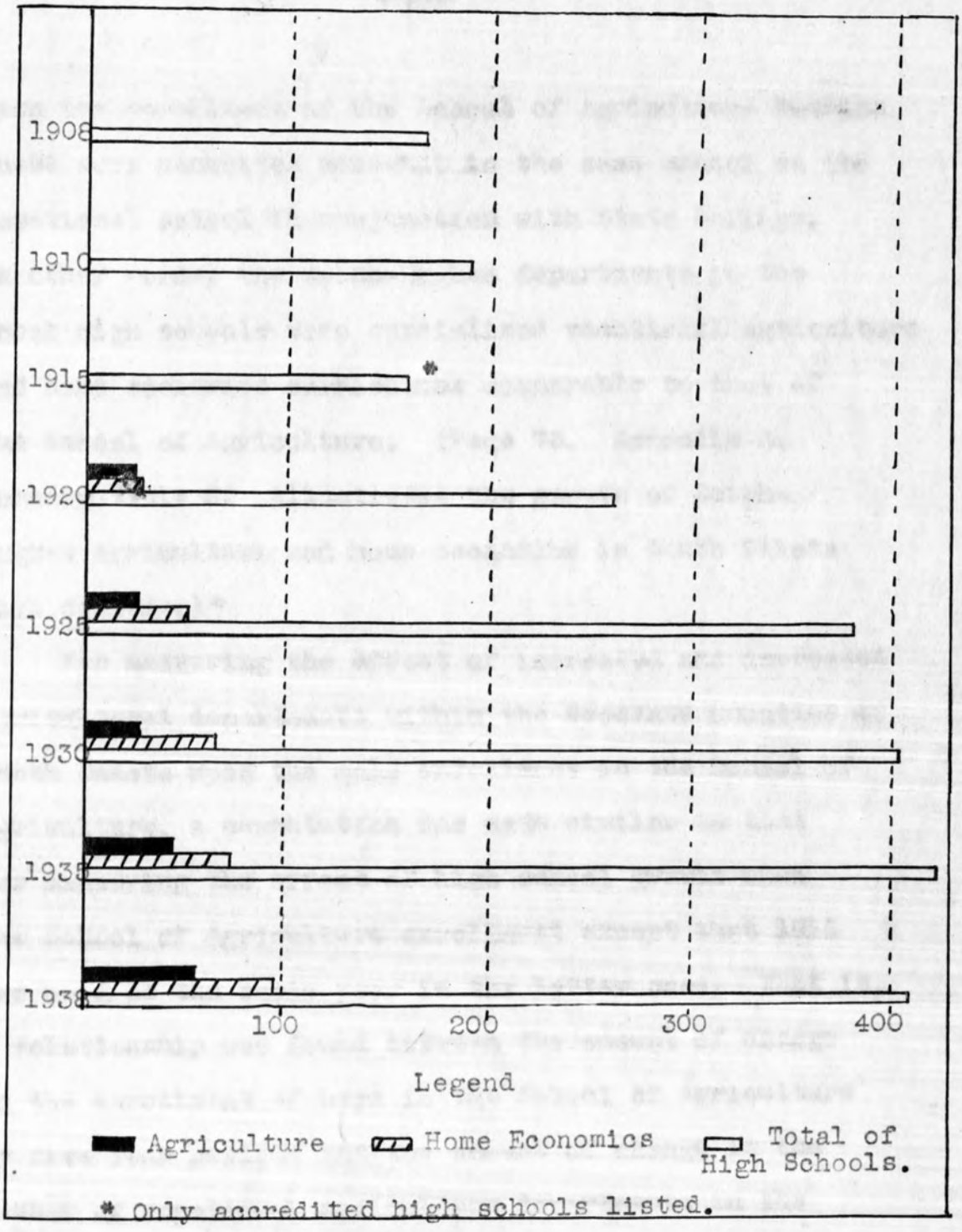

Figure 9. Proportion of high schools having agricultural and home economics departments.

upon the enrollment of the School of Agriculture because these were conducted somewhat in the same manner as the vocational school in conjunction with State College. In other words, the Smith-Hughes departments in the local high schools were specialized vocational agriculture and home economics curriculums comparable to that of the School of Agriculture. (Page 73. Appendix A. Summary table G. illustrates the growth of Smith-Hughes agriculture and home economics in South Dakota high schools.)*

For measuring the effect of increased and decreased agricultural departments within the separate counties of South Dakota upon the male enrollment in the School of Agriculture, a computation was made similar to that for measuring the effect of high school growth upon the School of Agriculture enrollment except that 1915 was used as the basic year in the latter case. That is, a relationship was found between the amount of change in the enrollment of boys in the School of Agriculture by five year periods and the amount of change in the number of vocational agriculture departments in the separate counties of the state. (Pages 74 - 75. Appendix A. Summary table H.)

The results showed that a probable loss of 96

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* Page 80. Appendix B.

students occurred from the extension of 43 agricultural departments. The effect may be expressed as follows: The addition of one agricultural department in the high schools of the separate counties of South Dakota during the five year period had a maximum tendency to draw 2.2 persons from the enrollment list of the School of Agriculture. The net loss of one department to the high schools within the counties of South Dakota tended to increase the School of Agriculture's enrollment. The ratio was found to be 10 enrollment increases due to the effect of the net loss of 6 agricultural departments to the counties. For each department lost thru change in the respective counties a maximum tendency to add 1.6 enrollments to the male population of the School of Agriculture was revealed. This might indicate that in spite of the handicap involved by having to go longer distances to the School of Agriculture a part of the students would make that sacrifice rather than shift to another department in the home high school.

The female enrollment of the School of Agriculture was subjected to a change computation in relation to the home economics departments. The method of computation was similar to that suggested in regard to the male enrollment and the agricultural departments of the state.

The results revealed the following: The addition of home economics departments to the respective counties of South Dakota did not have as great an influence upon the enrollment in the School of Agriculture as the addition of agricultural departments. A loss of 47 students occurred from the addition of 31 home economics departments. This indicated an average of 1.5 students net loss to each home economics department increase by five year periods in the high schools of the counties of South Dakota. For the net loss of each home economics department to the respective counties of the state, the School of Agriculture enrollment increased by 2 students. An added department thru change to the total of the high schools of the county did not seem to cause as great a loss to the School of Agriculture enrollment as a net loss of one department caused a gain.

Certain Other Factors Affecting the Role

Influences of national or international concern which became local in impression, varied the role of the School of Agriculture. Some of these influences were as follows: the World War which caused a great reduction in total enrollment in 1918 and a great increase in 1919 with an addition to the age average; economic depressions which caused decreases in total enrollments, the years 1931-1932 being most affected; and special emphasis upon education as applied by outside agencies

which tended to draw the older students back into school.

The fluctuating rainfall cycle of South Dakota has varied both the amount and types of farming and has, consequently, had an effect upon the economic conditions in the rural areas. As the school was composed of rural farm people, these variations were reflected in the enrollment.

The six different administrators of the School of Agriculture varied the policies of the school; consequently, these actions influenced the rôle the school played.

The first school organization made use of the chemistry building annex for its supplies and office. As the School of Agriculture enrollment increased consideration was made for the construction of a new agricultural building, the Administration Building. From 1913 to 1918 the south wing housed the office supplies and equipment. During the time the school was under the auspices of the Education Department, the office was on the third floor. In 1921, when the administrative duties were again vested in one man, the School of Agriculture office was transferred to the Old North Building. The shifting of building accommodations probably indicated that the school was considered of secondary importance to the college.

Other State Schools of Agriculture

Historical development When agricultural colleges were first started there were few high schools or preparatory schools; therefore, college students were admitted from the elementary school. This practice lowered the standard of the college. To help improve this condition, Minnesota and Nebraska established agricultural preparatory schools before 1902. These schools were originally two years in length with six months' terms. By 1903, Maine, Rhode Island, and Oklahoma offered two-year courses; and Washington offered a three-year course.

This short-course type of instruction met a felt need from the standpoint of raising college entrance requirements and of providing practical vocational agriculture and home economics. The courses, length of terms, and nature of the schools varied among the states. By 1909 preparatory schools were established in 29 states.* The school programs varied in length from 10 to 12 months terms and from two to four years of work. Although the principal emphasis was upon

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* Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Idaho, Kentucky, Louisiana, Maine, Maryland, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

agriculture, some of the schools were college preparatory in nature.

As the high school movement grew, these preparatory schools shifted their objectives from that of secondary institutions to specialized schools with specific purposes: to prepare students for agricultural pursuits, to increase the knowledge and practice of agriculture, and to acquaint the people of the state with the college personnel. By 1915 the 24 secondary schools in connection with agricultural colleges were of two types: 1. distinct schools within the land-grant colleges, and 2. short-course schools of various lengths giving secondary credit to those students who later found that they wished to enter college. Eleven states maintained distinct schools as part of the college.* Thirteen states used vocational types of short-courses giving secondary credit to those students who found later that they might enter college.**

By 1924, 45 institutions conducted short-courses

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* California, Colorado, Connecticut, Idaho, Kansas, Minnesota, Montana, Nebraska, North Dakota, South Dakota, and Washington.

** Iowa, Michigan, Mississippi, New Hampshire, New Mexico, North Carolina, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, and Virginia.

in agriculture and 22 institutions conducted courses in home economics. Three of these colleges; Colorado, Nebraska, and Minnesota; conducted schools as part of their college organization but with locations apart from the home college campus. One college, South Dakota State College, maintained a secondary School of Agriculture on its college campus.

By 1939 three states maintained state secondary schools in connection with land-grant colleges; namely, Minnesota, Nebraska, and South Dakota. Forty-three land-grant colleges maintained special short-courses of various lengths for mature students. Out of the eleven states which had secondary preparatory agricultural schools in 1925, five changed to junior colleges, three changed to adult or short-course schools, and three states maintained the same kind of secondary schools of agriculture.*

Considerations by other administrators Although administrators of other schools of agriculture indicated various reasons for replanning the function of their

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* Lee, Edwin A. - Objectives and Problems of Vocational Education. pg. 90. 1938. McGraw Hill. True, Alfred Charles - A History of Agricultural Education in the United States. U.S. Printing Office, Washington, D.C.

schools, they did so as a result of changing conditions.

Dr. A. E. Champlin, Director of Cobbleskill School of Agriculture and Home Economics in New York, wrote:

> "The competition for positions has placed a premium on specialized training beyond the secondary school level. It is in this field that the State School will now place its emphasis. Without, in any particular, lessening the practical content of the courses, the technical instruction will be of a grade to meet the needs and abilities of the high school graduate." *

Mr. Stanley Judd, Principal of the Vermont State School of Agriculture at Randolph Center, wrote:

> "The present is a time of rapid change in agriculture as well as industry. The farmer needs training to enable him to keep pace with the rapidly changing demands. The wide world is now the farmer's market and its citizens are his competitors. Education will be essential to the efficient farmer. The state recognizes the fact and provides opportunities at the State School of Agriculture." **

Mr. H. K. Douthit, Superintendent of the Curtis Agricultural School in Nebraska has been working on a Master's thesis relating to policies of certain northern schools of agriculture. This thesis was not

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* Cobbleskill School of Agriculture and Home Economics catalogue. 1938-1939 J.B. Lyon Co., Albany, N. Y.

** Vermont State School of Agriculture. catalogue No. 25. Foreword. 1937-1938

complete but he has arrived at some definite conclusions for he wrote:

> "A preliminary report has been made along another line as a result of my visits to the agricultural schools of the North. It has caused us to consider changing our school set-up from an agricultural school comprising the 9th, 10th, 11th, and 12th grades to one offering the 11th, 12th, 13th, and 14th grades. This, however, will not be done for some time mostly due to the lack of funds." *

About 43.6 per cent of the people in Nebraska are engaged in agriculture. Nebraska is one of the three states in the United States which has retained its secondary school of agriculture as a branch of its agricultural college.

The Stockbridge School of Agriculture, a division of the Massachusetts State College, maintains a nine months schedule of two years training. It does not encourage those persons who are interested in high school training. The 1938-1939 catalogue reports:

> "The value of this kind of concentrated, technical schooling, aiming directly toward preparation for a definite field of work is amply demonstrated by the useful careers of our graduates."

Minnesota which has 35.4 per cent of the people engaged in agriculture has four schools of agriculture. No incentives to change have been found.

The local high schools have substituted for the vocational training offered by the past state secondary schools of agriculture.

PART III

Conclusions and Recommendations

Summary of Findings

This thesis is an attempt to determine the secondary rôle of the School of Agriculture at South Dakota State College. It shows that many changes within the school have taken place. Various data assembled indicates that the School of Agriculture has lost certain functions to the high schools of the state somewhat as follows:

1. The School of Agriculture at South Dakota State College was originally established to provide secondary educational opportunities for those who would be content with a shorter school life. This school played an important part in secondary training for the people of South Dakota until 1920. Since that time its rôle as a secondary institution for the state has declined in favor of the high school. Its rôle as a school for adults has also declined. The total enrollment of the School of Agriculture has declined although more of its students now continue through graduation. Other changes are that there are more

elementary students now entering the secondary schools in their respective local communities rather than enrolling in the School of Agriculture. Putting it another way, the school has become an outlet for those students who do not wish to attend high school.

2. Since 1900 slightly more than half of the total population of South Dakota have lived on farms. In keeping with this fact, at least half of those who plan to live in South Dakota should have training in the vocations of agriculture and home economics. To insure the advancement of living conditions on the farms, it is very important that the vocations of agriculture and home economics should be institutionalized.

3. High schools in the state have spaced themselves somewhat on the basis of resources. Although large areas are still without secondary schools, students are now traveling greater distances to attend the school than formerly. Increases in the number and distribution of high schools tended to reduce the number who enrolled in the School of Agriculture. Counties of South Dakota which had the greatest number of accessible high schools have also had the larger per cent of persons high school age in attendance. The School of Agriculture reached its peak in secondary

service to the state in 1919; since then it has declined as a secondary school. The School of Agriculture will probably never substitute for the service rendered by the local high school.

4. Increases in the number of vocational agricultural and home economics courses in the high schools of South Dakota have tended to reduce the number who enroll in the School of Agriculture. This tendency has not been marked until recently, for although secondary vocational agriculture and home economics have been Federally aided since 1917 most high schools of South Dakota did not have accredited departments in these subjects until the past decade.

5. South Dakota needs an increase in the number of high school vocational agricultural and home economics courses if it is expected to train half of its population for the farms. Unless special aid is continued to help defray the extra expenses connected with vocational agricultural and home economics training, these courses will likely lose out in competition with the traditional and less expensive courses of an academic curriculum.

6. When the School of Agriculture was first started, it served an important need in the field of secondary education. Since the rapid growth and wider distribution of high schools, part of this secondary function has been lost. All but three

former Schools of Agriculture in the United States have shifted their objectives to serve in one of the two following fields: a short-course for training adults in special lines of agriculture or a junior college of agriculture for grades above the high school. One of the three secondary schools of agriculture, Curtis School of Agriculture in Nebraska, is considering a change to a junior college.

General Recommendations for Modifying the School

Any school system should be dynamic in nature to keep pace with its changing environment. No one can accurately predict the future. Recommendations can only be drawn with reference to the past. The School of Agriculture has thus far served a worthy purpose in South Dakota. In order that the school may serve the state as well in the future as it has in the past, it must be constantly open to suggestions for improvement as needs arise. On the basis of evidence showing need for change, three suggestions are herewith presented briefly:

1. Maintain a specialized school of agriculture apart from South Dakota State College. This would establish the school as a separate institution and

and put its students on a non-college basis. Such an arrangement would probably make the school more attractive to rural youth.

2. If such a school should be restricted to serve as a secondary institution it might specialize in agriculture for its respective type of farming area. Later on, extensions might be made into other types of farming areas of the state. A good vocational agricultural and home economics school at Vivian might, for instance, improve contacts between state college and that farming area. In view of its distinctly different type of agriculture another school might be located near Faith. The program of such a unit located in that region would add much to a solution of its present problems.

3. For those high school strategically located to serve a type of farming area of the state, another alternative recommendation might be made. Special vocational curriculums may always need subsidies to maintain them on an equality with regular academic courses. South Dakota might grant special assistance to certain high schools in appointed areas and use them as demonstration schools and experiment sub-stations for those particular areas. An attempt should be made to space these schools so that community services as well as number of students might be included in its

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Index to Appendices

APPENDIX A.

APPENDIX B.

APPENDIX A

Summary table A. Total enrollment in the School of Agriculture by classes, sex, and years.

	Freshmen		Sophomore		Junior		Senior		Special		Total
Year *	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	All
1908	79	23									102
1909	73	16	27	7							123
1910	66	9	31	6	18	6					136
1911	55	14	29	5	20	6					129
1912	84	21	30	9	22	6					172
1913	112	20	49	12	29	7					229
1914	111	30	58	9	40	14	3	1			266
1915	98	26	47	7	33	7	3	0			223
1916	113	29	40	15	24	4	28	11			264
1917	108	33	42	12	15	7	18	4			239
1918	86	18	43	11	12	11	6	5			192
1919	184	18	50	11	34	11	17	8			333
1920	116	19	72	13	31	8	24	7			290
1921	63	10	58	9	48	8	29	7			232
1922	45	4	32	4	42	8	36	6			177
1923	41	10	20	4	22	5	41	7			150
1924	82	8	26	8	22	3	28	3	3	0	183
1925	94	14	42	6	27	8	19	3	1	0	214
1926	52	18	51	9	34	2	28	6	2	0	202
1927	82	14	42	15	57	13	28	2			253
1928	68	22	56	17	58	10	54	10			295
1929	61	11	51	12	49	14	35	8			241
1930	47	6	45	12	47	13	39	9			218
1931	14	6	25	5	25	4	34	10			123
1932	13	5	18	7	22	6	18	4			93
1933	26	3	9	3	26	7	21	5			100
1934	59	20	36	6	36	5	19	8	0	1	190
1935	34	18	56	18	44	12	30	5	0	1	218
1936	38	13	28	21	50	21	34	9			214
1937	28	12	43	14	38	15	41	18	4	0	213
1938	25	9	30	11	49	11	27	11	4	0	177
1939	27	3	34	11	35	11	47	11			179

* Year refers to the school year following; for example 1908 means the school year of 1908-1909.

APPENDIX A

Summary table B. Transfer students compared to total enrollment.

Year	Number of Transfer Students	Per cent of Total Enrollment	Total Enrolled in School
1908	0	0.0	102
1909	4	3.2	123
1910	1	0.8	136
1911	1	0.8	129
1912	3	1.7	172
1913	1	0.4	229
1914	0	0.0	266
1915	4	1.8	223
1916	12	4.5	264
1917	7	2.9	239
1918	6	3.1	192
1919	10	3.0	333
1920	12	4.1	290
1921	15	6.5	232
1922	34	19.2	177
1923	40	26.6	150
1924	39	21.3	183
1925	33	15.4	214
1926	30	14.8	202
1927	53	20.9	253
1928	63	21.4	295
1929	52	21.6	241
1930	66	30.3	218
1931	45	36.5	123
1932	20	21.5	93
1933	22	22.	100
1934	64	33.7	190
1935	89	40.8	218
1936	64	29.9	214
1937	51	23.9	213
1938	47	26.5	177
1939	32	17.9	179

Note - Year refers to that school year following, as 1908 refers to the school year of 1908-1909.

APPENDIX A

Summary table C. Average age of freshmen classes and reference to extremes.

	All freshmen classes				
Years	Median Age	Modal Age	Low Age	High Age	Number of Adults (Over 21)
1908	19.06	19	15	33	15
1909	18.7	18	15	32	12
1910	18.65	17	14	28	11
1911	18.27	19	14	30	8
1912	19.00	19	14	29	27
1913	18.28	19	14	28	9
1914	18.36	18	14	28	15
1915	18.44	17	15	37	13
1916	18.58	17	15	34	16
1917	17.42	17	14	25	13
1918	17.46	17	14	26	5
1919	17.75	16	9	39	16
1920	17.06	17	14	27	18
1921	19.28	16	14	42	23
1922	17.33	17	14	24	3
1923	17.28	16	14	21	3
1924	17.73	17	13	38	10
1925	17.64	17	14	26	10
1926	17.03	16	14	23	3
1927	16.31	16	13	23	6
1928	16.28	15	13	24	3
1929	16.41	16	13	24	4
1930	17.16	16	14	22	2
1931	17.08	17	14	20	0
1932	16.00	15	14	35	1
1933	17.00	17	14	40	3
1934	16.50	15	14	20	0
1935	17.00	17	13	20	0
1936	16.10	15	13	22	1
1937	16.10	15	14	20	0
1938	16.14	14	13	19	0
1939	15.83	14	13	20	0

Note. - Years refers to that school year which follows, for example 1908 means school year 1908-1909.

County	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939
Armstrong																																
Aurora						1	2	1	3	2		1	1	1	1	1																
Beadle	1	2	2	3	6	11	5	6	10	8	13	20	14	10	9	6	4	8	5	10	15	17	11	9	5	4	10	8	6	6	4	2
Bennett																																
Bon Homme		2			1	5	1	1	2			4	5	4	3	2	2		2		1	2	2	1					1	1	
Brookings	6	9	10	14	18	16	26	18	24	23	24	35	26	28	16	17	15	24	24	27	26	29	30	19	14	16	21	19	20	22	18	26
Brown		1	1	3	5	11	10	11	9	5	3	3	4	3	1	2	1	1	2	5	4	1	5	3	4	1	3	4	3	3	2	
Brule				2	1	2	3	1	2	3		2	4	1	3	3	6	3	1			2	1			1	1	1				
Buffalo		1	1	3	2	2	2									1	1	1	1								1		3	2	2	2
Butte		2		1	1	1	2		1			2	3	1	1	1	3	3	4	4	1		4	2	1		5	2	2	1		
Campbell			1				1		1				4	2	3	2	1	1	4	7	8	7	4	6	2	2						1
Charles Mix	4	4	3	5	2	1	1	1	5	3	2	3	3	3			4	1	4	5	5	7	11	1			1	2	3	4	5	5
Clark	4	5	2	2	3	3	6	8	10	11	10	19	12	9		6	7	10	8	5	6	8	7	5	4	2	3	2	3	4	3	2	2
Clay	1		2		4		5	4	4	6	3	8	4	5	5	7	12	2	1	3	5	2	1			1	1			1	2	5
Codington	8	10	6	5	6	8	6	5	4	7	5	7	5	5	6	5	5	3	5	8	10	6	1					3	4	3	6	9
Corson								1	1			2								3	2	5	3	3	2	3	4	3	3	2	1	1
Custer						2						1	3	2	2	4			2	1									1	1	1	1
Davison	4	3	4	2	4	4	4	3	4	3	1	1	1	1	1	1			1	1	1	2	2	2	1	1	1		2	3	4	
Day	11	11	16	6	8	9	15	12	5	7	6	14	14	8	6	3	1	3	4	4	2	4	7	4	3	1						
Deuel		1	2	3	6	11	10	4	5	5	2	3	2	1	1	2	4	6	4	2	4	3	5	6	5	4	11	5	9	10	13	15
Dewey						1							1					1		1	2	1	1				1	1	1	2	1	1
Douglas	1		1	2	2	5	5	8	7	2	2	5	6	6	4	2		4	2	3	2		1								1	1
Edmunds	2	4	4	3	4	1	1	1	1	3	2	1		1			2	6	3	1	2	1		2	3	1	2	1	2	3	2	1
Fall River	1	2					1		2	1	1	2	3	1	3	2	1	8	9	5	7	5	1				1	2	3	1	1	
Faulk	1	4	6	6	4	3	6	4	2	3	4	11	8	7	6	4	7	2	5	9	9	6	5									1
Grant	3	5	7	4	4	6	4	3	2	2	1		3	2	4	4	8	3	5	4	2	2	3	2	1	2	11	9	12	5	3	3
Gregory						1			1	3		3	4	1	1								1	2	1	2	1	2	3	1			
Haakon						2	2	2	1		2	1	1	8	4	2	2	3	1	3	5	6	9	6	4	3	1	3	1	3	3	2	
Hamlin	2	6	4	4	5	4	5	8	11	7	9	15	8	6	7			1	3	4	5	5	4	3	4		1	3	6	7	8	1	1
Hand	2		2		2	1	4	3	1		1	1		2			3	6	4	11	1	6	1			2	5	5	5	4	7	9
Hanson	2	2	2		1	2	2					1	1				3	3	3	2							1					1
Harding			1						1		1	1		1			2	1	1	3	2			1	2	5	9	9	9	7	5	
Hughes			2	1	1				1		5	4			1	1			1	4	2	1	1	1	1	1	1	2	4	6	3	
Hutchinson	2	1	1	2		2	2	2	4	1	3	3	5	6	3	4	2	3	3	3	4	6	5	1					2		1	
Hyde		2	2		2	1		2	3	3	1	3	7	2	5	6	10	10	5	4	5	4	4				5	3	4	3	1	5
Jackson				1			2	1	1	1		1		1	1					2	3	4	2			1	2					
Jerauld	2	5	3	3	4	5	4	1	3	3	5	8	8	2	1		1	2	1	5	2	3	3	2	2		2	1				
Jones						2	2	2		2		3	1					1	2	3	4	5	1	1	1	3	1		1	1	2	

Kingsbury	4	1	4	9	14	15	14	8	6	4	9	8	4	5	4	3	13	18	18	17	13	5	5	5	5	1	9	14	21	19	15	12
Lake	4	4	4	7	4	5	5	2	2	2	4		2	2		1	2	1		1	2	1		1			2	3	1	1	1	
Lawrence	3	1	1	1			1	2	1									1	3	2	3	2	2		1		2	2	2	3		
Lincoln	1	1	1	1	1	6	3	3	7	13	6	10	8	4	3	1		5	4	3	1	1	4	1	1		1	2	2	3	3	3
Lyman				2	2	1	1		2	1	4	4	5	5	2	2		1			3	1			1		2	5		2	2	3
McCook				1	3	6	4	6	7	9	3	5	7	1				1														
McPherson										1	1	2	1	1	1	2	2			1	3									1		
Marshall	2	1	3	1	4	5	4		1	2	2	3	4	4	3	4	10	1	2		1	1										1
Meade				1	1	1		2	1			3	3	1	2	2	5	7	6	7	8	10	8	6	8	7	11	19	16	16	11	9
Mellette							1					1	1	2			1						2						2	2		2
Miner	3	2	1	1	1	1	3	2	1	8	2	3	4	3	1	2	1	6	2	2	5	3	4	1	1		1			1	4	5
Minnehaha	10	8	13	5	8	15	16	17	17	26	12	18	15	13	8	6	8	8	10	12	18	13	14	5	2	3	4	8	7	10	5	5
Moody	1	1	2	1	1	2	4	2	4	4		3		5	4	2	2	2	1	6	6	7	6	4			1	5	4	6	8	5
Pennington		3	1				1	1	2	3	1	5	4	4	4	2	3	2	5	2	2	2	2		1	3	5	8	7	6	4	2
Perkins						1				1	1	1	2				1	1	3	2	9	3	4	2	2	13	22	31	26	23	14	13
Potter				1	1	1	2	4	3	3	3	7	10	6	5	3				1	2	3	2	4	3	3	11	5	3	2	4	
Roberts			1	1	2	1	4	5	7	5	5	10	5	3			3	4	x	1		1					1	1	1	1	3	3
Sanborn	2	1	1		3	4	2	2	4	6	4	4	1		1						1							1		1	1	
Shannon														1											1	1	4	3	2	2		
Spink	2	2	5	5	5	9	21	17	13	3	3	6	7	7	6	3	3	6	4	6	10	5	5		2	1	2	2	1	1	3	4
Stanley							1	1	1	1	1	4	2	3	5	6	5	8	5	7	6	4	1	1	1	1	1	1			2	1
Sully		4				1	1	4	3	6	2	7	7	5	3	1	1	1	2	8	8	3	6	1	1	1		1				
Todd													1					2	2	1												
Tripp			1	1	1	1	2	1	2	1		1	3	5	6	1	1	1	1	4	3	5	2	2			1					2
Turner	7	5	4	4	3	4	8	9	16	6	3	5	5	9	8	5	3	1	2	2	8	9	8	1	1	1					1	
Union	2	2	1	2		1	2	4	2	5	4	7	6	4	4	3	2	4	1	1	1		7				1	3	2	2	2	
Walworth		1	1	1	1	3	4	2	5	3		1	2		1	2	4	2	3	3	5	5	8	3	2	4	3	4	2	1		
Washabaugh													1																			
Washington					1	1																							1		1	
Yankton	1				2	5	8	4	9	3	6	7	7	5		2		1	1	1	1	3	2	2	1	1	1		1			1
Ziebach														1				2	2	3	3	1	1				1					
Unknown				3	2	2	2		1	1					1																	
Iowa		1	2	2	5	8	6	3	2	5	2	1														1	1					
Minnesota	1	1	1	3	2	4	3	8	9	11	7	7	5	1	2	3	2	4	4	3	5	5	4	3	1	1			4	2		2
N. Dak.		1	1		1	3	2	1				1		1	2	1	1	2		3	1	1	4	1	2	2		1	1	1	1	1
Montana												1	1		1	2	2					1	1		2	2			1	1	1	2
Wyoming											1	1	2	2				1	1	1	1	1	2	1	1							
Nebraska		1							1	1	1	2				1	1		1													
Others	2		2	2	5		3	1	1		1	4	2	1	1	2		2	2	1		1					1	2				
	102	123	136	129	174	229	264	223	264	239	192	333	290	232	177	150	183	214	202	253	295	241	218	123	93	100	190	218	214	213	177	179

Note.- Year refers to the school year as 1908 means 1908-1909.

APPENDIX A

Summary tables E. Number and percent of the enrollment without high schools in home districts.

Part I. From School of Agriculture records.

Do you have a high school in your home district?					
Years	Total Enrolled	Yes	No	Unknown	Per cent
1927	253	33	203	17	80.2
1928	295	52	214	29	72.2
1929	241	29	195	17	80.9
1930	218	37	165	16	75.7
1931	123	18	102	3	83.0
1932	93	6	82	5	88.1
1933	100	9	84	7	84.
1934	190	24	152	14	80.
1935	218	30	175	13	80.2
1936	214	33	168	13	78.2
1937	213	36	164	13	77.0
1938	177	35	133	9	75.1
1939	179	33	146		81.5

Part II. From records of the secretary of State College.

In response to the tuition paid				
Years	Enrolled Total	District Paid	Paid by Student	Per cent
1927	253	203	50	80.2
1928	295	207	88	70.1
1929	241	178	63	73.8
1930	218	166	52	76.1
1931	123	121	2	98.2
1932	93	73	20	78.4
1933	100	80	20	80.
1934	190	168	22	88.4
1935	218	194	24	88.9
1936	214	184	30	86.
1937	213	186	27	87.3
1938	177	150	27	84.7
1939	179	156	23	87.2

Note- Years refers to school year; 1927 means 1927-1928

APPENDIX A

Summary table F. Increase--decrease relationship between number of students and the number of high school years with 1910 basic year.

County	1915		1920		1925		1930		1935		1938	
	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years
Armstrong												
Aurora	1	2	-1			6		5		-3		3
Beadle	4	-1	8	-4	-6	22	3		-3	2	-4	-10
Bennett						1		3				
Bon Homme	1		4	4	-5	6	2	6	-2	2		-2
Brookings	8	1	8	2	-2	6	-3	5	-2	-4	-1	-2
Brown	10	12	-7	1	-3	18	4	1	-1	-2	-2	-2
Brule	1	1	3	2	-1	5	-2	2			-1	-1
Buffalo	-1		-1		1	4	-1	2		-2	2	1
Butte		7	2	3	1	1	-3	1	5	1	-4	-1
Campbell	-1	1	4	3	-3	4	3	1	-4	1		
Charles Mix	-2	2	2	8	-2	4	10	2	-8		3	-4
Clark	6		4	3	-4	10	-3		-2	5	-1	-6
Clay	2	3		13	-2	6	-1	-3	-1	1	2	
Codington	-1	1		4	-2	12	-2		2	2	4	1
Corson	1	7	-1	-18		7	3				-2	1
Custer		-1	1	7	-1	6				1	1	3
Davison	-1	3	-2	5	-1	5	2	-4	-1	2	2	-4
Day	-4	-11	2	20	-11	5	4	2	-7	4		
Deuel	2	2	-2	-1	4	17	-1	3		2	8	1
Dewey		4	1	7		9		7				1
Douglas	7	-4	-2	-1	-2	4	-3		-1	2	1	-2
Edmunds	-3	-2	-1	6	6	5	-6	8	1	5	1	
Fall River		-4	3	7	5	4	-7		1	8	-1	
Faulk	-2	-13	4	12	-6	11	3	1	-5	5		-3
Grant	-4	1		5				1	6	1	-6	
Gregory	1	8	3	7	-1	7	1	7		10	-1	
Haakon	1	8	3		-1	8	1	-1	-1	6	-3	
Hamlin	4	7		11	-7	-1	3	2	2	-1	-5	1
Hand	1	2	-3	2	6		-5		4	1	2	3
Hanson	-2	2	1	8	2	4	-3					
Harding		-2	-1	1	2	5	-2		9	3	-2	-1
Hughes	-2	-2	4	7	-4	5	1			1	5	
Hutchinson	1	5	3	5	-2		2		-5			
Hyde		1	5		3	2	-6		-1	-2	-2	
Jackson		2		3	-1	11	2		-2			4
Jerauld	-2	4	7	2	-6	4	1		-2		-1	
Jones		4	1	2	-1	5	5	3	-4	2		-2

County	1915		1920		1925		1930		1935		1938	
	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years	Number of Students	High School Years
Kingsbury	4	-7	-4	17	14	10	-13	2	9		1	4
Lake	-2	9		1	-1	15	-1	3	3	5	-2	-8
Lawrence	1	-4	-2	3	1	6	1	2		1	-2	2
Lincoln	2	1	5	1	-3	5	-1		-2	4	1	
Lyman		-9	5	10	-4	6	-1	1	5	10	-3	-7
McCook	6	1	1	4	-6			4		1		-1
McPherson		-1	1	4	-1	7				-5		-1
Marshall	-3		4	2	-3	16	-1	6		4		1
Meade	2	2	1		4	5	1	8	11	1	-8	
Mellette		-8	1		-1	7	2	4	-2			1
Miner	1	10	2	9	2	1	-2	1	-4	8	4	-1
Minnehaha	4	10	-2	9	-7	17	6	7	-6	2	-3	1
Moody		-2	-2	7	2	4	4		-1	4	3	
Pennington		4	3	-7	-2	17		9	6	3	-4	1
Perkins		2	2	1	-1	6	3	3	27	8	-17	9
Potter	4		6		-10	2	2	3	3	-1	-1	
Roberts	4	8		7	-1	3	-4	-1	1	3	2	3
Sanborn	1	5	-1	4	-1	8		-4	1	1		-2
Shannon						2		1	3	5	-4	3
Spink	12	7	-10	4	-1	12	-1	4	-3	-4	1	-4
Stanley	1	-3	1		6		-7	2		-2	1	12
Sully	4		3		-6	6	5	-2	-5		-1	2
Todd		1	1		1	6	-2	-2		5		
Tripp			2	3	-2	6	1	10	-2			2
Turner	5	11	-4	8	-4	-1	7	9	-8	2	1	-2
Union	3	-5	2	8	-2	3	-3	1	2		-1	-3
Walworth	1	2		-9		2	6	1	-4	2	-4	1
Washabaugh			1			4	-1			4		-4
Washington											1	
Yankton	4	4	3	5	-6		1	2	-2	2		
Ziebach		3		4	2		-1		-1			1
Totals	-15	23	-39	67	-111	290	-45	41	-58	56	-42	21
	20	-24	11	-11			8	-7	5	-2	12	-17

Note. - Year refers to the school year which follows; 1915 means the school year of 1915-1916.

APPENDIX A

Summary table G. Growth of vocational agricultural and home economics departments in the high schools of South Dakota.

Year **	Agricultural Departments	Home Economics Departments
1918	9	***
1919	12*	15
1920	18	23
1921	22	38
1922	27	46
1923	33	50
1924	26	70
1925	27	53
1926	29	62
1927	26	62
1928	25	62
1929	26	63
1930	30	74
1931	33	70
1932	30	70
1933	34	60
1934	34	63
1935	49	75
1936	61	84
1937	62	92
1938	62	96

* Report from Biennial Report of the Superintendentt of Public Instruction.
Note - Taken from Directories of Secondary Schools.

** Number refers to year number at the beginning of the school year; for example, 1919 refers to school year 1919-1920.

*** Probably the second year of Smith-Hughes work is listed here.

APPENDIX A

Summary table H. Increase - decrease relationship between number enrolled and agricultural departments in high schools of South Dakota with 1915 as basic year.

County	1920		1925		1930		1935		1938	
	Number Enrolled	Ag. Depts.	Number Enrolled	Ag. Depts.	Number Enrolled	Ag. Depts.	Number Enrolled	Ag. Depts.	Number Enrolled	Ag. Depts.
Armstrong										
Aurora		1								
Beadle	9	1	-7		3		-2	2	-4	
Bennett										
Bon Homme	1		-2		2		-2		1	
Brookings	8	1		1	2		-8		3	1
Brown	-7	1	-3		3	1			-2	1
Brule	3	1	-2	-1	-1				-1	
Buffalo			1		-1				2	
Butte	2	1	1	-1	-3		4		-3	1
Campbell	4		-3		1		-2			
Charles Mix	1	1	-1		10		-8	1	2	
Clark	5		-5		-4		-1			1
Clay	1		-2	1	-1		-1		2	
Codington	-2	1	1	-1	-2	1	2		3	
Corson	-1				3			2	-2	
Custer	1		-1						1	
Davison	-3	1			2		-2		3	
Day	-3		-7	1	4		-6			
Deuel	-1		3	1		-1	-2		5	
Dewey	1			1		-1				
Douglas	-3		-2		-3			1		
Edmunds	-1		6		-6		1		1	1
Fall River	3		3		-5		1		-2	
Faulk	4		-6		3		-5			
Grant					-2		4		-2	1
Gregory			-1	2	1	-1		1	-1	1
Haakon	3		-1				-1		-2	
Hamlin	-2	1	-5		2	1	3	-1	-4	
Hand	-3		6		-5		2	1	1	-1
Hanson	1		2		-3	1				
Harding	-1		2		-2		9		-3	
Hughes	4		-4		1				2	
Hutchinson	1		-1		1		-3			2
Hyde	5	1	-1	-1	-1		-2		-1	
Jackson			-1		2		-2			
Jerauld	4	1	-3	-1		1	-1	-1	-1	1
Jones	1		-1		5	1	-4	-1		

County	1920 Number Enrolled	1920 Ag. Depts.	1925 Number Enrolled	1925 Ag. Depts.	1930 Number Enrolled	1930 Ag. Depts.	1935 Number Enrolled	1935 Ag. Depts	1938 Number Enrolled	1938 Ag. Depts.
Kingsbury	-2		14		-13		6		4	2
Lake	1	1	-1	4	-1	-2	1	1		
Lawrence	-2				2		-1		-1	
Lincoln	5		-3	2	-2		-1	1	1	
Lyman	5		-4		-1		4		-2	
McCook	2	1	-6	1						
McPherson	1		-1					1		
Marshall	4		-3	1	-1	-1				
Meade	1		2		3		5		-5	
Mellette	1		-1		2		-2	1		
Miner	1		3		-5		-1	1	3	-1
Minnehaha	-1		-2	2	2		-4	1	-3	1
Moody	-2		1	1	3		1		2	1
Pennington	3		-2			1	4	1	-3	-1
Perkins	2		-1		3		21	1	-20	
Potter	5		-8	1	2		2			
Roberts		1	-1		-4		1			
Sanborn	-1	2	-1	-2		1	1			
Shannon							1		-2	
Spink	-5		-1		-2		-3	1	2	
Stanley	1		6		-7				1	
Sully	2		-5		4		-4		-1	2
Todd	1		1		-2			1		-1
Tripp	2		-2			1	-1	-1		
Turner	-3		-3		4		-5	2	1	
Union	3		-3		-2		2	2	-1	
Walworth	-1		1		4		-3		-3	1
Washabaugh	1				1					
Washington									1	
Yankton	1		-4		1		-2			
Ziebach			2				-1	1		
Totals	-15	6	-33	15	-5	2	-27	11	-16	9
			2	-2	1	-1	3	-1	4	-2

Note. - Year refers to the school year which follows; 1920 means the school year of 1920-1921.

Summary table I. Increase - decrease relationship between number enrolled and home economics departments in high schools of South Dakota with 1915 as basic year.

County	1920		1925		1930		1935		1938	
	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.
Armstrong										
Aurora	-1	1								
Beadle	-1	2	1				-1	-1		1
Bennett										
Bon Homme	3	1	-3			1				1
Brookings			-2		-5	2	6		-4	
Brown				2	1	2	-1	1		1
Brule			1		-1			1		
Buffalo	-1									
Butte							1		-1	1
Campbell					2		-2			
Charles Mix	1	2	-1					-1	1	1
Clark	-1		1	1	1	1	-1		-1	
Clay	-1	1		2				-1		
Codington	2		-3						1	
Corson				1		1				
Custer										
Davison	1	1	-1				1		-1	
Day	5		-4	1		1	-1			1
Deuel	-1	1	1	1	-1		2	1	3	
Dewey										
Douglas	1						-1		1	1
Edmunds				1						1
Fall River			2		-2				1	1
Faulk				1				1		1
Grant				1	2		2		-4	
Gregory	1	1		2				-1		
Haakon					1				-1	
Hamlin	2	1	-2	1	1	1	-1		-1	
Hand		1					2	-1	1	
Hanson		1		1						1
Harding									1	
Hughes		1		-1					3	
Hutchinson	2		-1		1	1	-2			1
Hyde		1	4		-5		1		-1	
Jackson										
Jerauld	3	1	-3		1	2	-1			
Jones										

County	1920		1925		1930		1935		1938	
	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.	Number Enrolled	Home Ec.
Kingsbury	-2						3	1	-3	2
Lake	-1			5			2		-2	-1
Lawrence			1		-1		1		-1	2
Lincoln				2	1		-1	1		1
Lyman							1		-1	
McCook	-1			1		1				1
McPherson										
Marshall		1				1		-1		1
Meade			2		-2		6		-3	1
Mellette										
Miner	1		-1		3		-3	1	1	
Minnehaha	-1	1	-5	2	4	1	-2	1		1
Moody			1	2	1		-2		1	
Pennington						1	2		-1	1
Perkins				1			6		3	
Potter	1		-2	1			1		-1	
Roberts		1							2	
Sanborn		1		1				-1		
Shannon							2		-2	
Spink	-5			1		-1	1	1	-1	
Stanley										
Sully	1		-1	1	1		-1			
Todd										
Tripp				1	1		-1	-1		
Turner	-1	1	-1	1	3	1	-3	2		
Union	-1	1	1		-1	1		1		1
Walworth	1	1	-1		2		-1		-1	
Washabaugh										
Washington										
Yankton	2		-2					1		
Ziebach					-1					
Totals	-7	8	-15	7	-6	3	-10	6	-9	7
							2	-1		

Note.- Year refers to the school year following; 1920 means the school year of 1920 - 1921.

APPENDIX B

THE UNIVERSITY OF NEBRASKA
THE NEBRASKA SCHOOL OF AGRICULTURE
CURTIS

April 24, 1939

Mr. Paul J. Scarbro, Principal
South Dakota State College
Brookings, S. D.

Dear Mr. Scarbro:

I thank you for your interest in my thesis material. This has not been completed so cannot be sent. A preliminary report has been made along another line as a result of my visits to the agricultural schools to the North. It has caused us to consider changing our schoo set-up from an agricultural school comprising the 9th, 10th, 11th, and 12th grades to one offering 11th, 12th, 13th, and 14th grades. This, however, will not be done for sometime mostly due to the lack of funds. You know we live in the "White Spot State" with a school system resembling a black heart.

Our school year was very successful. We have had 400 enrolled and graduated 99 last Thursday. This year's enrollment was 75 more than we had the year before. How to care for more and more on less and less is the big problem.

Very truly yours,

signed

H. K. Doughit,
Superintendent

HKD:H

Factors Affecting Results of Agriculture and Home Economics Computations

The extent to which agriculture and home economics departments appeared in high schools was difficult to determine. Many well developed departments did not receive Federal aid because they lacked certain minor requirements. Many others did not ask for Federal aid because this restricted the activities to that of Smith-Hughes requirements. Certain other schools taught varied numbers of courses of these vocations.

The degree to which agriculture and home economics was a part of the curriculums of the high schools was difficult to determine therefore standard accredited Smith-Hughes Departments of the high schools of South Dakota was taken as the working basis. This means that departments which were not aided by Federal or state funds also exerted an influence upon the School of Agriculture's enrollment.