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**THE REORGANIZATION OF THE SCHOOL DISTRICTS
OF MINNEHAHA COUNTY, SOUTH DAKOTA**

BY

HAROLD FRANK JANNECK II

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

August, 1959

**THE REORGANIZATION OF THE SCHOOL DISTRICTS
OF MINNEHAHA COUNTY, SOUTH DAKOTA**

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

Thesis Adviser

Head of the Major Department

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CHAPTER I

INTRODUCTION

Considerable interest has been generated throughout the state of South Dakota in recent months concerning school district reorganization. It seems that this interest has been developed not only just in the state of South Dakota, but throughout the entire nation. Much of this concern on the part of the public has developed as a result of the increased public interest in the schools of our country in general.

This awareness of our school situation was intensified in the fall of 1958, when the Russians launched the first Earth satellite, "Sputnik". In the ensuing months the newspapers were filled with headlines and articles concerning our schools. In nearly every city and town, people who up to this time were content to let the situation remain as it had for years, began to examine and criticize our school systems.

This activity in regard to our schools precipitated a number of formal studies and surveys of the schools of our country. One of the more noteworthy of these was a study by James B. Conant under the sponsorship of the Carnegie Corporation.¹ In his report, Dr. Conant² states, ". . . in many states the number one problem is the elimination of the small high school by district reorganization". This statement points out quite forthrightly the importance of school district reorganization when

¹James B. Conant, The American High School Today, pp. 1-140, McGraw-Hill Book Company Incorporated: New York 1959.

²Ibid., p. 38.

considering school problem as a whole.

The Objectives and Purposes

South Dakota schools find themselves in a more difficult position in respect to their district organization than many states. This situation may have been brought about as a result of the method used to finance these schools. The major part of the finance needed for the operation of the school is obtained from local taxes, with a relatively small part of the total revenue being obtained from outside of the county. This problem is compounded by the fact that a considerable difference is found in the assessed valuations of the independent districts. Many of these districts find themselves in a position where their total valuation is so low that they cannot support the type of educational program necessary without raising the taxation level to an unbearable point.³

When one takes into consideration the common school districts as well as the independent districts, he finds an even greater inequality of tax burden.⁴ Those districts that do not choose to operate a twelve grade system evidently find it economical to send their pupils to neighboring districts for their high school training and pay the tuition and transportation costs. In many cases these districts send the pupils to other than their own school on a tuition basis for the entire twelve year program. The economy of this method of operation is demonstrated by the

³Ibid., p. 37.

⁴The school levy ranges from none to 10.53 mills not including the high school tuition or county elementary equalization fund levies.

fact that some of the common school districts levy a special school tax only on an every-other-year basis. Even this periodic levy is for a token amount when compared to the school levy required in most of the independent districts.

The type of school organization that is being discussed here results in the fact that the independent districts find themselves under an ever increasing financial load. It seems that this burden is approaching a saturation point, and in the foreseeable future may come to a status where the small independent district will find itself unable to assume the responsibility of public education (even in its present limited form). This condition may be illustrated by citing an extreme example that exists in our state at the present time. There is a district operating a twelve grade system in the east-central part of the state, that has reached a point where the maximum legal assessment will not pay operating costs.⁵ This results in the issuance of registered warrants, the interest on which costs the taxpayers of that district a total of more than \$1,000.00 each year.

In general terms, the purpose of this study is to present a plan for the rearrangement of the school administrative unit boundaries of Minnehaha County, South Dakota. This rearrangement will be so designed that it will facilitate the improvement of the educational opportunities offered to pupils of this county. At the same time, this plan will be designed to equalize the tax burden of the total area involved. In this way, all will share equally, inasmuch as is possible, in the responsibility

⁵Records may be obtained from the Brookings County Auditors office.

of supporting a somewhat improved educational program.

The Problem

The problem undertaken in this study may be stated in five divisions, as follows:

1. To make a survey of the present school district organization of Minnehaha County, South Dakota with respect to the following questions:
 - a. What is the status of the law affecting school district reorganization in South Dakota?
 - b. What is the present school district organization within the county?
 - c. What is the financial status of the school districts in the county?
 - d. What is the nature of the curricula in the schools and what are the over-all educational opportunities of the pupils in attendance?
2. To make a survey of the outstanding authorities in the field in order to determine the following:
 - a. What is the preferred pupil population in a secondary school?
 - b. What is the nature of the curricular and co-curricular programs that will provide the maximum benefits to the pupils?
 - (1) What special services and facilities should be provided?
 - c. What preference is shown in the consideration of problems

such as physical size of the district, tax base, transportation and other closely related areas?

3. To establish a set of criteria, based on the survey of authority as well as upon practical considerations peculiar to this specific county, by which one may judge the proposed plan for school district reorganization.

4. To set up a proposed plan for the reorganization of the administrative school districts of Minnehaha County, South Dakota.

5. To make a comparison of the present school organization with the proposed plan for the reorganization of the districts.

An attempt will be made to answer the questions and establish the points brought out in this problem statement. The answers and the substantiation of the points will be presented in as concise terms as possible.

Definition of Terms

In order to avoid any confusion, the inclusion of a definition of the various terms to be used is necessary. In an area such as the one we are considering, specific terms come up that may seem quite general in nature, but have specific definitions when used in this type of study.

1. "Reorganization" shall refer to school district reorganization of any kind that results in the alteration of school district boundaries.⁶
2. "County superintendent" refers to the county superintendent

⁶The School Laws of the State of South Dakota 1957, p. 138, Midwest-Beach Company; Sioux Falls, South Dakota.

of schools.⁷

3. "County board" shall mean the county board of education as set up by state law.⁸
4. "Master plan" means the master plan for the reorganization of school districts as provided by the state statutes.⁹
5. "Tax base" shall refer to that property within a school district upon which is levied a tax for the support of the schools of that district.

Limitations and Delimitations

In a study of this type it is extremely difficult to consider all of the facts or details of the entire school organization. This study will be concerned primarily with the administrative units, their secondary schools and the educational opportunities offered therein. The study will consider in a broad sense such areas as finance, elementary education, attendance areas, transportation, etc., but will not treat these problems with the detail that could be involved.

The method used in attacking this problem is one that is not without its shortcomings. Consideration was given to a number of approaches to the study. One method investigated required the establishment of a number of plans of reorganization and a comparison of these plans to determine which of them would best satisfy a given set of criteria.

⁷ School Law, Ibid.

⁸ School Law, Ibid.

⁹ School Law, Ibid.

Such an undertaking, with its extremely broad scope and intimate detail, was calculated to be too vast and voluminous for this study.

The parochial schools of the county or a correction factor to account for them have not been included in this study. The total enrollment at the secondary level of these schools is not very large, totaling just 435. The location of these schools also presents a deterrent to the use of a correction factor in any calculations. The larger schools are located in two specific areas in the county, and an attempt to allow for their enrollment on a county-wide scale, would introduce error in the computations.

The attendance unit is another factor that will enter, eventually, into any reorganization proposal or activity. The importance of this division is recognized, but it is contended that primary emphasis should be placed on the organization of the administrative unit. Once administrative reorganization is a reality, the populace of that new district, through the use of their voting franchise, could determine the boundaries and the school centers of the attendance units. Speculation will be made concerning this unit, but no concentrated effort will be made to exactly define its physical characteristics.

Procedure and Technique

Methods of collecting data

The data necessary for the satisfactory treatment of this problem will be collected from a number of sources. It is intended that data will be gathered from all sources possible that have direct application to the problem under consideration.

A review of literature, with particular emphasis placed on the more current publications, will be made in order to obtain information in regards to the establishment of the criteria to be used as a basis for the reorganization plan itself. Attention will also be given in this area to a review of the literature on the subject of reorganization in general. An attempt will be made to include writings that involve each of the problem areas of this study.

The data concerning the present status of the district organization of the county will be obtained largely from the county government offices. Information on finance and population will be gathered from the records of the county auditor's office. That material dealing more intimately with the schools themselves, both the common school districts and the independent school districts, will be secured through the office of the county superintendent.

Certain information, namely that concerning independent school enrollment, transportation and data on facilities, will be secured by visitation and by corresponding directly with the schools.

A general survey of South Dakota school law will also be made. This is necessary so that the criteria established, and the reorganization plan itself, will be within the requirements as set by those laws.

The final phase of the collection of data will involve working on or with a "survey committee" that has been asked by the county board to make a reorganization survey of the county. This committee, composed of James Schooler from the Department of Public Instruction, and Dr. LeRoy Nelson and Dr. Harry Dykstra from the Education Department of the State

University of South Dakota, with the assistance of the author, will make an objective survey of the county school systems and submit recommendations to the county board for the reorganization of the school districts of the county. Material from that set of recommendations will be cited from time to time throughout this study.

Treatment of data

The data will be used in the first part of the study to establish the rather basic premise that school district reorganization is desirable and necessary. This data will be secured by surveying the literature in the field with this purpose in mind. Consideration will also be given to the presentation of opposing points of view.

A rather detailed examination of the Conant study¹⁰ and the survey committee report¹¹ will be carried out. This examination, along with a general survey of literature, will be accomplished to establish a background for the criteria to be set up later in the study.

The present status of the schools of the county will be substantiated by the use of the data covering such areas as enrollment, finance, facilities, etc.. It is noted here that by the term "present", reference is made to the school year 1957-58. This is the most recent year from which the necessary data can be obtained to present a complete view of the school situation in the County. Some reference will be made to the

¹⁰James B. Conant, The American High School Today, McGraw-Hill Book Company Incorporated: New York, 1959.

¹¹James Schooler, LaRoy Nelson and Harry Dykstra, Minnehaha County School District Reorganization Study, Minnehaha County Board of Education: Sioux Falls, South Dakota, 1959.

year 1958 - 1959 when this is necessary to present a more complete analysis.

In Chapter IV, all possible material collected that relates to the subject, will be utilized to establish the criteria. This criteria will be used to appraise the reorganization plan to be developed at a later stage in the study. An intense survey will be made of the available literature in order to set up proper and practical criteria.

The proposed plan will then be developed in light of the criterion in each problem area. The total plan then will be considered as it compares with the criteria.

Conclusions and inferences will be drawn from this study.

CHAPTER II

A SURVEY OF RECENT LITERATURE

This chapter is devoted to a study of recent literature in the field of school district reorganization. To be more specific, it is devoted to a survey that includes that literature which is applicable to this research. As stated in the first chapter, particular emphasis will be placed on that material relating to the establishment of criteria for the reorganization proposal.

The Conant Report¹²

In the wealth of literature found in the field, perhaps the most widely publicized is the Conant report. Dr. James B. Conant, assisted by a grant from the Carnegie Corporation, has just recently completed a study of the American high school. A somewhat detailed examination will be made of this report inasmuch as it concerns this research on reorganization. The Conant report brings forth a number of suggestions for the improvement of the American high school. A brief, summarizing statement will be made of each of these points:

1. There should be one full-time counselor (or guidance officer) for every 250 to 300 pupils in the high school.
2. It should be the policy of the school that every student has an individualized program; there should be no classification such

¹² James B. Conant, The American High School Today, McGraw-Hill Book Company, Inc.: New York, 1959.

as "college-preparatory", "vocational", or "commercial".

3. Graduation requirements should be as follows:
 - a. four years of English
 - b. three or four years of social studies
 - c. a senior course in American problems or American government
 - d. one year of mathematics in the ninth year
 - e. one year of science in the ninth or tenth grade
 - f. successful completion of at least seven more courses not including physical education
4. Students should be grouped according to ability, subject by subject.
5. Upon graduation, a durable record of the courses studied and the grades received during the four years should be given in addition to the diploma.
6. English composition should occupy about half of the total time spent in the study of English.
7. The school should have a diversified program for the development of marketable skills.
8. Special consideration should be given to the slow reader.
9. There should be a school policy in regard to the elective program of academically talented. The program should include as a minimum:
 - a. four years of mathematics
 - b. four years of one foreign language
 - c. three years of science

10. Special arrangements should be made for the highly gifted pupils, who should be identified in the seventh or eighth grade or earlier.
11. An Academic Inventory, summarizing the programs of the academically talented, should be given to the administration and school board.
12. There should be at least six periods in the school day. These six are in addition to those periods for the required physical education and driver education.
13. Standards in advanced courses should be such that those who enroll in each successive course of a sequence have demonstrated the ability required to handle that course.
14. Students should not be given a rank in class according to their grades in all subjects.
15. At the end of each marking period, a list should be published of the students who had elected courses recommended for the academically talented and had made an average grade of B.
16. A school should have the equipment for a developmental reading program. Students should be urged to take advantage of the opportunity to increase reading speed and comprehension.
17. The school board should operate a tuition free summer school. This should be available not only for those who have to repeat a subject, but also for those who wish to broaden their elective program.
18. The school should be prepared to offer a third and fourth year of a foreign language no matter how few students enroll.

19. All students should obtain some understanding of the nature of science and the scientific approach by a required course in physical science or biology. All science courses should be arranged to fit different needs and abilities.
20. Homerooms should be organized in such a way as to make them significant social units in the school.
21. In the twelfth grade a course on American problems or American government should be required.

Throughout the entire Conant report it is emphasized that these twenty one suggestions apply to the comprehensive high school, as contrasted to the specialized high school found in some of our larger cities. It is pointed out that this type of high school, found in communities of all sizes, has three main objectives. They are: ¹³"first, to provide a general education for all the future citizens; second, to provide good elective programs for those who wish to use their acquired skills immediately upon graduation; third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university".

Dr. Conant turns at several points in his report to what he refers to as one of the most outstanding problems of public education; the small high school. At one point he says, ¹⁴"I should like to record at this point my conviction that in many states the number one problem is the elimination of the small high school by district reorganization". In considering the

¹³ Ibid., p. 17.

¹⁴ Ibid., p. 38.

course offering, he writes, "The enrollment of many American public high schools is too small to allow a diversified curriculum except at exorbitant expense".

Survey Committee Report¹⁵

Earlier in this research it was mentioned that a survey committee composed of Mr. James Schooler of the State Department of Public Instruction, Dr. LeRoy Nelson of the State University of South Dakota, and Dr. Harry Dykstra of the same school, had spent considerable time making an objective survey of Minnehaha County. The purpose of this work was to make suggestions regarding school district reorganization to the County Board of Education. At the conclusion of their survey they compiled the collected information and presented it to the board for their consideration.

Because of its close relationship to this study, the survey committee report will be subjected to rather detailed examination. It is important to note that this report was designed to serve as a guide for the county board of education, and is not a reorganization proposal in itself.

Two main reasons are advanced for reorganizing school districts;¹⁶ (a) educational advantages are gained; and (b) it would bring about financial and administrative advantages. The educational advantages are pointed out to be:

1. In a small school a teacher often has to teach in several

¹⁵ James Schooler, Harry Dykstra, and LeRoy Nelson, Minnehaha County School District Reorganization Study, Minnehaha County Board of Education: Sioux Falls, South Dakota, 1959.

¹⁶ Ibid., p. 3.

subject matter fields. In a larger school this is not necessary.

2. The large school can offer a more comprehensive program.
3. The larger school can provide better administrative and supervisory services.
4. In a district large enough to support a twelve grade system, there is better articulation between the elementary and secondary education.

The financial advantage is purported to lie in the fact that better returns from the tax dollar are possible. This is pointed out in the following summary:

1. The pupil-teacher ratio can be increased.
2. Waste in the use of school facilities can usually be reduced.
3. More efficient transportation of pupils is possible through more flexible routing of busses.
4. The financial support of the schools is equalized, and the school finance plans are simplified.

The committee report points out three principles¹⁷ that were used as a guide in their study. The first principle is that the first goal of any reorganization should be to provide a good educational program for both the elementary and the secondary levels. The second principle is that the best administrative organization to provide this program is the school district which provides a complete twelve-year program. The third consideration is that such a district must have a certain minimum school

¹⁷ Ibid., pp. 5-6.

population and an adequate tax base to support the program.

The study goes on to discuss briefly what is to be included in a good program for the elementary and secondary school. The inclusions of the program of the secondary school are as follows:¹⁸

1. English Language Arts. Stressed here is a study of the use of the English language plus skills in reading, writing, speaking, and listening.
2. Mathematics. A knowledge of the basics of mathematics is required of all, with advanced study for those whose interests, vocational plans, and ability, require these specialized courses.
3. Science. All students need an understanding of science and its applications. For those students who require them, courses in advanced science would be available.
4. Social Studies. All students must obtain a comprehensive understanding of the political, historical, geographical, economic, and social aspects of our world.
5. Foreign Languages. Instruction should be available to those students who have the need and interest.
6. Homemaking. Every youth is a potential homemaker. An understanding of the obligations and responsibilities of family interests should be included with the usual cooking and sewing.
7. Agriculture. This should be offered in those areas where farming is the basis for the economy of the community.
8. Industrial Arts. A two or three year program at least, including

¹⁸ Ibid., pp. 9-12.

mechanics, woodworking, metal working, plus other instruction as the needs of the community require.

9. Business Education. An understanding of business and the business world plus skills in typing, shorthand, and office machines.
10. Art and Music. An opportunity to develop an appreciation at least, with special activities for those with special interests and abilities.
11. Health, Physical, and Safety Education. A rather complete program in all of these areas is suggested.
12. Guidance and Counseling. Although this is not a subject in itself, it is important in the total educational process. This needs to be under a staff of competent directors.

The report states that the twelve grade district is the logical administrative unit.¹⁹ This contention is substantiated by listing a number of advantages possible with this type of organization.

1. Unification of the total school program.
2. The provision of education of the same quality throughout the district.
3. All people in the district will have a voice in the operation of the school system.
4. There is a simplification of financial support.
5. A wider selection of people to provide lay leadership in the schools.

¹⁹ Ibid., pp. 12-13.

The third chapter is devoted to a status study of the school systems of Minnehaha County. Similar and in most cases identical material will be included in the next chapter of this manuscript. The committee report does include a section on school plant facilities dealing in a very general way with this subject. The conclusions of the group²⁰ of educators is revealed in the statement, ". . . the committee wishes to point out that in nearly every independent school district other than Sioux Falls, lack of adequate school facilities is handicapping the school programs at both the elementary and secondary school levels." They go on to point out a similar situation existing in the common school districts that are operating schools.

The final chapter of the survey deals with the actual recommended plan for the reorganization of the school districts of the county. No attempt is made to define attendance unit boundaries. It is re-emphasized that the reorganization proposed is administrative in nature. It seems evidenced that the committee feels that the people who are in the reorganized districts should decide for themselves in problems of this nature. In the problem area of school enrollment it is brought out that an attempt has been made in the plan to hold the enrollment to a minimum of six hundred students in a twelve grade system.

The report concludes by pointing out that the benefits of district reorganization won't appear in one or two years. District reorganization is said to be just the first big step "toward the ultimate goal of providing the best education possible".²¹

²⁰Ibid., p. 37.

²¹Ibid., p. 37.

South Dakota Reorganization Laws ²²

No survey of literature in the field of school district reorganization would be complete without a reasonably thorough consideration of the laws involved. This study will not attempt to quote verbatim all the statutes dealing with reorganization, but will survey them inasmuch as they apply to this specific work.

School district - defined. ²³ In contemplating the present organization of the area of Minnehaha County, the total land area is divided into two types of school districts which are defined in the law. The districts that operate twelve year school programs or have within their boundaries an accredited high school are called independent districts. Those districts that do not carry on a full twelve year program or do not have an accredited high school within the district are classified as common school districts.

If an independent district should discontinue its four year high school program, it immediately becomes a common school district. The converse is true, and if a common school district should establish a four year high school program, it immediately becomes an independent district.

Requirements and Limitations for Reorganization. ²⁴ With the exception of certain exceptions not involved in this study, any reorganization must meet the following requirements:

²² The School Laws of the State of South Dakota 1957, p. 138, Midwest-Beach Company: Sioux Falls, South Dakota.

²³ Ibid., pp. 138-139.

²⁴ Ibid., pp. 140-141.

1. Prior to the final adoption of the county master plan, any school districts can reorganize with the approval of the county board and the majority of the electors in each district as evidenced by a petition for reorganization.
2. If any city or town is affected, all territory within the corporate limits of such a city or town must be included in the same district.
3. The reorganization shall take effect the July first after it has been approved by the electors and the county board if there has been sufficient passage of time to allow for the election of the new school board prior to that July first.

Master plan for Reorganization.²⁵ One of the duties assigned by law to the county board is that of drawing up a master plan. This law requires that the plan be completed within a three year period after the organization of such board. If at this time, it is not completed, the State Board of Education will give them a one year extension if needed. The board may hire technical assistance it deems necessary. Various state and county officers are also instructed to provide the board with all such information that will assist them in the completion of this plan.

In addition to the above assistance, the State Superintendent of Public Instruction (hereinafter called the "State superintendent") will call meetings at central points to advise the board member in the performance of their duties.

²⁵ Ibid., pp. 141-146.

The county board is further instructed to conduct a comprehensive survey of the county relative to possible needs for reorganization. This survey is to include such considerations as the school enrollments, the populations of the districts, valuations, natural community areas, etc. The board also has the power to determine the value and amount of all school property and the indebtedness of each district. Provision shall be made in the master plan (if desired) for the disposition of these assets and liabilities.

The final master plan must include the following:²⁶

1. It must show the boundaries of presently established school districts.
2. It must show the boundaries separating the districts proposed in the master plan.
3. It must give recommendations for the locations of schools.
4. It must give recommendations for the utilization of existing facilities and the construction of new buildings.

It may also include consideration of such subjects as transportation, current costs, estimated costs of proposed reorganization and other related topics. It is important that every proposed district must meet the minimum standards for school districts and that all territory in the county must be included in the proposed districts.

After the county board has prepared preliminary plans which include all of the required material, a series of hearings will be held. Notices shall be given as to the time and place of these hearings in such a way so

²⁶ Ibid., p. 143.

that the residents of the affected districts and others are aware of them. At these meetings, the board will explain and discuss the plan that has been developed. All of the inclusions of these plans will be presented and explained and the advantages and disadvantages resulting from these factors will be discussed. These meetings will be public, and the board will consider any suggestions made, making the changes and revisions that it deems necessary.

At the conclusion of the hearings and after the necessary modifications have been made, the county board will officially adopt the county master plan. Several copies of the plan will be made, with two copies to be submitted to the State Superintendent and one preserved in the county superintendent's office. The copy in the county superintendent's office shall be continually available during office hours to anyone who would want to examine it. The board has the further responsibility of preparing and publishing a summary of this document and distributing to all who request it.

In order to bring the master plan before the electors, twenty percent of the electors who voted in last general election in each affected common district and a like number of those from each affected independent school district must file a petition requesting such action. This petition, which may involve all or any part of the master plan, must include in addition to the necessary signatures, a description of the district to be voted upon, and a statement of a proposed method of adjustment of property assets, debts, and liabilities.

After the filing of the petition the county superintendent shall

have published a notice of a special election. This notice, published in a manner prescribed by law, shall state the purpose, time, and place of the election and a description of the boundaries of the proposed district. The county superintendent will also have the task of seeing that all other arrangements for the election are made. If the electors approve the reorganization, the county superintendent shall issue an order creating such a district effective on the date of the issuance.

Before any reorganization can become effective, a majority of the votes cast in each common district and in each independent district (or parts thereof) included in the proposed district must be in favor of the proposal. If a certain district, or districts disapprove, the reorganization may still take place if the county board decides that the plan, with those exceptions is still feasible. That area that has voluntarily excluded itself may join the reorganized district at any time by a majority petition and the assumption of its fair share of any obligations incurred by the reorganized district since its formation.

If a master plan is rejected by the voters or if it is not presented to the voters within a year of its adoption, it will be considered to be no longer in effect. On this basis, it cannot be presented a second time to the voters in its original form. There is nothing to prevent the submission of a different proposal that involves part or all of the area included in the original master plan.

The final sections of the law²⁷ deal with the adjustments that are to be made following reorganization. This would include the provisions

²⁷ Ibid., pp. 148-150.

for the election of a new school board. This election will be held in a similar manner to the elections before reorganization. Equitable adjustment is made concerning the finances of the area included in the master plan, as outlined in the approved master plan. A special tax may be levied in the case of an included district that has a debt in excess of its assets, so that the balance of liabilities can be discharged.

1959 amendments.²⁸ Several changes were made in the law as surveyed in the preceding section during the 1959 session of the South Dakota legislature. They will be considered briefly here inasmuch as they apply to this study. These amendments become effective on July 1, 1959.

In the section of the law dealing with the requirements and limitations for reorganization there are a number of changes. These are as follows:

1. No reorganization will take place before the county has adopted a master plan.
2. Any portion of a proposed school district as set forth in the master plan may be reorganized into a new school district if it is first approved by the county board before being put to a vote.
3. No boundary change will be allowed that shall cause the assessed valuation of an existing school district to be lowered

²⁸ James C. Schooler, Memorandum to County Superintendents of Schools, South Dakota State Department of Public Instruction: Pierre, South Dakota, 1959.

below two hundred thousand dollars.

In the chapter on the qualifications of the master plan the several changes as noted below were effected in this session of the legislature.

1. There is included in law the function of a school district, and its duties.
2. Each county board of education is charged with the responsibility of preparing a master plan which will enable each proposed district to offer an educational program of sufficient scope and quality to adequately expand and develop the interests and abilities of its people.
3. Each proposed district will have a tax base that will adequately support this educational program.
4. The master plans should be completed by January 1, 1961. A one year extension will be allowed if necessary.
5. This master plan will remain in effect until revised.

Other changes in the law are as follows:

1. The same identical proposed master plan can not be submitted to a vote for at least one year after it has been voted upon.
2. The county board may make changes in district boundaries as long as they do not create any more or less districts and as long as those changes meet the requirements and limitations for reorganization.

General Survey of Literature

Thus far in this survey of literature, considerable effort has been

expended in examining two studies that have application quite directly with this research. The purpose of these inclusions will be clarified as in following chapters considerable reference will be made to these pieces of work. The previously surveyed material will not present a complete picture however. The function of this section is to survey other related literature in the field of school district reorganization.

Reasons for reorganization

In discussing the various school problems facing the people of Iowa in 1957, Mr. J. C. Wright²⁹ said, ". . . the most important single problem which we have today in our Iowa public schools is, in my judgment, the need for a more adequate organization of school districts". He went on to point out that four percent of the nation's students are found in a four state area composed of Iowa, Nebraska, North Dakota, and South Dakota. In this same area is found a total of twenty-five percent of all of the school districts in the United States. This pressing need is further emphasized in a nationally distributed publication of the National Education Association³⁰ as it states, "The one thing that is certain is that there needs to be an immediate reorganization of school districts throughout the United States". The need for some type of reorganization is continually advanced in current literature. The following all refer to the importance of school district reorganization; the editors of the publication

²⁹ J. C. Wright, Superintendent of Public Instruction, Iowa's Greatest School Problems, p. 2, Department of Public Instruction: Des Moines, Iowa, 1957.

³⁰ H. A. Dawson, and others, Your School District, p. 24, National Education Association of the United States: Washington, D.C., 1948.

of the American Association of School Administrators,³¹ Foreman,³² Chase,³³ and Martens.³⁴

No small amount of time and effort has gone into the efforts of many authorities in listing, point by point, the reasons for this reorganization movement. A South Dakota State Department of Public Instruction publication³⁵ points out the following faults of small school districts:

1. They cost too much per pupil, frequently from two to four times as much per pupil as schools large enough to maintain standard or usual pupil-teacher ratios.
2. They offer too limited a curriculum to meet the needs of modern children and youth. The limitations are especially serious in small high schools where the offerings in the fields of physics, chemistry, foreign languages, and vocational subjects are either lacking or severely limited.
3. The small districts have far greater difficulty in getting and retaining qualified teachers. Because of poor salaries and unfavorable employment conditions, the small districts are placed in a poor competitive position to employ the kinds of teachers they need.
4. Because of low pupil-teacher ratios the small school districts are wasting power at a time when waste can hardly be afforded.

³¹Paths to Better Schools, p. 113, American Association of School Administrators: Washington, D.C., 1945.

³²Jacob L. Foreman, School District Reorganization Plans for Sioux County, Iowa, p. 4, Doctoral Dissertation, Colorado State College of Education: Greeley, Colorado, 1957.

³³Francis S. Chase, "Midwest CPEA: Aims and Objectives", School Executive, vol. 69 (September 1958), p. 95, American Publishing Company: New York, N.Y.

³⁴Clarence C. Martens, "Educational Achievements of Eighth-Grade Pupils in One-Room Rural and Graded Town Schools", Review of Educational Research, vol. 27, p. 360, American Educational Research Association: Washington, D.C., 1957.

³⁵In What Ways Can We Organize Our School Systems More Efficiently and Economically, South Dakota State Department of Public Instruction: Pierre, South Dakota, 1955.

5. Because of low pupil-teacher ratios and the resulting high cost per pupil and the employment of a disproportionate number of teachers, the small districts are often receiving State Funds that should go to pay better salaries to teachers where they are needed.
6. Small school districts make it practically impossible to plan adequately or to finance equitably needed school buildings. Dividing territory into numerous independent segments dissipates local financial ability to pay for school buildings.
7. Small school districts are a major cause of unnecessarily high costs of pupil transportation.
8. Small school districts cause State systems of apportioning school funds to be cumbersome and result to an important degree in the uneconomical use of State Funds. Adequate school district organization is a prerequisite to wise use of State and local tax dollars for education, many feel.

The one room rural school has always been a landmark on the American scene. Occasionally one may hear of the so-called advantages of attending such a school and taking advantage of the individual attention offered there. Foote³⁶ made a study of this American institution and came to the following conclusions:

1. Pupils in one-teacher schools are slightly younger.
2. The holding power of consolidated schools is superior, especially in the upper grades.
3. The rate of progress from grade to grade is very nearly equal in the two kinds of schools.
4. There is a significant difference in results of instruction in favor of consolidated schools.
5. Grade achievement is 18 percent better in the larger schools.
6. Subject achievement averages 27.5 percent better in the larger schools.

³⁶Foreman, op. cit., pp. 17-18.

7. Age achievement differences are in favor of the consolidated schools.
8. Teacher qualifications were decidedly higher in the consolidated schools.

These conclusions appear to point out the fallacy of saying that the one room country school is the best place to get a real education. In the face of this information, the midwest is the greatest stronghold in the nation for the one room rural school. Cushman³⁷ stated that in 1953, 74 percent of all the one room schools in the nation were located in the twelve midwestern states. These twelve states with only one-fourth of the children in the nation had a total of thirty-one thousand one room schools.

The National Commission on School District Reorganization³⁸ reports six factors that are leading to school district reorganization: (1) there has been a marked decline in the number of children of school age in farming areas, resulting from a gradual decrease in the size of farm families, an increase in the size of farms, and the migration of people from open-country areas to village and urban centers; (2) new educational needs arising from changes in social and economic life have increased the demands on the schools for new and better service, causing a well-recognized trend toward larger units of school administration; (3) in proportion to the recognition and understanding of the people of the new educational needs and the kind of program necessary to meet them, the people have brought

³⁷ M. L. Cushman, Principles of School District Reorganization, an address, Des Moines, Iowa, 1954.

³⁸ H. A. Dawson and others, Your School District, National Education Association of the United States: Washington, D.C., 1948.

about the reorganization of school districts; (4) developments in transportation and communication have led to changes in neighborhood and community organization resulting in larger community centers, usually around villages or small cities, making possible larger local units of school administration without divorcing the schools from community life; (5) the excessively high cost per pupil of small schools and the inability to obtain needed services through small school districts have been a powerful incentive to school district reorganization; and (6) the newer and expanded services can be made economically available only through larger units of local school administration--including adult and young child education, vocational education, education for handicapped children, health education and services, and guidance and counseling services.

Conant³⁹ states that a small high school cannot by its very nature offer a comprehensive curriculum. This small school uses uneconomically the time and efforts of the administration, teachers and specialists, the shortage of which is a national problem.

The above represents just part of the reason that the authorities seem to believe reorganization is necessary. Cushman⁴⁰ points to a size - cost - quality relationship which seems to illustrate the crux of the problem. This relationship has actually been demonstrated previously in this chapter, but never referred to as such. Cushman states that: the larger the school, the more efficient is its expenditure and the lower,

³⁹ James B. Conant, The American High School Today, p. 77, McGraw-Hill Book Company, Inc.: New York, N.Y., 1939.

⁴⁰ Cushman, op. cit.

usually, its cost; also, the larger the school, the better is the quality of education produced. Woodham,⁴¹ in an investigation aimed at this relationship, concluded that: (1) breadth of educational opportunity increases with size of schools from less than 50 pupils to 550 pupils in grades 7 to 12; (2) cost per pupil varies inversely with the size, with the greater decreases for schools under 350 students; (3) cost per pupil per unit of educational opportunity did not level off until a school reached 500 pupils; and (4) reorganization of school districts is more likely to produce adequacy of program than additional expenditures in schools smaller than 500 pupils.

As illustrated again by these four statements, the factors of size, cost and quality of education are closely interwoven. Wilcox⁴² illustrates this three-way proposition as he states: for proper administrative and supervisory services the school district must be of sufficient size to permit financial support from local and state sources without straining the local tax-paying potential. Wilcox⁴³ goes on with:

While optimum size of a school depends upon many factors, elementary schools enrolling fewer than 300 to 400 pupils are more expensive to operate and maintain than larger schools, provided that a diversified program is offered. Those schools having fewer than 100 pupils, on either the

⁴¹William J. Woodham, "The Relationship Between the Size of Secondary Schools, the Per Pupil Cost and the Breadth of Educational Opportunity", Doctor's Dissertation, Gainesville: The University of Florida, February, 1951., p. 185.

⁴²Orley W. Wilcox, "Misconceptions About School District Reorganization", School Board Journal, vol. 138 (April 1959), pp. 24-26, The Bruce Publishing Company: Chicago, Illinois.

⁴³Wilcox, loc. cit.

elementary or secondary level, are particularly expensive per pupil.

Foreman,⁴⁴ in his study of reorganization in Iowa, indicates that the cost per pupil in an elementary school tend to decrease up to an enrollment of about 300 pupils. He further says that these same costs seem to decrease for high schools up to an enrollment of about 700. These contentions are both qualified with the provision that this is true if the educational program remains constant.

The National Educational Association Journal⁴⁵ states that, "when a high school enrollment falls below 400 to 500 pupils, a comprehensive program can be provided only at excessive cost or by having a teaching staff with many proficiencies". The State Board of Education of South Dakota⁴⁶ establishes that "every local unit should be large enough and financially able to have within it a school or schools which can provide a complete educational program which the people, on a state-wide basis, consider as standard". The American Association of School Administrators⁴⁷ and still other authorities stress the high cost of schools that are too small, and seem to indicate the tie-up between size, cost,

⁴⁴ Jacob L. Foreman, School District Reorganization Plans for Sioux County, Iowa, pp. 21-22, Doctoral Dissertation, Colorado State College of Education: Greeley, Colorado, 1957.

⁴⁵ "How Good Are Your Schools?", National Education Association Journal, vol. 47 (November 1958), p. 553, National Education Association of the United States: Washington, D.C.

⁴⁶ Statement of Principles for Education in South Dakota", State Board of Education, South Dakota State Department of Public Instruction: Pierre, South Dakota.

⁴⁷ The High School in a Changing World, American Association of School Administrators: Washington, D.C., 1958.

and quality. Alves,⁴⁸ Conant,⁴⁹ Carr,⁵⁰ and McLure⁵¹ are among the other authorities stressing this point.

Standards for Reorganization

After consideration of the available literature concerned with the need for some type of reorganization procedure it seems advisable to delve into a survey of material dealing with the standards for these possible movements toward reorganization. How many students should there be in a good high school? How large an area should the district cover? What needs to be included in the curriculum? These and other questions arise and demand answers. An effort will be made in this section of the survey of literature available to answer these questions that apply to this study.

The broad topic of size (enrollment and area) seems to be one of the most urgent of the queries. Considerable reference has been made to this topic previously. The survey committee⁵² in their publication cited earlier refer to a study made in Iowa in the statement:

⁴⁸H. F. Alves, and others, Local School Unit Organization in Ten States, Bulletin No. 10, 1938, United States Office of Education: Washington, D.C., 1938.

⁴⁹Conant, *op. cit.*, p. 37.

⁵⁰W. G. Carr, "Efficient Units of Administration", Educational Research Bulletin of the National Education Association, vol. 9 (September 1931), pp. 238-244, National Education Association of the United States: Washington, D.C.

⁵¹William P. McLure, "School Finance in District Reorganization", School District Reorganization, Phi Delta Kappa: Homewood, Illinois, 1951.

⁵²James Schooler, Harry Dykstra, and LeRoy Nelson, Minnehaha County School District Reorganization Study, Minnehaha County Board of Education: Sioux Falls, South Dakota, 1959.

In the state of Iowa, where school district reorganization has progressed farther than it has in South Dakota, a poll of farmers was made in 1956 on the question, "What size high school do you think is likely to provide the best education for your children?" Eighty-two percent of the rural people participating in the poll favored high schools (grades 9 - 12) of 200 or more pupils.

Taking the problem of sparse population into consideration, Gann⁵³ points out that the small high school should be a part of a large district constituting a central administrative unit from which services are provided, and forming a broad financial base. He goes on to say that in the case of very small communities, they may have to band together in support of a central school if they want the utmost in efficiency and educational opportunity.

Mrs. Barbara Sinclair⁵⁴ points out in her study of high school student achievement that there is a correlation between the size of a high school and the developed ability of the students. In comparing the larger schools of South Dakota to the smaller schools it was found that there was a significant difference in this area, but no difference in the native ability of the students tested. In other words, this study pointed out that the students in the smaller schools do not attain the degree of developed ability as do their counterparts in the larger schools.

Reeder⁵⁵ seems rather general in his approach to the problem of

⁵³ Elbie L. Gann, "How Small is Too Small", National Education Association Journal, vol. 47 (November 1958), pp. 546-548, National Education Association of the United States: Washington, D.C.

⁵⁴ Barbara Sinclair, The Size of High Schools in South Dakota as a Variable in Developmental Ability, Master's thesis, South Dakota State College of Agriculture and Mechanical Arts: Brookings, South Dakota, 1959.

⁵⁵ Ward G. Reeder, The Fundamentals of Public School Administration, pp. 58-59, The Macmillan Company; New York, N.Y., 1958.

school size. He contends that there hasn't been enough research to adequately define the size that a school should be. Although he doesn't assign a definite number of students that should be included in an administrative unit, he does establish the following criteria for that unit: (1) the unit should be sufficiently large to permit the organization of a complete system of elementary and secondary schools and an adult-education program on an efficient financial and pedagogical basis. For the larger centers of population, provision should also be made for the organization of a system of junior colleges and terminal vocational schools; (2) it should be sufficiently large to make provision for an adequate school-administrative and supervisory personnel; and (3) it should not be so large in territory or in population that the people would lose interest in the schools. The administration of the schools should be kept close to the people.

Dr. Conant,⁵⁶ cited previously, puts forth the thought that schools with fewer than one-hundred in each graduating class cannot do an adequate job of education. His claim is that the schools smaller than this are unable to provide proper educational opportunity for either the academically talented, the vocational oriented, or the slower student. He, like many other of the authorities, qualifies this statement by saying that this job cannot be done by the small schools at a reasonable cost; this again tying up the three factors of size - cost - quality.

The Minnehaha County Survey group⁵⁷ makes the following statement

⁵⁶Conant, op. cit., p. 77.

⁵⁷Scheeler, Nelson, and Dykstra, op. cit., pp. 9-12.

about the requirements of the secondary school program: "A good school must provide a program which offers certain required courses for all pupils and yet allows a reasonable variety of elective courses for students to choose according to their needs.

Marschner⁵⁸ sets up a series of five points that make a secondary school outstanding. They are: (1) high standards with "tough grading"; (2) long hours of homework; (3) special classes for bright students; (4) a well qualified staff with better than average pay; and (5) a good physical plant, although this is not a major consideration.

The Iowa State Department of Public Instruction⁵⁹ has set up a rather inclusive set of criteria for the schools to follow. Included in a separate set of criteria for the high school program which states that good schools should have high school programs that:

-Meet the common needs of all high school students and the special needs of those planning for college, those expecting to enter a specialized vocation, and those who may seek jobs in non-specialized occupations.

-Have appropriate time allotments for recitation, laboratory work and supervised study.

-Annually exceed the minimum offerings set out below for grades nine through twelve.

	Years
Art.....	1
Business Education (including typing).....	3
Driver Education.....	$\frac{1}{2}$

⁵⁸ Robert Marschner, "Best Schools", Senior Scholastic, vol. 71 (November 1957), Scholastic Magazines, Inc.: Dayton, Ohio.

⁵⁹ Some Characteristics of Good Schools, pp. 7-9, Iowa State Department of Public Instruction: Des Moines, 1958.

	Years
English.....	4
Foreign Languages (at least two years).....	2
Homemaking.....	2
Industrial Arts.....	2
Mathematics.....	4
Music.....	2
Physical Education.....	4
Science (including a year of chemistry or physics).....	3

Offer two years in agriculture, or distributive education, or trade and industrial education. In absence of two years in one of these three areas, the two industrial arts offerings listed above should be changed to three years.

- Have adequate facilities and materials.
- Have appropriate guidance and counseling.
- Have graduation requirements consistent with the need of a sound general education.

Summary

The function of this chapter has been to examine the literature available in this field. Summarization of the research, articles, and other publications results in several broad divisions. The content of these divisions or areas results in some degree of consensus in consideration of the broad aspects of reorganization.

A number of the authorities contended that school district reorganization was one of the very most important considerations facing education today. They pointed out that the small districts could not, at reasonable cost, provide the pupils the educational program needed. These districts were alleged to be supplying the students with inadequate curriculum, facilities, and services. Statements were made contending that the only

way this situation could be remedied was by the broadening of the tax base called upon to support these schools by altering the district boundaries to include larger areas.

The "size-cost-quality relationship" was introduced in the consideration of the finances in conjunction with the total educational program. It was pointed out that as the size of the system increased, the cost was lowered and/or the quality of education was raised. A decrease in the size would have the reverse effect, with the cost increasing and the quality becoming lower. One reason for the low quality of education in the small school is purported to be the fact that these schools find it difficult to find and retain qualified teachers. Other reasons include the difficulty these schools experience in providing adequate buildings and facilities.

Some difficulty is experienced in reaching a consensus of opinion in the area of school size. Unanimity, however, is found in the contention that costs decrease rapidly as the enrollment is raised from one hundred students to four or five hundred. A very recent study which establishes an absolute minimum enrollment is that made by Dr. James B. Conant.⁶⁰ As cited earlier, he contends that for a school to fall below one hundred in each graduating class is to seriously lower the quality of education or even more seriously raise the cost per student. Many of the authorities seemed to stay away from establishing a fixed figure as either a minimum or maximum enrollment for the secondary school; the size question being transferred to a question of cost or of quality.

Ample literature in this field of "quality of education" was found.

⁶⁰Refer to page 36 of this study.

It seems somewhat unusual that in such a large body of research and writing on this topic there should be such a close agreement among the writers. The discussions of quality seemed to relate the term "quality" quite directly with the scope of the curriculum of a school. Consideration was given to the co-curricular program and the school services, but the main interest centered on the curriculum content. The authorities consulted were in very nearly complete agreement that the following areas should be included in the school's program if the school were to offer a good quality program.

1. English. Emphasis to be given to the use of the language in speaking, writing, reading, and listening.
2. Mathematics. All should be required to have a basic knowledge in this area. Advanced study should be made available for those who require it.
3. Science. Again, a basic understanding and appreciation is desired of all. The advanced courses are made available for those who have the need and the ability.
4. Social Studies. More importance seems to be placed in this subject matter area. The importance of knowledge of the many aspects of our county and world is stressed.
5. Foreign Language. New emphasis is found here as reference is made to the uses of this field in our shrinking world. We must be able to communicate not only in the English language, but in other modern languages as well.
6. Other inclusions in which the authorities seem to agree are:
 - a. Vocational subjects such as machine shop, agriculture,

machine shop, mechanics, etc.

- b. Homemaking
- c. Physical education
- d. Guidance and counseling
- e. Music
- f. Art

The trend in education, as noted in the literature of this field, seemed to be somewhat in the direction of quality education. All other factors are "tied" to this one in some way or another. Prime importance was given to the idea that the consideration of the needs of the individual student is the most important factor in the development of a school system. Paramount throughout all of the material was the thought, either expressed or implied, that our educational system requires change if it is to meet the challenge of our world and our time.

CHAPTER III

THE PRESENT STATUS OF THE SCHOOLS OF MINNEHAHA COUNTY, SOUTH DAKOTA

In order to approach this problem on a truly realistic basis, it is necessary to examine the school situation as it exists today in Minnehaha County. In this part of the study an attempt will be made to present the view of this organization from a purely objective point of view. It is this present organization, its resultant school systems, and all that is included in those systems that must be judged by or compared to the criteria to be set up at a later point in this study.

If this type of district organization compares favorably with these standards, one must "vote" for status quo. If however, it is found that the present program is lacking in one or more respects, an attempt will be made to propose changes that will correct these areas of weakness.

The Finances of the Independent Districts

In the eyes of the taxpayer, perhaps one of the most important considerations would revolve around the financial structure of the districts. This rather general area will include the assessed valuations of each of the independent districts now in existence, the taxation required to support the schools of those districts, and finally a comparison of the taxation level required for school support in these districts.

The function of this area of the study, as stated previously, is merely to point out the conditions that exist today in the independent districts of the county. No attempt will be made to approve or disapprove

of these conditions. They are presented as a status study, and no extensive commentary will be advanced. The bulk of the data presented is taken from the year 1957 - 1958, as noted on the tables used. Some additional material will be utilized from the year 1958 - 1959, enabling one to obtain an even clearer picture of the current situation.

Assessed Valuations

Table I shows the assessed valuations from the three property divisions used in the assessment process, i.e., real estate, personal property, and public utilities. The assessed values, as regulated by the state statutes, are calculated to be sixty percent of the true and real value. One can see in referring to this table that the total taxable valuations of the independent districts of the county range from a high of \$134,896,662 down to the low of \$615,800. The actual statement of this range has little meaning in itself, because of the fact that we are dealing with data that exhibits an extreme exception in the case of the Sioux Falls valuations. The mean valuation of the independent districts in the county, calculated with the inclusion of the Sioux Falls district is approximately 15 million dollars. If one was to calculate the mean valuation of the nine districts not including Sioux Falls, the mean would be slightly over one and one half million dollars.

An interesting and related fact emerging from this information on valuations is that when one subtracts the total valuation of the Sioux Falls district from the total valuation of all of the independent districts in the county, the remainder is slightly less than the mean valuation of the total of all of the districts. In other words, the mean valuation of

all independent districts is approximately \$14,976,800; when the Sioux Falls district valuation of nearly 135 million dollars is subtracted from the total valuation of all independent districts, it is found that the nine remaining districts have a combined total valuation of about \$14,871,300.

Reference must be made at this point to both Table I and Table II and to the valuation listed for District 145, Brandon, South Dakota. The valuation (total) for this district increased from 1957 - 1958 to 1958 - 1959 by a total of \$4,558,454.00. If the reader will compare the valuations of the public utilities for those years, it will be found that there is an increase in that area of \$6,360,752.00. This gives this district a total valuation of \$7,032,271.00. The cause of this substantial increase in valuation of public utilities was brought about by the construction of Northern States Power Company generating facilities in this district. The construction of additional facilities in this area are planned by this company. Work is to commence sometime during 1960 on a generating plant which will use atomic power as an energy source. It is estimated that the cost of this plant will be in the neighborhood of \$28,000,000. This information is important for future considerations because of the effect that it would have on the financing of the school systems of this area.

TABLE I. ASSESSED VALUATIONS OF REAL ESTATE, PERSONAL PROPERTY AND PUBLIC UTILITIES IN THE INDEPENDENT SCHOOL DISTRICTS OF MINNEHAHA COUNTY FOR 1957 - 1958

District	Real Estate	Personal Property	Public Utilities	Total
Sioux Falls				
1	104,010,203	21,553,680	8,773,605	134,337,488
1A	559,174	-----	-----	559,174
Colton				
62	664,522	284,603	20,943	970,068
62A	327,239	-----	-----	327,239
Hartford				
94	581,558	201,907	33,488	816,953
94A	230,911	-----	-----	230,911
Baltic				
115	243,253	119,585	65,003	427,841
115A	187,959	-----	-----	187,959
Garretson				
116	879,493	414,711	105,370	1,399,574
116A	209,778	-----	-----	209,778
Brandon				
145	1,766,005	336,293	671,519	2,773,817
Dell Rapids				
146	1,780,556	445,759	261,311	2,487,626
146A	56,688	-----	-----	56,688
Humboldt				
147	317,903	464,783	41,398	824,084
147A	1,624,420	-----	-----	1,624,420
Lyons				
148	1,125,540	230,830	16,863	1,373,233
Valley Springs				
149	346,825	196,037	21,628	564,490
149A	601,597	-----	-----	601,597

TABLE II. ASSESSED VALUATIONS OF REAL ESTATE, PERSONAL PROPERTY AND PUBLIC UTILITIES IN THE INDEPENDENT SCHOOL DISTRICTS OF MINNEHAHA COUNTY FOR 1958 - 1959

<u>District</u>	<u>Real Estate</u>	<u>Personal Property</u>	<u>Public Utilities</u>	<u>Total</u>
Sioux Falls				
1	92,519,035	23,426,866	9,606,591	125,552,492
1A	513,211	-----	-----	514,211
Colton				
62	611,384	310,927	17,337	939,648
62A	304,069	-----	-----	304,069
Hartford				
94	542,617	207,484	56,945	807,046
94A	210,282	-----	-----	210,282
Baltic				
115	227,568	130,118	58,604	416,290
115A	179,147	-----	-----	179,147
Garretson				
116	725,290	379,705	89,074	1,194,069
116A	180,744	-----	-----	180,744
Brandon				
145	1,645,002	386,470	6,000,799	7,032,271
Dell Rapids				
146	1,677,035	504,682	233,503	2,415,220
146A	57,638	-----	-----	57,638
Humboldt				
147.	323,947	520,096	42,762	891,805
147A	1,475,499	-----	-----	1,475,499
Lyons				
148	1,021,247	260,118	16,222	1,297,587
Valley Springs				
149	346,730	19,472	27,889	542,112
149A	535,265	-----	-----	535,265

Taxation required

In light of the data that has been collected concerning the valuation of the various districts, it is considered appropriate to survey the level of taxation found in the independent districts of the county. The citizen contemplates the taxation level, for it is this element that affects him in a very personal way, and as such is found to arouse much interest and comment in everyday conversation.

As in the case of the two tables dealing with the valuations of the independent districts, inclusion is made of mill levy information for two years. These tables cover the same two years as the valuation tables. One will note in consulting either Table III and IV on the following pages, that there are a number of different figures under several headings opposite each of the ten districts. To facilitate the interpretation of these figures, and other tables utilizing these same designations, it is necessary to include a brief summary of the functions of these various sub-divisions.

Each of the districts are broken down into two divisions. The first division on the tables indicates the property being used for non-agricultural purposes. This is designated by the district number alone. The portion of the valuation or tax levy that is distinguished by the addition of the letter "A" following the district number includes all of that land being utilized for agricultural purposes. The importance of these divisions is that the legal taxation limit for use in the "General Fund" is not the same in these two types of property. This limited levy⁶¹ applies

⁶¹The School Laws of the State of South Dakota 1957, p. 165, Midwest-Beech Company: Sioux Falls, South Dakota.

TABLE III. MILL LEVIES FOR GENERAL FUND, CAPITAL OUTLAY FUND, AND BOND REDEMPTION FUND OF THE INDEPENDENT SCHOOL DISTRICTS OF MINNEHAHA COUNTY FOR 1957 - 1958

District	General Fund	Capital Outlay Fund	Bond Redemption Fund
Sioux Falls			
1	21.68	2.97	
1A	8.36	2.97	3.56 (.04 P)
			3.56 (.04 P)
Colton			
62	24.77	----	----
62A	7.55	----	----
Hartford			
94	30.63		
94A	8.07	3.79	----
		3.79	----
Baltic			
115	27.72	1.62	4.87
115A	8.65	1.62	4.87
Garretson			
116	25.77	2.49	----
116A	7.53	2.49	----
Brandon			
145	9.53	----	4.09
Dell Rapids			
146	22.10	3.78	5.52
146A	8.94	3.78	5.52
Humboldt			
147	35.36	.90	2.04
147A	8.90	.90	2.04
Lyons			
148	16.46	1.02	1.02
Valley Springs			
149	31.44	3.71	----
149A	7.70	3.71	----

TABLE IV. MILL LEVIES FOR GENERAL FUND, CAPITAL OUTLAY FUND, AND BOND REDEMPTION FUND OF THE INDEPENDENT SCHOOL DISTRICTS OF MINNEHAWA COUNTY FOR 1958 - 1959

District	General Fund	Capital Outlay Fund	Bond Redemption Fund
Sioux Falls			
1	26.08	2.73	3.67 (.40 P)
1A	9.64	2.73	3.67 (.40 P)
Colton			
62	27.70	----	.80
62A	8.13	----	.80
Hartford			
94	30.30	3.90	----
94A	8.86	3.90	----
Baltic			
115	31.52	1.68	1.68
115A	9.07	1.68	1.68
Garretson			
116	30.20	3.80	----
116A	8.74	3.80	----
Brandon			
145	11.38	----	4.27
Dell Rapids			
146	29.73	.97	6.83
146A	9.85	.97	6.83
Humboldt			
147	32.68	1.77	----
147A	9.80	1.77	----
Lyons			
148	16.95	----	1.54
Valley Springs			
149	31.01	3.94	7.74
149A	8.66	3.94	7.74

only when there is an incorporated town or city within the school district boundaries. The column headings of the tables are quite self explanatory. They point out that a separate levy is calculated for each of three funds; general fund,⁶² bond redemption fund,⁶³ and the capital outlay fund.⁶⁴

In tables III and IV there is noted a considerable variation from district to district in the level of taxation. This variation is not, however, as extreme as was found in the case of the valuations of the same districts. The levies range from 13.62 mills in the Brandon district to a high of 38.30 mills in the Humboldt district. Reference is made to the levies of the towns and villages included in these districts. Brandon (district No. 145) and Lyons (district No. 148) do not have incorporated towns within the limits of their districts, so the mill levy rate is the same throughout the entire district. This includes both agricultural and non-agricultural property.

Comparisons of taxation and valuation

No conclusions can be drawn by comparing the mill levy rate and the total valuations at this point. Sioux Falls for example, has by far the highest total valuation, but it does not have the lowest mill levy rate. There are many items that have not been considered up to this point, that would enter into this comparison. Factors such as physical facilities, teacher's salaries, educational opportunities available, and total student enrollment would all be extremely important in determining the

⁶² Ibid., p. 165.

⁶³ Ibid., p. 166.

⁶⁴ Ibid., p. 165.

amount of tax money needed to operate any school system.

Table IV, page 49 is included in the study to demonstrate any change that we might find in the mill levy rate from one year to the next. It is too short a time span to establish a statistically reliable trend, but it will enable the reader to examine and compare the data from these two years.

Finances of the Common School Districts

The common school districts actually make up the major portion of the land area of Minnehaha County, and are of prime importance in this study. At the present time there are 109 common school districts and ten independent districts in the county. It is necessary then, for the purposes of this study to examine the finances of these districts as well as those of the independent districts. Table V on page 52 shows the valuations of these common districts broken down in the same way as the independent district valuations. The importance of these districts is further emphasized by the fact that, according to the table, their combined valuation approaches one hundred million dollars.

It is not the function of this work to deal with these figures in a statistical way in order to determine the various measures of central tendency or to apply any other statistical treatment. This data is presented in the form found here only for demonstration purposes. Its function is to point out the relatively large portion of the total valuation of the county that is found in the common school districts.

Table VI on page 55 presents data on the taxation level found in the common school districts of the county. It should be pointed out that the

TABLE V. ASSESSED VALUATION OF REAL ESTATE, PERSONAL PROPERTY AND PUBLIC UTILITIES IN THE COMMON SCHOOL DISTRICTS OF MINNEAPOLIS COUNTY FOR 1957 - 1958

District	Real Estate	Personal Property	Public Utilities	Total
2	609,657	161,076	51,345	822,078
3	462,857	111,699	38,569	613,125
4	453,265	84,575	30,615	568,455
6	464,389	69,593	25,358	559,340
7	390,684	107,559	42,768	541,011
8	424,829	86,875	26,415	538,119
10	1,029,352	856,432	941,016	2,826,800
11	342,030	88,593	-----	430,623
12	293,709	75,453	23,402	392,564
13	344,653	59,585	15,672	419,910
14	333,332	67,293	20,279	420,904
16	173,174	127,358	65,716	366,248
17	526,400	103,190	89,200	718,790
18	339,482	73,223	11,222	423,927
20	349,899	75,165	1,813	426,877
26	351,986	49,208	13,008	414,202
27	507,502	99,430	-----	606,932
29	324,407	59,533	4,250	388,190
31	428,004	134,270	30,114	592,388
32	338,146	54,996	6,266	399,408
33	353,068	88,152	2,131	443,351
34	340,750	70,427	14,652	425,829
35	228,972	43,923	15,272	288,167
36	455,572	83,717	-----	539,289
37	333,895	58,727	7,440	400,062
38	336,367	63,497	16,756	416,620
39	404,504	73,320	9,492	487,316
41	515,818	92,461	10,317	618,596
42	430,698	97,408	15,692	543,798
43	356,456	55,551	-----	412,007
44	838,499	218,640	73,669	1,130,808
45	347,850	45,545	-----	393,395
46	461,586	125,803	36,774	624,163
48	358,552	55,584	4,246	418,382
49	341,616	59,433	-----	401,049
50	293,462	314,649	33,552	641,663
51	343,047	65,441	-----	408,488
52	341,370	82,049	-----	423,419
54	305,618	69,862	7,170	382,650
55	454,554	94,419	17,246	566,219
56	306,686	77,480	631	384,797
57	244,800	84,003	33,345	362,148
58	235,994	56,219	15,569	307,782

Table V. (continued)

District	Real Estate	Personal Property	Public Utilities	Total
59	351,216	71,083	17,217	439,516
60	266,317	42,696	12,211	321,224
61	366,997	47,586	2,268	426,851
63	358,904	73,346	-----	432,250
65	323,443	51,207	929	375,579
67	406,380	76,509	17,093	499,928
68	339,851	53,740	22,250	415,841
69	469,186	59,758	23,726	552,670
71	334,534	69,910	7,286	409,730
72	320,704	65,905	1,484	388,093
74	259,663	73,731	199	333,593
75	323,253	53,674	-----	376,927
77	410,739	76,683	9,440	496,862
80	354,338	75,060	11,445	440,843
81	302,131	42,290	-----	344,421
82	430,529	60,292	933	491,754
83	312,086	75,566	24,875	412,527
84	398,205	78,239	6,671	483,115
85	402,490	57,298	6,562	466,350
86	353,173	76,881	10,915	440,969
87	348,900	81,220	27,390	457,510
88	452,517	79,300	49,689	587,606
89	315,411	70,165	-----	385,576
91	399,739	92,984	12,202	504,925
92	406,014	66,574	16,644	489,232
93	298,109	101,936	-----	392,045
95	245,466	27,110	-----	272,576
96	267,790	53,244	2,079	323,113
98	256,578	49,127	16,583	322,288
100	349,773	93,180	21,034	463,987
101	409,953	115,260	4,859	530,072
102	105,142	87,923	10,603	203,668
103	418,883	72,350	-----	491,233
104	495,886	84,403	21,873	602,162
105	285,372	49,983	12,873	348,238
106	217,026	50,372	21,383	288,781
107	321,230	54,150	-----	375,380
108	284,712	113,263	47,907	445,882
109	331,387	77,981	1,224	410,592
110	319,380	58,992	3,857	382,229
111	268,649	33,962	-----	302,611
112	328,463	76,318	-----	404,781
113	357,195	58,180	7,488	422,813
118	710,205	250,020	30,649	990,874
119	424,559	260,338	66,147	751,044

Table V. (continued)

District	Real Estate	Personal Property	Public Utilities	Total
121	318,327	43,850	9,613	371,790
122	301,208	45,430	33,083	379,721
123	292,940	52,789	13,987	359,716
124	362,754	68,388	12,013	443,155
125	300,474	65,304	17,892	383,670
126	333,095	74,623	12,593	420,311
127	336,941	57,786	17,916	412,643
128	316,903	61,859	335	379,097
129	348,916	51,247	6,297	406,460
130	442,015	78,305	51,084	571,404
131	339,868	69,349	-----	409,217
132	284,272	84,608	16,059	384,939
133	563,625	112,676	36,799	713,100
134	314,368	58,143	-----	372,511
136	290,714	47,660	2,121	340,495
137	316,988	51,442	1,609	370,039
139	260,447	87,168	19,856	367,471
140	210,610	24,068	25,583	260,261
142	328,464	65,605	-----	394,069
143	269,990	50,319	-----	320,309
144	239,984	215,837	7,501	463,322

**TABLE VI. MILL LEVIES FOR GENERAL FUND, CAPITAL OUTLAY FUND, AND BOND
REDEMPTION FUND OF THE COMMON SCHOOL DISTRICTS OF
MINNEHAHA COUNTY FOR 1957 - 1958**

District	General Fund	Capital Outlay Fund	Bond Redemption Fund	District	General Fund	Capital Outlay Fund	Bond Redemption Fund
2	4.05	-----	-----	41	2.75	-----	-----
3	7.20	-----	-----	42	5.20	-----	-----
4	3.97	-----	-----	43	6.77	-----	-----
6	5.97	-----	-----	44	8.40	2.85	.88
7	-----	-----	-----	45	4.11	-----	-----
8	2.84	-----	-----	46	2.41	-----	-----
10	6.85	3.54	-----	48	4.75	-----	-----
11	1.61	-----	-----	49	-----	-----	-----
12	1.84	-----	-----	50	3.39	3.12	-----
13	1.56	-----	-----	51	2.15	-----	-----
14	5.18	-----	-----	52	7.68	-----	-----
16	.66	-----	-----	54	4.42	-----	-----
17	8.02	3.47	-----	55	3.39	-----	-----
18	10.53	3.54	-----	56	2.79	-----	-----
20	4.48	-----	-----	57	3.81	-----	-----
26	-----	-----	-----	58	1.67	-----	-----
27	3.31	-----	-----	59	5.23	-----	-----
29	4.47	-----	-----	60	4.25	-----	-----
31	7.08	-----	-----	61	3.44	-----	-----
32	4.22	-----	-----	63	2.16	-----	-----
33	.38	-----	-----	65	-----	-----	-----
34	-----	-----	-----	67	1.02	-----	-----
35	4.04	-----	-----	68	4.37	-----	-----
36	3.14	-----	-----	69	3.84	-----	-----
37	5.29	-----	-----	71	3.28	-----	-----
38	2.01	-----	-----	72	3.76	-----	-----
39	3.76	-----	-----	74	5.81	-----	-----

Table VI. (continued)

District	General Fund	Capital Outlay Fund	Bond Redemption Fund	District	General Fund	Capital Outlay Fund	Bond Redemption Fund
75	3.58	----	----	110	4.89	----	----
77	4.51	----	----	111	1.13	----	----
80	5.31	----	----	112	1.04	----	----
81	.69	----	----	113	----	----	----
82	----	----	----	118	7.85	2.94	3.03
83	.51	----	----	119	8.20	2.39	----
84	2.11	----	----	121	3.30	----	----
85	6.05	----	----	122	8.20	----	----
86	5.51	----	----	123	5.11	----	----
87	2.92	----	----	124	3.77	----	----
88	9.08	3.40	----	125	3.66	----	----
89	4.09	----	----	126	3.13	----	----
91	3.58	----	----	127	----	----	----
92	2.99	----	----	128	3.46	----	----
93	4.76	----	----	129	.35	----	----
95	.34	----	----	130	4.97	----	----
96	2.53	----	----	131	6.49	----	----
98	2.05	----	----	132	1.02	----	----
100	3.77	----	----	133	11.44	.71	----
101	2.89	----	----	134	2.37	----	----
102	----	----	----	136	2.75	----	----
103	1.87	----	----	137	4.55	----	----
104	3.44	----	----	139	----	----	----
105	2.73	----	----	140	.79	----	----
106	3.84	----	----	142	3.59	----	----
107	2.58	----	----	143	----	----	----
108	7.99	----	----	144	5.91	----	----
109	4.86	----	----				

figures presented in this table do not present a complete representation of the taxation status. In addition to the mill levies listed in this table, there is a County High School Tuition Fund⁶⁵ levy of 5.10 mills and a County Elementary Equalization Fund⁶⁶ levy of 3.90 mills. In view of this, it is necessary when examining this table to add 9.00 mills to the total in order to obtain a realistic survey of the tax situation. Appendix Tables A and B have been included to illustrate any changes in valuations or mill levies through 1958 - 1959.

Prior to this point in the examination of the financial status of the present school organization of Minnehaha County, attention has been given to the valuation of the districts, and the tax levy required to support the schools of those districts. For further information regarding the use by the schools of this tax money, refer to Tables C and D in the Appendix. These tables demonstrate, by a seven point breakdown, the actual operational costs of the schools of the county. Table C considers the costs of the independent districts and Table D, the costs of the common districts.

Tables E and F, also in the appendix show the various sources of revenue of the independent and common districts respectively. These tables also point out the relative financial condition of the respective districts by showing the year's beginning balance, the sources of revenue and the year's ending balance.

⁶⁵ Ibid., p. 196.

⁶⁶ Ibid., p. 102.

Enrollment and Curricula

Two extremely important factors in the examination of any school system are the enrollment and the curriculum. It seems that there may be a correlation of some degree between the size of the high school and the comprehensiveness of the curriculum offered in that school. For that reason, these two factors are being considered under the same heading. In this portion of the study the enrollments of both secondary and elementary schools will be considered. As noted in the delimitation, the curriculum discussion will be limited to the secondary schools alone.

Enrollment

Data concerning the enrollment of the independent schools is available and will be considered for a three year period. Table VII shows the enrollments for a three year period beginning with the school year 1956 - 1957. In the application of this data we are concerned mainly with those enrollments for 1957 - 1958. The enrollments of the secondary schools for that year show that a total of 3,449 students attended the high schools of the county, with all but 960 attending the Sioux Falls school system. A similar situation exists in the elementary schools, with a total of 12,451 elementary students in the county and all but 2,553 attending Sioux Falls elementary schools.

An estimation may be made in comparing Table VII on page 59, to Table VIII on the following page, as to the number of elementary and secondary students from outside the independent districts attend each school.

TABLE VII. ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT OF THE INDEPENDENT SCHOOLS OF MINNEHAHA COUNTY, SOUTH DAKOTA FOR THE YEARS 1956 - 1959

District	Elementary School Enrollment			Secondary School Enrollment		
	1956-57	1957-58	1958-59	1956-57	1957-58	1958-59
Sioux Falls 1	9,265	9,898	10,408	2,368	2,589	2,731
Colton 62	139	156	163	65	81	89
Hartford 94	160	171	178	95	107	112
Baltic 115	128	126	172	65	71	76
Garretson 116	148	204	234	129	131	133
Brandon 145	149	189	207	123	138	174
Dell Rapids 146	230	249	268*	111	114	116
Humboldt 147	91	94	115	89	92	93
Lyons 148	110	112	109	67	67	72
Valley Springs 149	140	128	141	48	59	59

*In addition to this figure, Dell Rapids has a current enrollment of 62 in kindergarten.

TABLE VIII. RESIDENT PRE-SCHOOL AND SCHOOL AGE POPULATION* OF THE INDEPENDENT SCHOOL DISTRICTS OF MINNEHaha COUNTY FOR 1957 - 1958

District	Ages 0 - 5	Ages 6 - 13	Ages 14 - 17
Sioux Falls 1	8,715	10,571	3,354
Colton 62	84	116	49
Hartford 94	78	136	44
Baltic 115	35	33	14
Garretson 116	111	139	54
Brandon 145	75	96	50
Dell Rapids 146	211	268	83
Humboldt 147	83	157	66
Lyons 148	39	50	21
Valley Springs 149	76	104	43

*These population figures are taken from the school census of the spring of 1958.

Table VIII, prepared from the school census figures, shows the number of children in the given age brackets who actually reside in the independent districts. Sioux Falls is the only system that does not have a smaller number of students in a given age bracket residing within the district than it has enrolled in comparative grades in their school system. In other words, many of the students, both at the elementary and the secondary level, who attend the independent schools (other than Sioux Falls) reside outside of the boundaries of those districts. The fact that only 45 of the 109 common school districts in the county actually operate schools, substantiates this statement. Appendix Table G indicates the specific school districts that these pupils come from. It is apparent in this table that some of the students in the county attend the schools of common school districts on a tuition basis. The vast majority of them however, are in attendance at one of the independent district schools. Figure I graphically illustrates this contention by showing the home district of each tuition student and the district where each attends school.

Figure II on page 63 indicates the specific types of districts located in the county. Three types of districts are illustrated in this figure: the independent districts, the common school districts operating schools, and the common school districts that have closed their schools. An interesting observation is that many of the common districts that still are operating schools are located in the general vicinity of Sioux Falls. In the northern part of the county, particularly in the north-central part, there are very few common school districts that have their schools open. Approximately 10 percent of the elementary students of the county attend these common schools.

Figure 1. Minnabaha County Tuleton Student Map

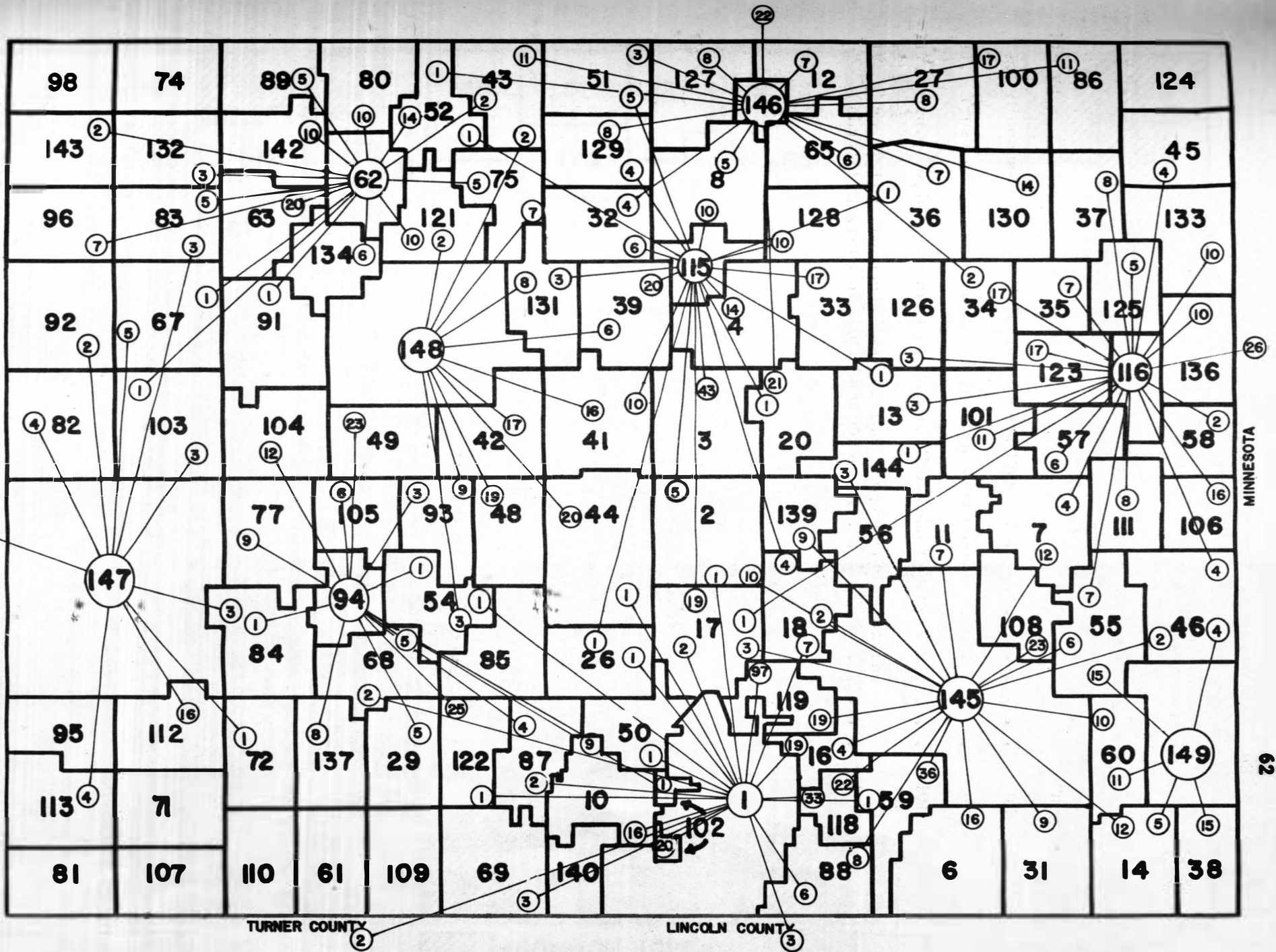
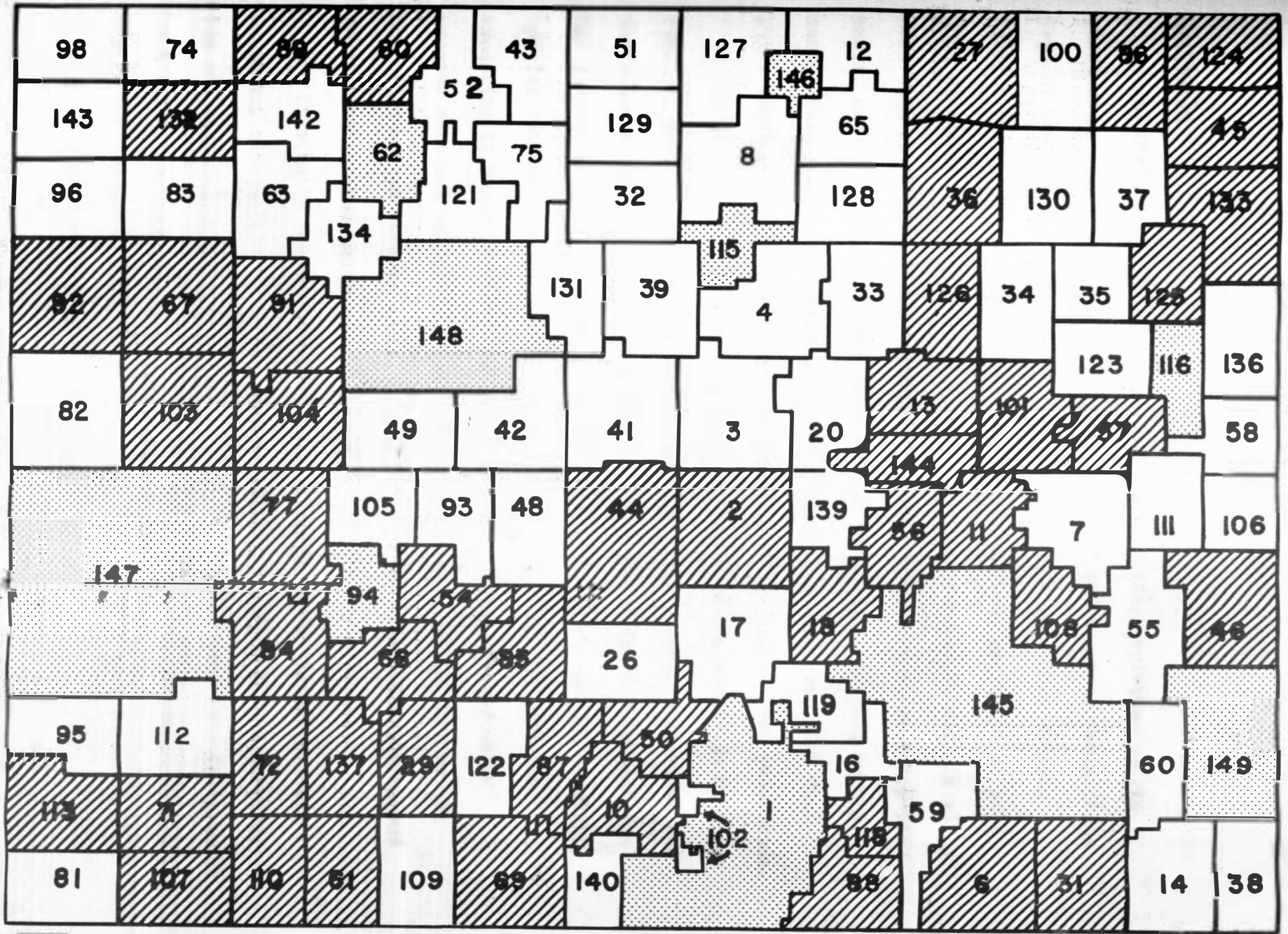


Figure 11. Types of School Districts in Winnebago County



= INDEPENDENT
 = COMMON (OPEN)
 = COMMON (CLOSED)

Curricula

As might be expected, there is a considerable variation in the curricular offering of the secondary schools of the county. Table IX on page 65 reveals the curriculum of each of the nine secondary schools outside the city of Sioux Falls. A brief statistical treatment of this data discloses that the average (mean) number of courses offered is slightly more than seventeen. This includes 13.5 courses offered on an every-year basis, and 3.5 courses offered each year on an every-other-year arrangement. Each course represents one credit towards graduation, with each pupil required to have 16 credits of course work to qualify for graduation.

A limited number of co-curricular activities are available to these pupils. Most of the schools have at least a limited program of vocal and instrumental music. All of them have a basketball team, but several do not compete in football. Activities such as intramural sports, baseball, special interest clubs, interpretive reading, etc., are the extreme exception in these schools. It seems that the entire co-curricular program revolves around four types of activities as exemplified by the competitive sports, music (instrumental and vocal), the class plays, and journalism (school paper and the yearbook).

Because of the extensiveness of the Sioux Falls school system's secondary curriculum, it is included separately in Table X. In considering the curriculum of this system, it is important to note that it is based on a 6 - 3 - 3 organization, or a three year senior high school. The remainder of the secondary schools in the county are organized in a manner that results in a four year high school program.

TABLE IX. THE CURRICULUM OF THE SECONDARY SCHOOLS
OF MINNEHaha COUNTY, SOUTH DAKOTA

Subject	A	B	C	D	E	F	G	H	I
American Government	X	X	X	X	X	X	X	X	X
World History	Y	X	X	X	X	X	Y	Y	Y
American History	X	X	X	X	X	X	X	X	Y
Economics	X	X		X		X		Y	Y
World Geography	Y	X	Y			X	Y	Y	Y
Sociology						X		Y	
Shorthand I	Y	Y	X	Y	X	Y		Y	Y
Shorthand II						Y			
Typing I	X	X	X	X	X	X	X	X	X
Typing II	Y	X		X	X	Y	Y	X	
General Business		X							
Bookkeeping		X	X				X	Y	
Biology	X	X	X	X	X	X	Y	X	Y
Chemistry	Y	Y	X	Y	Y	Y	Y	Y	
General Science	X	X	X	X	X	X	X	X	Y
Physics	Y	X		Y	Y	Y	Y		Y
English I	X	X	X	X	X	X	X	X	X
English II	X	X	X	X	X	X	X	X	X
English III	X	X	X	X	X	X	X	X	X
English IV	X	X	X	X	X	X	X	Y	X
Journalism					Y	X			
General Mathematics		X	X		X				
Algebra I	X	X	X	X	X	X	X	X	X
Algebra II	Y	Y		X	Y	X	Y		Y
Geometry	X	X	X	X	X	X			Y
Solid Geometry		Y $\frac{1}{2}$		Y $\frac{1}{2}$	Y				
Trigonometry		Y $\frac{1}{2}$		Y $\frac{1}{2}$					
Home Economics	X		Z	Z	Z	Z	Z	Y	
Industrial Arts	Y					Y	Y	Z	
Vocational Agriculture			Z	X	X	Z			
Mechanical Drawing					Y $\frac{1}{2}$	Y		Y $\frac{1}{2}$	

X - every year. Y - every other year. Z - part-time department.

A - District 62 - Colton
B - District 94 - Hartford
C - District 115 - Baltic
D - District 116 - Garretson
E - District 145 - Brandon

F - District 146 - Dell Rapids
G - District 147 - Humboldt
H - District 148 - Lyons
I - District 149 - Valley Springs

TABLE X. THE CURRICULUM OF THE SENIOR HIGH SCHOOL
OF THE SIOUX FALLS SCHOOL SYSTEM

High School Courses

High School Courses

ENGLISH

- *English 3-4 (10)
- *English 5 (11)
- *English 6 (11)
- *English Essentials (12) or
- *Senior Composition (12)
- *Modern Literature (12) or
- *English Literature (12) or
- *World Literature (12)
- Work Elementals (12)
- Creative Writing (11 12)
- Journalism (11 12)
- Newspaper (11 12)
- Advanced Speech (11 12)
- Debate 1,2 (10 11 12)
- Dramatics 1,2 (11 12)

MATHEMATICS

- *Algebra 1-2 (10)
- Plane Geometry 1-2 (10 11 12)
- Solid Geometry (11 12)
- Intermediate Algebra (10 11 12)
- Advanced Algebra (11 12)
- Trigonometry (11 12)

SCIENCE

- *Biology 1-2 (10 11 12) or
- *Physics 1-2 (11 12) or
- *Chemistry 1-2 (11 12)
- Physiology (11 12)
- Zoology (11 12)
- Botany (11 12)

HOME ECONOMICS (All 10 11 12)

- Clothing 1,2,3,4,5
- Foods 1,2,3
- General Home Economics

VOCATIONAL EDUCATION

- Radio 1-2 (10 11 12)
- Television 1-2 (11 12)
- Vocations 1,2 (12)

FOREIGN LANGUAGE

- French 1-2, 3-4 (10 11 12)
- German 1-2, 3-4 (10 11 12)
- Spanish 1-2, 3-4, 5-6 (10 11 12)
- Latin 1-2, 3-4 (10 11 12)

SOCIAL SCIENCE

- World Geography 1,2 (10 11 12)
- World History 1-2 (10 11 12)
- *U. S. History 1-2 (11)
- *Civics (12)
- *Economics (12) or
- *Sociology (12)
- World Affairs (11 12)
- Psychology (11 12)
- Commercial Law (12)
- Family Living (12)

BUSINESS EDUCATION

- Business Arithmetic (10 11 12)
- Bookkeeping 1-2 (10 11 12)
- Special Bookkeeping (10 11 12)
- Bookkeeping 3 (11 12)
- Bookkeeping 4 (11 12)
- Bookkeeping 5 (12)
- Bookkeeping 6 (12)
- Business Machines (10 11 12)
- Shorthand 1-2 (11)
- Shorthand 3-4 (12)
- Typing 1-2 (11)
- Typing 3-4 (12)
- Personal Typing 1-2 (11 12)
- Senior Typing (12)

INDUSTRIAL ARTS (All 10 11 12)

- Mech. Drawing 1,2,3,4
- Woodwork 1,2,3,4,5
- Auto Mechanics 1,2
- General Metals
- Plastics
- Machine Shop 1,2
- Printing

Table X. (continued)

High School Courses	High School Courses
ART	MUSIC
Art 1,2 (10 11 12)	Band (10 11 12)
Advanced Art (11 12)	Chorus (10 11 12)
Crafts (11 12)	Orchestra (10 11 12)
Commercial Art (11 12)	
DRIVER EDUCATION	PHYSICAL EDUCATION
*Driver Education (10)	*Physical Education (10)
LIBRARY SCIENCE	DRIVER TRAINING
Library Science (10 11 12)	*Driver Training (10)

Two or more figures following the name of a course indicate a two-semester (or longer) course. If the two figures are separated by a dash (as in Latin 1-2), the second semester must be completed to obtain credit for the first semester. If the two figures are separated by a comma (as in Art 1,2), the second semester need not be taken to obtain credit for the first.

A course with no number (s) is a one-semester course. A course marked with an asterisk (*) is a required course.

A listing of the curricular offering found in the Sioux Falls system involves the use of somewhat different course designation than was used in the first table on curriculum. In Sioux Falls, one credit is given for each semester of work, with a total of twenty-four required for graduation. Table X lists the various courses offered in this system. Two or more figures following the name of a course indicate a two-semester (or longer) course. If the numbers are separated by a comma, the second semester need not be taken in order to obtain credit for the first. There are thirteen required credits (required in specific subject matter areas) and eleven elective credits that must be taken to satisfy the graduation requirement of twenty-four total credits.

The three year high school program offers a total of 125 semester credits in 73 subject matter areas. In addition to this offering there are a number of co-curricular activities and non-academic subjects that have less than one credit per semester. Music has a value of $\frac{1}{2}$ credit each semester, with a maximum of three credits allowed per student. The offering here includes Band, Chorus and Orchestra. Driver Education ($\frac{1}{2}$ credit) and Driver Training ($\frac{1}{2}$ credit) are required for graduation as well as $\frac{1}{2}$ credit in Physical Education ($\frac{1}{2}$ credit per semester). Credit may also be earned in Library Science, with one fourth credit per semester given for three hours work each week in the Library. The athletic co-curricular activities are also available with students eligible to apply for participation in football, basketball, and track. In addition to these activities are the special interest clubs and other student organizations.

Summary

This chapter has been devoted to a discussion of the present status of the schools of Minnehaha County. Primary consideration was given to three major areas; the finances of the present school systems, the enrollments of the present schools, and the curricula of the secondary schools of the county.

It was established that there is considerable variation in both the assessed valuations of the districts and in the tax levies required to support the schools in those districts. This seemed to indicate that there was a considerable difference in the ability of the districts to support the schools. The range of the taxation level found in the independent districts is from 13.62 mills in the Brandon district to a high of 38.30 in Humboldt.

Enrollment of schools varied to an even greater degree. The Sioux Falls school system enrolls a total of 12,487 pupils of the county total of 15,900. The average secondary school of the county, not including Sioux Falls, has an enrollment of 96 students in the four year high school program, as compared to a secondary school enrollment of 2,589 in the Sioux Falls system.

The same variation found in the first two areas of study was found to exist in the curricula examined. All of the schools satisfied the legal requirements, but the total number of courses varied from less than twenty to over seventy courses included in the curriculum.

No attempt will be made to draw any conclusions from this status study at this point in the research. The function of this section will become

more vivid in later sections. The findings of this chapter will be utilized to the fullest extent in the establishment of a plan for the reorganization of the school districts discussed in this area.

CHAPTER IV
CRITERIA FOR THE SECONDARY SCHOOLS
OF MINNEHAHA COUNTY

Much of the survey of literature in Chapter II was devoted to an examination of various criteria for secondary education. It might seem that there was considerable variation in the ideas presented by the authorities consulted. Upon closer scrutiny, however, one may discern certain points of agreement between many of these citations.⁶⁷ The points of agreement that are of particular interest are those that deal with the standards or criteria to be established in this chapter.

The function of this portion of the study is to collect the ideas, opinions, and conclusions of the authorities, and organize this material into meaningful form. The compilation that evolves will give a set of criteria for the high schools that has ample substantiation from the "experts" in the field. These criteria will include a number of areas of public secondary school work. Consideration will be given not only to the course offerings, but to such components as co-curricular activities, school services, and certain areas of finance.

Needs of Today's Students

In the development of this phase of the study, consideration must be given not only to the academic life of the high school student, but to all of his school experiences. The conventional viewpoint may be that the

⁶⁷ Refer to Chapter II, pp. 38 -41, in this study.

important thing in school is the acquisition of skill in the traditional "three R's", with little emphasis on other activities. Such is not the case in education today, with more and more attention centered on planned "extra-class" activities. For the purposes of this study, the curricular and co-curricular activities will include all of those experiences under the direct sponsorship and supervision of the school. In referring to the "needs" of the students, it seems to be a consensus of opinion that those needs today are somewhat more complex and inclusive than they were for the students of a generation ago. The criteria in this chapter will be established with the intention of fulfilling those rather complex needs.

The Curricular Program

The curricular program of the high school of today includes a number of fields.⁶⁸ In our constantly changing society and shrinking world, we must provide the educational opportunities that will enable our pupils to keep abreast of our time. It is important that we consider the student who is preparing himself for college, and equally important, those who will terminate their formal education with the completion of their high school work. We must make provision for the bright students, as well as for those who are not favored with a high degree of mental ability. All in all, the establishment of a sound curriculum is not a simple undertaking. In surveying the literature available in this area, it is found that there is general agreement concerning the subject matter requirements of today's curriculum of the secondary school.⁶⁹ One notes some difference along such lines as

⁶⁸ James B. Conant, The American High School Today, pp. 1-140, McGraw-Hill Book Company, Inc.: New York, New York, 1959.

⁶⁹ Refer to Chapter II, pp. 38-41, in this study.

the number of years a particular course is to be offered or in the titles of courses, but it seems that the broad view of what is termed "an adequate curriculum" is somewhat standardized. From the findings of Conant,⁷⁰ the County Survey Committee,⁷¹ and other authorities, the following arrangement of course offerings was developed.

Required program.⁷² This portion of the curriculum is required of all students, regardless of mental ability, sex, background or interests. An important consideration is that in this area, a standard of performance should be applied that would somewhat equalize the student body. In other words, a dual standard would be used, one for the required courses, and a considerably higher standard for the more advanced academic courses.⁷³

The required subject matter fields are as follows:

1. English-----four years⁷⁴
2. Social Studies-----three to four years⁷⁵
3. Mathematics-----one year⁷⁶
4. Science-----one year⁷⁷

⁷⁰Conant, op. cit.

⁷¹James Schoeler, Harry Dykstra, and LeRoy Nelson, Minnehaha County School District Reorganization Study, Minnehaha County Board of Education: Sioux Falls, South Dakota, 1959.

⁷²Conant, op. cit., pp. 47-48.

⁷³Ibid.

⁷⁴Ibid.

⁷⁵Ibid.

⁷⁶Ibid.

⁷⁷Ibid.

5. Physical education-----four years⁷⁸
6. Driver education-----one semester⁷⁹
7. An elective program of seven one-year courses in a meaningful sequence⁸⁰

The purposes of each of these requirements are somewhat spelled out in related literature. In proposing such a program it is necessary that an attempt be made to substantiate the reasoning in setting up the program as it is.

There would be some change in the English courses as we know them today. A great deal of the time now spent in English classes is utilized in the study of literature. This is an important phase of the subject and should not be ignored. In light of the conditions of the world today, it is felt that some changes are in order. In establishing this program, plans should be made to spend about half of the total classroom time on the study of composition.⁸¹ Emphasis should be placed on this phase of the work not only by the teacher, but also by the administration. Activities could be designed by the school to encourage students to improve their writing ability. The concentration of time and effort on a single phase of this work is designed to facilitate the improvement of communication. Communication, between people and countries is becoming more and more important, and is of major concern in a curriculum analysis.

⁷⁸ Ibid.

⁷⁹ Herbert J. Stack, "Driver Education", School Executive, vol. 76 (July 1957), pp. 74-75, American School Publishing Corporation: Orange, Connecticut.

⁸⁰ Conant, loc. cit.

⁸¹ Ibid.

The next area to be considered is that of Social Studies. The required program includes from three to four years of study in this area. One of these years will be the required American history and at least one year of one of the other history courses. Examples here would be Ancient History, Medieval History or possibly World History. The Social Studies curriculum should also include in every case,⁸² a senior course in American Government or American Problems. This course, taught in the final year of a student's high school career would include a considerable amount of economics. As much would be included as the students could handle at this stage in their development. It would also include, as indicated by one of the possible course titles, a study of the current events and the resultant problems facing our country.

In the face of the "Sputnik" scare that educational institutions and personnel have experienced during the past several years, the inclusion of just one year of mathematics and one year of science in this program might be questioned. One must keep in mind that the part of the program put forward at this time is the "required" part; that which is required of all students. It is necessary at this point to give every student, regardless of their plans or their individual differences, a command of the fundamentals in these areas.

As far as mathematics is concerned, it is necessary that all pupils acquire a degree of skill in the basic concepts. This first course in mathematics would be taught during the freshman year or ninth grade. It is necessary to divide the classes at this point on the basis of ability

⁸²Conant, op. cit., pp. 75-76.

and/or interests. The course offered would be algebra, with a class in general mathematics for those unable to grasp the abstraction found in this course. The students who eventually will find their place in the elective vocational subjects would enroll in general mathematics, while those who plan for more advanced work in this field would enroll in the course in elementary algebra.

One year of science is required of all students. The courses offered would be General Science which would be largely physical science, and Biology, which is the study of living things. This inclusion is made not to make all pupils into scientists, but to give them a working knowledge of and an appreciation for science and the scientific approach.

The purpose of a continuing course in physical education need hardly be explained. It doesn't seem necessary in this day and age to go into a dissertation on the values of physical fitness. This training includes not only the development of the body through exercise, proper eating and hygiene, but the development of certain physical skills that will be utilized by the pupil throughout his life. It again is a recognized fact that the average man is finding more and more leisure time at his disposal. This course in physical education would present an opportunity for the pupils to acquire skills of a physical nature that will serve them in good stead in providing wholesome recreation in their later life.

Driver education is another inclusion that need not be discussed to any great extent. The current interstate highway program is providing us with more and more possibilities of travel by automobile. Our industry is furnishing us with more and better automobiles. It is our job

in the schools to provide trained, qualified drivers to man the vehicles that will travel these super-highways in the days to come.

In concluding the discussion the required program, it is necessary to re-emphasize the fact that this is the "core" of the total program of the school. These are the learning experiences that are common to all students. From this point the paths of the students diverge to follow specific routes that will lead them toward any one of a number of ultimate goals.

Elective program. In addition to the required program, there must be the elective courses for students of divergent aims and abilities. It is necessary to contemplate a number of factors in developing this portion of the total program.

In recent months there has been considerable comment in newspapers and periodicals concerning the alleged fact that the schools aren't giving enough attention to the advanced students. These are the pupils that Dr. Conant⁸³ refers to as the "highly gifted" and the "academically talented" students. It is imperative that programs for these students are included in the elective program, but equally important or even more important, are the groups that fall into the so-called average class or those classified as "slow learners". To develop the elective portion of the curriculum so that it will include offerings for all of these, requires a rather extensive collection of courses in widely separated subject matter fields. In addition to those groups listed above, an accounting

⁸³ Ibid., pp. 57-63.

must be made for those students at any one level of ability who have different vocational goals in mind.

Listed below are the general subject matter areas to be found in the elective program in the high school curriculum.

1. Foreign language-----four years
2. Advanced mathematics-----three years
3. Advanced science-----three years
4. Business education-----four years
5. Home making-----four years
6. Vocational agriculture-----two years
7. Trade and industrial education-----four years
8. Additional vocational courses such as art, printing,
crafts, etc.

The first three categories of mathematics, science and foreign language, are designed primarily for those pupils of superior ability. Those students referred to previously as academically talented and highly gifted, would be taking the courses offered in these fields. An effort would be made through the counseling and guidance program to encourage these boys and girls to enroll in these more advanced and challenging courses.

Business education involves those courses that have a direct relationship to the business world. Found in this broad field are:

- a. typing
- b. bookkeeping
- c. business machine operation

- d. office practice
- e. business arithmetic
- f. shorthand
- g. commercial law

Some of these course areas may be divided into specific courses that have application to particular goals. Typing, for example, could include a course for those who want to enter the labor market upon graduation from high school. This course area could also involve a course for those pupils who would like to learn to type for their personal use. Bookkeeping could likewise be divided for similar reasons.

Home making is another rather general field that can and should be divided for students with specific goals in mind. Found in this field would be those courses that would lead to advanced study in a college or special school in preparing for a career in nutrition or some related area. There would also be courses that would develop skills that would aid the pupils inasmuch as they could better prepare themselves to assume the responsibilities of a wife and homemaker.

Vocational agriculture and Trades and Industry Education are subject matter areas that are dependent somewhat on the community in which the school exists. If the school is located in an urban area, it would be of little advantage to offer a course in agriculture that would prepare them to be farmers. On the other hand, if most of the students came from families who work in an industrial area, the inclusion of a course in tool and die making would be well accepted and widely used.

Distributive education, not included in the listing of possible subject matter areas, is another of the somewhat specialized fields. The

purpose of this training is to prepare the pupils for entry into the field of retail sales. It is necessary again, to survey the needs of the community in developing a program of this type.

The final inclusion in the listing of subject matter areas involves a number of vocational subjects not falling into any of the other categories. The purpose of these courses is to satisfy the special interests that become apparent in any group of young people. Art, printing, radio, television and handiwork are all valuable courses to specific people. Many of these will lead to the development of hobbies so necessary for the mental adjustment of many pupils. Other pupils, enrolled in the same course may wish to pursue it as a life's work.

Adult education has not been included as a separate consideration up to this point. The reason for this is that the field of adult education could well encompass all of the areas heretofore mentioned. Business education, vocational subjects and even the academic courses could and should be made available to the adults. The program for adults aids in their adjustment through courses in crafts, etc., and aids in their business or job by making them better equipped to carry out specific tasks or to assume new roles in their chosen field of work.

Following is a listing of the courses that could be included in the curriculum.⁸⁴ Those subjects marked with an asterisk (*) are the required courses. This list is not necessarily complete in all respects. The needs of the community will dictate the course offering to some extent, so this group may be added to or deleted.

⁸⁴ Refer to Chapter II, pp. 11-15, 17-18, 37-38, and 40-41, in this study.

English

*World Literature
 *English Literature
 *Modern Literature
 *Senior Composition
 Speech
 Advanced Speech
 Debate
 Dramatics
 Creative Writing
 Journalism

Social Studies

*World History
 *United States History
 *American Problems
 World Affairs

General Vocational

Mechanical Drawing I
 Mechanical Drawing II
 Woodworking I
 Woodworking II
 General Shop I
 General Shop II
 Auto Mechanics
 General Metals
 Machine Shop I
 Machine Shop II
 Radio
 Television
 Printing
 Crafts I
 Crafts II

Miscellaneous

Art I
 Art II
 Commercial Art
 Instrumental Music
 (including groups, etc.)
 Vocal Music
 (including groups, etc.)

Science

Biology
 *General Science
 Zoology - Botany
 Physics
 Chemistry

Mathematics

*Algebra
 General Mathematics
 Plane Geometry
 Solid Geometry
 and
 Trigonometry
 Advanced Algebra

Foreign Language

French I	German I
French II	German II
French III	German III
French IV	German IV

Business Education

Commercial Law
 Business Arithmetic
 Bookkeeping I
 Bookkeeping II
 Business Machines
 Shorthand I
 Shorthand II
 Typing I
 Typing II
 Personal Typing

Physical Education

Physical Education I
 Physical Education II
 Physical Education III
 Physical Education IV
 Football
 Basketball
 Track

The Co-curricular Program

It is a difficult task to separate the areas described in the literature as "curricular" and "co-curricular". The question arises as to where the curricular activities end and the co-curricular activities begin. In this study it is considered that the co-curricular activities are those that are less formal in nature. In these activities a letter grade would not be given and in many cases the activities would not meet on a regular class schedule. Much of the time utilized for these activities would be after the regular school day had ended.

One of the more important of this group is the special interest organization. This would include the dramatic club, the debate club, the science club and other societies or groups of a similar nature. The holding power of these would lie in the fact that here the young people with like interests would gather in the pursuit of some purposeful goal. The end product of such a group could be the production of a play, competition in a debate tournament, or the launching of a miniature rocket. In a sense, this type of organization would give the students practical experience in many of the subjects studied in the classroom.

Another type of activity is exemplified in the various music groups. Students would have an opportunity to take part in the band, chorus, glee club or some other similar group. These groups are again, composed of pupils with like interests.

A third, and perhaps the most well known of the co-curricular activities is the area of athletics. The competitive sports such as track, football, and basketball, fall into this classification. It is possible that a student engaged in this type of activity might be excused from

participation in the regularly scheduled physical education class. This would give the pupil an opportunity to use that time during the day to take up an elective course, or to work on his regular classroom assignments.

These activities would be open to all of the students, with this one limitation. Each student will be limited in the number of these activities that he can participate in. This limit will not be a hard and fast rule, but will be imposed by an indirect method through the guidance program.

Following is a list of the activities that may be included in this co-curricular program. As in the case of the course offerings in the previous section, this list is not intended to be complete, and should be fitted to the specific school program.

Vocal Music

Boys Glee Club
 Girl's Glee Club
 Mixed Chorus
 Small Groups
 Solos
 Operetta
 Musical Programs

Athletics

Basketball
 Baseball
 Track
 Intramural Sports
 Football
 Recreational Sports

Miscellaneous

School Paper
 Yearbook staff
 Special interest clubs

Instrumental Music

Concert Band
 Marching Band
 Pep Band
 Small Groups
 Solos
 Concerts

Speech

Senior Class Play
 Junior Class Play
 Declamation
 Interpretive Reading
 Extemporaneous Speech
 Radio Speaking
 Original Oratory

No attempt has been made here to define in exact terms, the specific co-curricular program of a school. The need will vary with student bodies. The basic activities of speech, drama, athletics, and music would most likely be included in nearly every case. The remainder of the activities will be instigated largely by the interest demonstrated within the student body. A change of attitude is necessary on the part of the public concerning these activities. These are not "extra" activities as such. They are part and parcel of the total program of the school and an integral portion of the student's school life. They are created, designed, and supervised with a definite purpose in mind.

The School Services

This part of the school program does not logically occur in either the curricular or co-curricular realm. The fact that these services are separate does not imply in any way that they are of less importance. The guidance program, the hot lunch program, and the student health and insurance services are of prime importance in the over-all school program.

The only one of these three that may need defining is the "guidance program". One of the texts of the subject of guidance and counseling⁸⁵ states that "guidance services are those organized activities which aid each pupil in examining, evaluating, and choosing realistic personal goals and which follow each pupil through toward the realization of his goals". The text goes on to say that this definition results in five

⁸⁵ Edward C. Roeber, Glenna E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services, McGraw-Hill Book Company, Incorporated: New York, New York, 1955.

basic guidance services: (1) the counseling service, (2) the individual inventory service, (3) the information service, (4) the placement service, and (5) the follow-up service.

Size of the School

A certain amount of clarification is necessary when one speaks of the "size" of a school. Is reference being made to the size of the plant, the student body, or the school district? In this section of the thesis, reference will be made largely to the size of the student body and the attendant implications on the size of the district. Consideration of the size of the school plant does not lie within the problem area of this study.

Size is an important consideration in setting up the criteria for a secondary school. The size-cost-quality relationship⁸⁶ enters here and must be reckoned with. The subject matter courses listed in this chapter⁸⁷ would require a staff of about twenty teachers. This is estimated by comparing the courses in terms of possible areas of preparation of the faculty members, the number of classes a teacher should teach in a day, and a desirable teacher-pupil ratio in the classroom. If all of the courses were to be offered on an every-year basis, the estimated number of twenty teachers would be required. If the school had an enrollment of one hundred students, this would mean that there would be an over-all

⁸⁶ M. L. Cushman, Principles of School District Reorganization, an address in Des Moines, Iowa, 1954.

⁸⁷ Refer to Chapter IV, p. 81 of this study.

teacher-pupil ratio of 1 to 5. Calculation and comment shouldn't be necessary in considering the cost per pupil of this kind of school.

When a minimum teacher-pupil ratio of 1-20 is applied to this staff, we can quickly calculate that the enrollment would have to approach four hundred students in order to make the system efficient. Thus the size-cost-quality situation is typified by this estimation.

In surveying the literature, a considerable range was found in the suggested high school size. The authorities recommended all the way from two hundred to over a thousand students as the minimum required. There seemed to be a general consensus however, inasmuch as many of the figures were in the vicinity of four hundred pupils. Dr. Conant⁸⁸ established this figure as an absolute minimum, as he proposed that to lower the class size below one hundred meant either a tremendously increased cost, or a proportionate lowering of the quality of education. This application of one hundred in each graduating class does not consider the progression factor which would make the actual enrollment even higher. When one considers all of the facts involved, a figure in the proximity of four hundred students seems to be a logical size for a secondary school. This could well be affected by local conditions, with the end result being considerably higher or slightly lower. Only the number of courses to be taught plus the opinion of authority has entered into the decision at this point. No consideration has been offered to factors such as natural barriers, topography, density of population, or community boundaries.

A factor not involved thus far is that of transportation. It is

⁸⁸ Conant, op. cit., p. 77.

imperative that the students riding a bus do not have to spend an excessive period of time enroute to and from school. The literature available in this area seems to indicate that the high school student should spend a maximum of one hour riding to or from school.⁸⁹ Other implications of the transportation problem may also be involved in the final determination of district size. Caution must be taken to make certain that this specific problem doesn't become a "scapegoat". The Education Policies Commission states,⁹⁰ "Too often, the difficulty of transportation is allowed to obscure the unwillingness of school authorities in undersized districts to give up their positions of power, even though their reluctance perpetrates the undereducation of their own children".

In accordance with this discussion, it seems that the size criterion must exist as a range rather than a specific number of students. Even this range would be affected considerably by local conditions such as topography, density of pupil population, and other factors. The criterion, as established in this work, consists of a minimum enrollment of 350 students in the four-year high school and a practical upper limit of 450 students. The "practical upper limit" does not mean to imply that this is the maximum size that any secondary school should reach. It is included in this particular study because of the limited pupil population and the size of the area being considered.

⁸⁹Jacob L. Foreman, School District Reorganization for Sioux County, Iowa, Field Study No. 1, Unpublished Doctor's Field Study, Colorado State College of Education, Greeley, Colorado, 1957.

⁹⁰Education Policies Commission, "High Quality in Education", National Education Association Journal, vol. 48 (February 1959), pp. 126-128, National Education Association of the United States: Washington, D.C.

Financial Considerations

In surveying the financial requirements of a secondary school, this study will treat the subject in more or less general terms. It is not the purpose of this work to define, specifically, the finances required to implement the program outlined thus far in this chapter. This section is devoted to establishing the type of district, from a financial standpoint, that will be necessary in order to secure the approximate finances needed. Also included will be a description of the development of the criteria in this area of finance.

In order to establish a beginning point for this portion of the study, at the present time in the county were used. These costs are itemized in Table C and in Table D of the appendix.

One can see in comparing the costs per student in the independent school districts, that there is a considerable variation. This range is perhaps due to a number of reasons such as the size of the school, the quality of the education offered, the number of faculty members, and the efficiency of the administration.

It is impossible to separate the costs of the high school from the elementary schools in most of the cases. For that reason, these calculations are made on the basis of total enrollment of the schools in question.⁹¹ One can see in comparing the costs per student in the independent school districts, that there is a considerable variation. Table D demonstrates

⁹¹ "Capital Outlay Fund" and Bond Redemption Fund" expenditures were not included in these calculations.

the common districts throughout the county. Those schools that are operating are indicated by an asterisk (*) and the presence of a salary figure under the heading "Instructional Costs". A total of 52 of the 109 common school districts are operating schools.

The total costs of operating the independent schools of the county during this school year was \$3,995,363.10. The costs of the common school district elementary units for this same period was \$269,888.92. This makes a total expenditure for the county of \$4,265,252.02 on public secondary and elementary education. Tables E and F in the appendix demonstrate the sources of this various revenue.

One can calculate from this that the average(mean) cost per pupil enrolled in grades one through twelve,⁹² was \$255.29 for the independent schools and \$240.11 for the elementary schools of the common school districts. Enrollments in the independent schools totaled 14,776⁹³ and those of the common schools 1,124.⁹⁴

The purpose of these calculations is to establish a total cost of operation so that one will be able to then calculate the assessed valuation necessary to meet those costs, while maintaining a "reasonable" level of taxation. In this study, the higher of the two cost figures (\$255.29) will be used to establish this necessary valuation. The authorities⁹⁵ agree

⁹²Dell Rapids and Sioux Falls operate a kindergarten in addition to grades one through twelve.

⁹³Refer to Table VII, p. 59.

⁹⁴Refer to Table H in the appendix.

⁹⁵Refer to Chapter II, pp. 42-43.

that with an enlarged pupil population, the costs per student will tend to be lowered on a per student basis and/or the quality of educational opportunity will be raised. With this in mind, it is felt that the cost figure used is conservatively high for use in estimating the total costs of reorganized systems of schools.

The assessed valuation of the school districts of Minnehaha County can be determined by consulting Table I on page 45 and Table V beginning on page 52. When making calculations involving the valuations, it is necessary to consider the agricultural land separate from the other property. The reason for this is that the South Dakota legislature has placed a ceiling of 11 mills on the amount of taxation to be levied on this type of property.⁹⁶ The total agricultural land in the county is valued at \$43,388,899 and the personal property and public utilities total \$195,850,633. This makes a total valuation of \$239,239,532, and a valuation per student of \$18,047. The mill levy required to operate all of the schools of the county if there were no limits imposed, would be slightly in excess of 14 mills on the basis of this valuation figure.

Any proposal for reorganization will have to consider finance. It is imperative that the reorganized district have an adequate financial base to support the system of schools that it operates. The question arises as to just how large that tax base must be. Needless to say, this would vary with the costs of operation. It seems that if it is required to establish a valuation, that it should be defined in terms of the amount

⁹⁶ The School Laws of the State of South Dakota 1957, p. 76, Midwest-Beach Company: Sioux Falls, South Dakota.

of money that can be produced by a given mill levy. The valuation should be sufficient to hold the personal property and public utility mill levy rate to about 25 mills, and the agricultural land levy to the limit of 11 mills.

In comparing this levy with that in Table III, page 48, which shows the levy required in the independent districts,^{97 98} it seems quite small. The common school district levy at the present time exceeds the maximum that would be possible in a reorganized district. At the present time the average (mean) levy in the common school districts is 3.83 mills for school purposes. Added to this is the equalization fund levy⁹⁹ of 3.90 mills and a high school tuition levy¹⁰⁰ of 5.10 mills. This makes the total levy 12.83 mills. If these common districts were to become part of a district that had within its boundaries an incorporated town, the limited levy on the agricultural land would apply. The personal property and public utilities would be taxed the same as those within the incorporated towns.

The critical figure then, for the tax base, is not a set sum. It can be said that Minnehaha County is an area that has ample valuation to support its schools at a reasonable mill levy rate if it is properly organized. The main objective of the proposal or plan in the next chapter

⁹⁷ The tax levy for school "General Fund" expenditures is limited to forty (40) mills in the independent districts.

⁹⁸ School Law, op. cit., p. 77.

⁹⁹ Ibid., p. 102.

¹⁰⁰ Ibid., p. 196.

is to organize the districts so that the costs will be evenly distributed, and to see that those costs represent money spent efficiently.

Summary

The needs of the high school student today are much different from those of a student of twenty-five years ago. In this modern age, changes in transportation, communication, and in society itself, have changed the very nature of the pupil and his requirements. In order to meet these needs, the public high school must adapt itself to the times. A more complete curriculum is in order with such inclusions as advanced study in languages, science, and mathematics. Skills that formerly were acquired through an apprenticeship arrangement now must be acquired in the public school. In this area are offerings such as carpentry, machine tool operation, printing, and many others. High school graduates today go many directions upon their graduation; some go to college to further prepare themselves, others go directly into offices, retail establishments, factories, and farms. It is the function of the modern public high school to see that these boys and girls are well prepared for whatever field of endeavor they choose to enter.

Consideration must also be given to time that the worker of tomorrow will spend away from his job or business. The trend towards a shorter and shorter work week has carried us from the twelve hour day of the not-too-distant past to the forty hour week of today. In some instances a week of thirty-six hours of work is evidenced. It is expected that in a few years, a four day week will be far from unusual. In view of this, the citizens of this country must have an opportunity to learn how to use

their leisure time constructively and enjoyably. A co-curricular program should be designed in each school that will accomplish this task. Music, athletics, speech work on an extra-class basis, and recreational sports are examples of this type of activity. These coupled with some of the vocational subjects that will train the student in areas such as handiwork, woodworking, and art, will assist this student of today as he trains to be a happy and productive "adult of tomorrow".

In adapting itself to this new role, not only the interior of the school must change, but the entire local structure of our school systems must be altered. Specific courses necessary in this "Sputnik" age are impossible to insert in our present schools because of the very nature of the schools themselves. The fact that our schools, as a rule, are so very small in terms of total enrollment and district size, make it a financial impossibility for the average school to expand its curriculum or its facilities. The costs involved in the hiring of additional teachers, in the purchase of new equipment, and the construction of buildings to house the equipment and classes are tremendous in the terms of a one hundred pupil high school. To add to the financial dilemma, this one hundred pupil high school is perhaps operating in a district with less than one million dollars taxable valuation. The structure of this school must change if we are to offer the pupils the educational opportunity that they should and must have. The financial base for the school needs modification and the enrollment of the school must be increased. The school should be large enough so that the teacher-pupil ratio approaches 1 - 20.

When the curriculum is expanded to the proper degree and the teacher-pupil ratio is adequate, the student body is large enough so that

there can be efficiency in instruction. The tax base of this school must then be expanded or enlarged to a point where a reasonable tax levy on the property contained therein will supply enough capital to pay for the operation and expansion of the system.

The criteria for the secondary school that have been presented in this chapter are grouped into three major areas; educational program, size, and finance. Stated in rather general terms, they are as follows:

1. Educational program

a. The required subject matter fields are:

- (1) English ----- four years
- (2) Social Studies ----- three or four years
- (3) Mathematics ----- one year
- (4) Science ----- one year
- (5) Physical Education ----- four years
- (6) Driver Education ----- one semester
- (7) An elective program of seven one-year courses
in a meaningful sequence.

b. The elective subject matter fields are:

- (1) Foreign language (one of two) - four years
- (2) Mathematics ----- three years
- (3) Science ----- three years
- (4) Business Education ----- four years
- (5) Homemaking ----- four years
- (6) Agriculture ----- two years
- (7) Trade and Industrial Education
----- four years

(8) Additional vocational courses such as art, printing, crafts, etc.

c. The school services to include:

- (1) Hot lunch program
- (2) Guidance and counseling service
- (3) Student Health program
- (4) Student Insurance program
- (5) Other services deemed necessary by the administration and community.

2. School Size

a. The size of the student body of the secondary schools should be in the range of 350 to 450 students.

- (1) This size criterion is to be considered as a minimum goal rather than a maximum.

3. Finances

a. The tax base of the independent schools should be large enough to adequately support the expanded school program with a reasonable level of taxation on the property included in district.

The authorities in the educational world are unified in saying that the need for a change is present. This chapter has presented some of the basic criteria to be utilized in answering that need. The terminology is rather general in certain areas of this criteria, as intended. In general, the school that meets these criteria, will satisfy the needs of the changing world, and will provide a real educational opportunity for today's pupils as they prepare for their "tomorrow".

CHAPTER V

THE REORGANIZATION PLAN FOR THE SCHOOL DISTRICTS
OF MINNEHAHA COUNTY, SOUTH DAKOTA

In beginning this part of the study it is important to examine first of all, the functions of the preceeding chapters. In Chapter I, an effort was made to introduce the over-all topic of this research. Chapter II attempted to point out the position of some of the outstanding authorities in the field of education in regard to the present school situation and their position and ideas concerning school district reorganization. This chapter also included a survey of the School Laws of South Dakota inasmuch as they affect school district reorganization. The present status of the schools of Minnehaha County was examined in the third chapter, and finally, in Chapter IV, criteria were established for the school systems emerging from a possible reorganization movement.

In point by point form, the following ideas were presented:

1. There is a broad need for school district reorganization.
2. The need for school district reorganization in Minnehaha County is exemplified in three areas of the public schools:
 - a. the curricular and co-curricular programs
 - b. the school services
 - c. the financing of the school programs.

The point has now been reached in this research where all of the preceeding work must be applied in the development and presentation of an actual "plan" for the reorganization of the school districts of Minnehaha County. Primary emphasis will be centered on the curriculum, services, and

finances of the schools and school districts. Secondary in nature, but still important to this presentation are factors such as community boundaries, topography, and other of the more "practical" considerations.

In considering the method of approaching this complex problem a number of possibilities must be considered:

1. Community boundaries or "trade areas" could be recognized as prime factors, and all organization could begin here, and end with the establishment of those specific boundary lines.
2. An attempt could be made to determine the minimum tax base needed, and areas could be mapped out inasmuch as a given area represents a certain value in taxable property.
3. Calculations could be made on the density of pupil population, with all other factors being regarded as subordinate to this main consideration.

Realizing the importance of approaching the problem in any of the ways listed here, it was decided to develop a plan from a somewhat different initial consideration. In this chapter, the school district reorganization proposal or plan will be based primarily on the needs of the students. Due consideration will be given to those so-called "practical" factors mentioned earlier. The resultant reorganization program will represent an attempt to design an over-all system of schools that will provide the maximum educational opportunity to all, and at the same time stay within the realm of practicality.

Student Population

The student population of any school is a significant factor. The fact that this study places it first in order in the consideration of a number of factors does not imply that it is the most important factor. The reason that it is being considered first is that before any sort of a plan can be made, it is necessary to know how many pupils are going to be included. The "needs of the students" is the prime factor in this entire program plan.

In surveying the schools of the county,¹⁰¹ it was found that a total of 15,900 students attend the various public schools found within it. In an examination of the committee report,¹⁰² it was discerned that about 21.7 percent of the total public school enrollment was enrolled in high school (9 - 12). This means that a total of approximately 3,450 pupils attend the secondary schools of this county. A perusal of the 1958 - 1959 records¹⁰³ shows an increase in total students of a little less than 1000 students, with the percentage enrolled in high school staying quite constant. As mentioned before in this study, "the present time" refers to the year 1957 - 1958 because of the fact that this is the last year (school year) for which complete records are available.

¹⁰¹ Refer to Table VII, p. 59.

¹⁰² James Schoeler, Harry Dykstra, and LeRoy Nelson, Minnehaha County School District Reorganization Study, Minnehaha County Board of Education: Sioux Falls, South Dakota, 1959.

¹⁰³ Refer to Table VII, p. 59.

In the survey committee report,¹⁰⁴ the recommendation was made that the Sioux Falls school district should annex its adjacent districts. This action would raise their high school enrollment a total of less than 150 pupils.¹⁰⁵ It was noted however, at the time of this recommendation, that it was doubtful if Sioux Falls would ever carry out this annexation. The school district had been approached several times on the subject, and declined to accept any proposal of that nature. The plan presented here will at the outset, vary from the committee recommendations inasmuch as the Sioux Falls system will maintain its present boundaries.

The Sioux Falls school system has enrolled in its high schools a total of 2,589 students, with the district itself including little more than the corporate city limits. In subtracting this enrollment from the total high school enrollment of the county (3,449 minus 2,589), it is found that there are 860 pupils enrolled in the nine other independent high schools of the county. This is an average enrollment in these nine secondary schools of 96 students.

In Chapter IV it was established that a minimum enrollment of 350 to 450 students in grades nine through twelve¹⁰⁶ would be necessary to carry out a sound program of education. In light of this alone, there are enough students in the county for no more than two high schools. It is necessary to keep in mind that the secondary enrollment of 350 to 450

¹⁰⁴ Schooler, and others, op. cit., p. 39.

¹⁰⁵ Refer to Table H in the appendix.

¹⁰⁶ Refer to Chapter IV, p. 95.

students (previously established as a criterion) was cited to be a minimum requirement, not a maximum or an optimum figure. It can be concluded then, that two secondary schools would be the maximum number that the student population of the county (excluding Sioux Falls) could support.

This situation leaves several alternatives as to the decision to be made on the basis of enrollment. These possibilities are:

1. One administrative unit containing one central high school;
2. One administrative unit containing two high school attendance units; or
3. Two administrative units, each maintaining a high school.

Area Size and Topography

In examining the map of this county in Figure III,¹⁰⁷ it is seen that the county measures 24 miles (north and south) by 34 miles (east and west), containing a total land area of 816 square miles. Close scrutiny of the map shows only one noticeable topographical factor that may be significant in designing a reorganization plan. That factor is the Big Sioux River, which flows in a generally southerly direction through the county. The fact that there are 31 bridges spanning this stream in its approximate 51 miles of length in the county tends to decrease its importance as a deterrent to any possible reorganization movement. It does remain as a factor however, and must be recognized in the development of a plan for district reorganization.

¹⁰⁷ The wide, translucent line superimposed on this map indicates the school district boundaries proposed by the authors of Minnehaha County School District Reorganization Study.

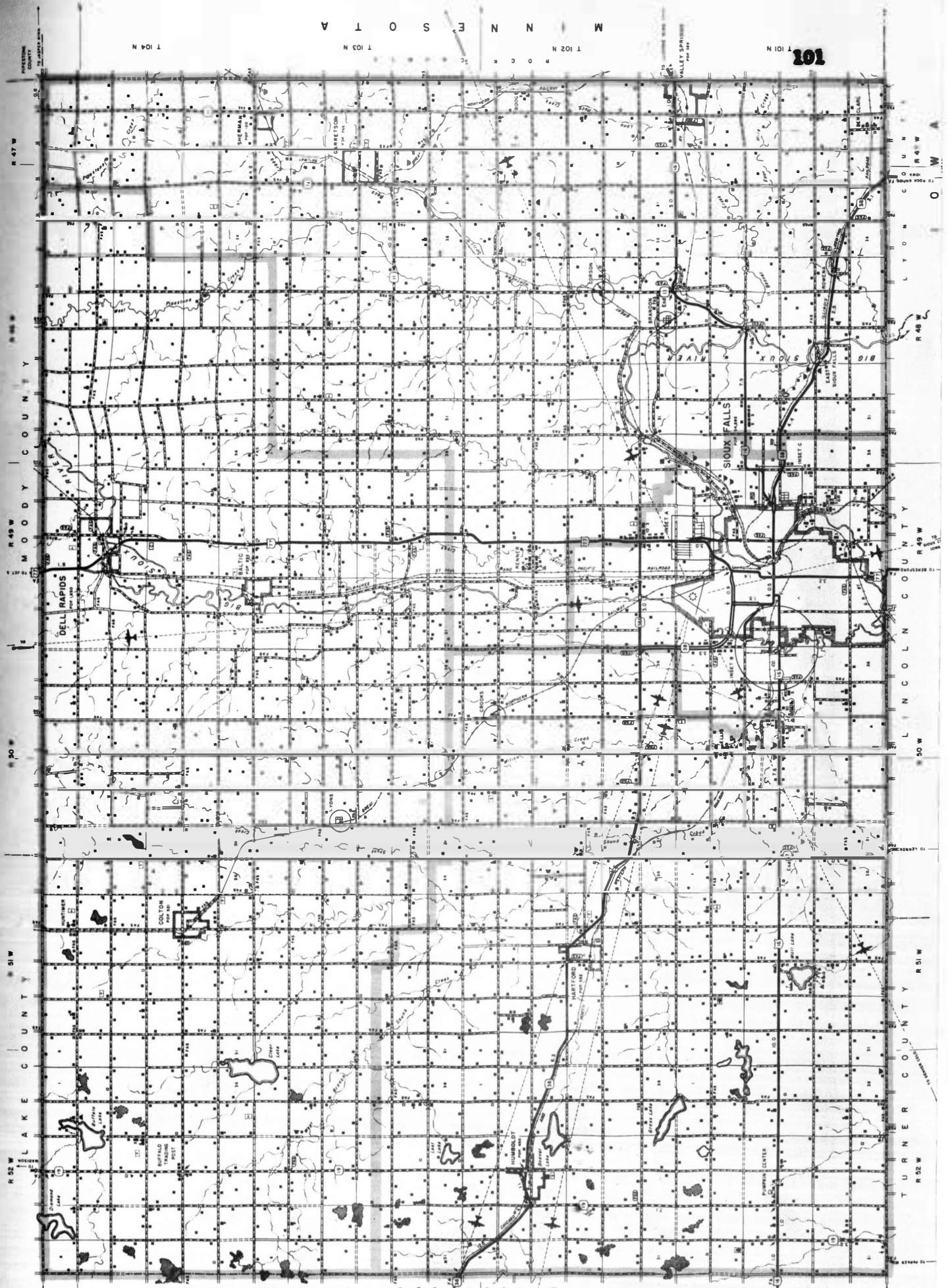


Figure III. STATE HIGHWAY DEPARTMENT MAP OF MINNEHAHA COUNTY

R 47 W

R 49 W

R 50 W

R 51 W

R 52 W

R 48 W

R 49 W

R 50 W

R 51 W

R 52 W

MOODY COUNTY

MINNEHAHA COUNTY

LINCOLN COUNTY

LAKE COUNTY

TURNER COUNTY

LYON COUNTY

DELL RAPIDS

SIoux FALLS

COLTON

SIoux RIVER

SIoux FALLS

LAKE COUNTY

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The presence of roads of sufficient quality to insure safe, economical transportation of students is a practical consideration of some importance. Consulting the county map again, it can be calculated that with a road on every section line, there would be a possible 1,632 miles of roadway in the entire county. In addition to these, would be the state and federal highways that do not necessarily follow the section lines. Of the 1,632 possible miles of section line roads, the map shows that 89.5 percent of this total are maintained township, county, or state roads. This is an indication that transportation might not present as great a problem as it might in some other areas.

There is one very recent development in the roadway situation that could have a considerable effect in reorganization. That development is the construction of a portion of the interstate highway, which when completed will divide the county into two very nearly equal sized areas. This highway, as constructed, would permit only limited access, with interchanges and underpasses at intervals of several miles. This would tend to divide the county in a rather distinct manner, providing a definite boundary line for the areas on either side.

If one was to accept this roadway as an arbitrary dividing line between two distinct areas of the county, the areas created could be utilized as possible attendance areas for the secondary schools. The existence of these two areas would seem to satisfy the requirements for two high schools in the county. The question still remains as to whether there should be two separate administrative units, each with one high school, or one administrative unit with two high school attendance units.

Administrative Organization

In considering the complexities of the curriculum and services that have evolved thus far in the study, it would seem wise to have two high schools under one administration. Certain services, specialized faculty members, and possibly even some of the more specialized equipment required, could be shared by the two schools. Still another advantage would be the economy that could result from the existence of only one central administrative unit with its attendant staff, equipment, and facilities.

In contemplating the cooperation possible between these attendance units, the following itemization is presented as a partial listing of the areas in which economy could be facilitated.

1. Academic area

- a. Elaborate equipment, too expensive for one school of this size, could be purchased and shared.
- b. Personnel, specialized in one particular branch of science (or other field), could be utilized by students of both institutions.

2. Vocational area

- a. Two years of agriculture being offered in each of the schools, one instructor would be able to serve both.
- b. An instructor in radio and other electronics, a specialist in those areas, could service two schools.
- c. One auto mechanics specialist could be utilized by both.

3. Adult education

- a. An example here would be the instance where a single teacher could handle a typing class in each school on different days or evenings of the week.

4. Guidance

- a. The criteria establishes that one guidance counselor is required for every 250 students: three counselors could carry on the program for the two schools, which if separated would require two counselors each.

5. School services

- a. Duplication of personnel could be avoided in the school health program, speech therapy, and other similar services, with certain of the specialized equipment utilized by both of the attendance units.

There are perhaps even more ways that these two attendance areas could cooperate in the use of educational personnel and devices. The great advantage in this respect is that the possibility of this cooperation taking place is much greater under one administration than under two. It is doubtful, if one is to judge by the present inter-school relationships, if any cooperation at all would exist between two separate school systems.

Financial Considerations

Finance is no doubt one of the most important of the considerations that enter in to a study of school district reorganization. From the

chapter devoted to a status study of the schools of Minnehaha County,¹⁰⁸

it is possible to collect the following data that relate directly to this specific area of the research:

1. Total county public school enrollment ----- 15,900
2. Valuation of agricultural land -----\$ 43,829,725
3. Valuation of other property ----- 195,850,633
4. Total valuation ----- 239,680,358

From these statistics, one particularly significant figure can be calculated; the valuation per student enrolled. This figure is found to be \$15,074. The full meaning of this calculation is evident when an attempt is made to determine the mill levy that would be required to raise the money needed to send a child to school for one year. The average cost per student in the county is \$255 (approximately), and on the basis of the stated valuation per student, a tax levy of slightly less than 17 mills would be required to produce the needed finance.¹⁰⁹

These same calculations can be applied to that portion of the taxable valuation which is present outside the boundaries of the Sioux Falls school district.¹¹⁰ This valuation figure, when compared to the pupil population of the area thereby represented, will indicate the valuation per student "in the county" i.e., that area of the county excluding the Sioux Falls district.

1. Total valuation ----- \$104,852,044
2. Valuation of other property ----- 61,513,145

¹⁰⁸ Refer to Chapter III, pp. 42-70, in this study.

¹⁰⁹ Refer to Chapter IV, p. 89, in this study.

¹¹⁰ Refer to Table I, p. 45, and Table V, pp. 52-54, in this study.

3. Valuation of agricultural land ----- \$ 49,338,899
4. School enrollment ----- 3,413

In applying the same treatment to this data as to the total county figures, the following becomes evident:

1. Total valuation per student ----- \$30,721
2. Agricultural land valuation per student ----- 12,698
3. Other property valuation per student ----- 18,023

In this case the tax levy on the total valuation required to produce the capital necessary¹¹¹ would be less than 8.5 mills. At the present time the rural districts have an average (mean) tax levy for school purposes of 12.83 mills.¹¹² If this levy were applied on the basis of the total valuation per student as discussed here, a total of over \$394 per student would be produced. In comparing this figure to those available regarding per pupil costs in this county,¹¹³ it seems more than ample. It is possible that an even lower level of taxation would allow for full provision for the needs of the students as presented in the preceding chapter.

The Reorganization Plan

The development of this reorganization plan has included the factors of enrollment, finance, area size, administrative organization, and

¹¹¹Calculated on the basis of the costs for the year 1957 - 1958.

¹¹²Refer to Chapter IV, p. 91, in this study.

¹¹³Refer to Chapter IV, pp. 88-90, and Table C and D in the appendix.

topography with the factor of "the needs of the students" as the basic underlying consideration. It is the function of this portion of the chapter to establish the plan in concrete terms as it has evolved from those previous developmental factors.

The plan for the reorganization of the school districts of Minnehaha County, South Dakota is as follows:

1. District boundaries

- a. All district boundaries within the county will be abolished with the exception of those designating Independent School District No. 1, which includes the city of Sioux Falls.
- b. The boundaries of the created district will be coterminous with the county, with the exception of that portion which is coterminous with Independent School District No. 1.

2. Administrative organization

- a. The county will be divided into a total of two (2) school administrative units, as follows:
 - (1) Independent School District No. 1, which will remain in its present form.
 - (2) Independent School District No. 2, which will be composed of that area within the county not presently included in Independent School District No. 1.
- b. Independent School District No. 1 will continue with its present type of administrative organization as designated by the electors therein.

- c. Independent School District No. 2 will disband its present school boards and administrative organizations and cause the creation of a new administrative organization as prescribed by law.
- d. The attendance units, both elementary and secondary, to be located in each of the districts, will be determined by the residents of the respective districts through their duly elected school officials.

Figure IV is a map of Minnehaha County with the proposed school district boundaries drawn in. The boundaries are indicated by broad, opaque lines. The two school districts are numbered as designated in the foregoing narrative description. The double line located near the middle of the page demonstrates the approximate location of the proposed interstate highway segment discussed earlier in this chapter. This inclusion demonstrates clearly the "dividing" effect that this construction has on the county as a whole, and accounts, in part at least, for the possibility that there should be two secondary school attendance areas in Independent School District No. 2.

Comparison of the Proposed Reorganization Plan to the Present System

It has been stated ¹¹⁴ that this study is concerned mainly with the administrative units, their secondary schools, and the educational opportunities offered therein. The comparison made here will deal with those

¹¹⁴ Refer to Chapter III, p. 42.

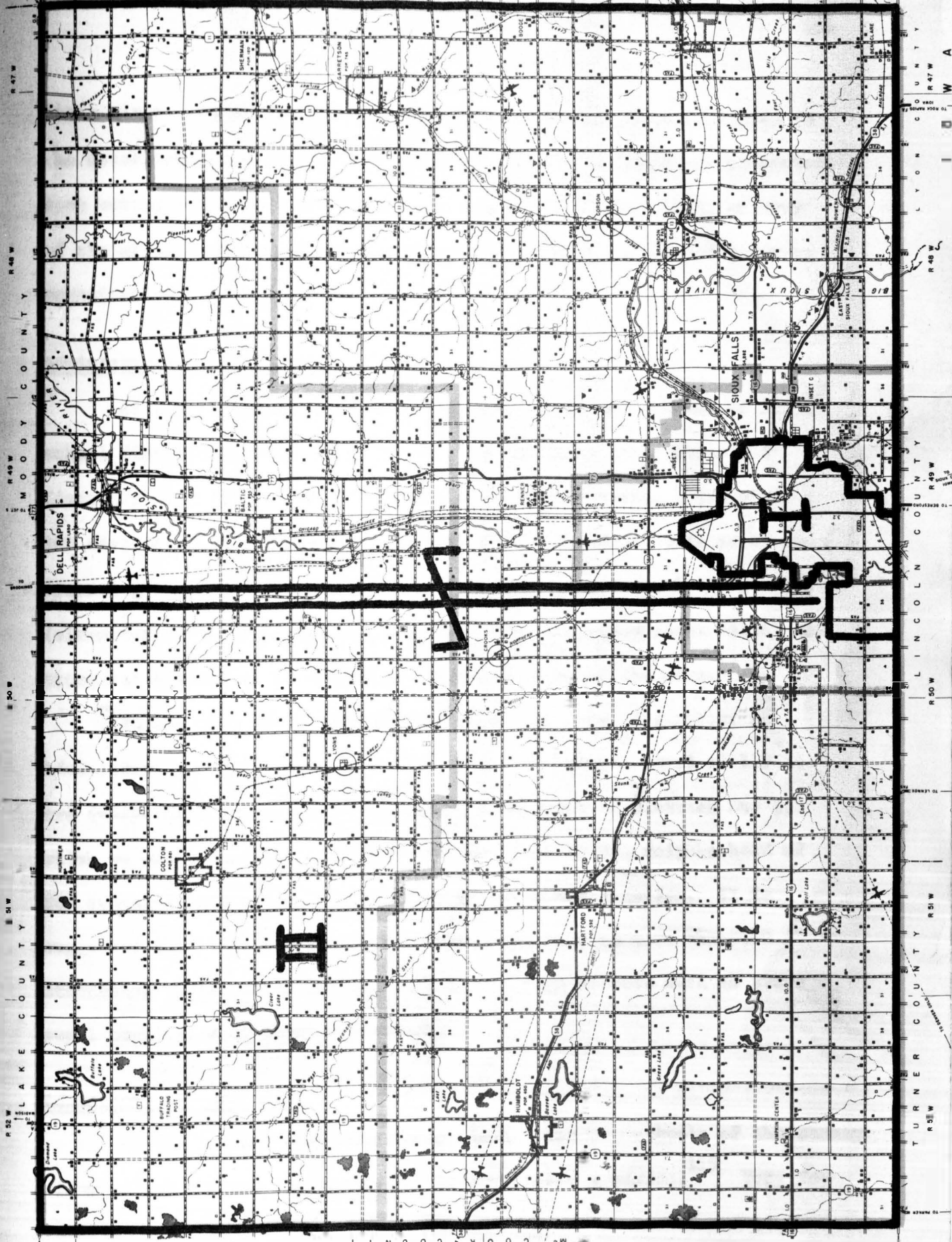


Figure IV. MAP OF THE PROPOSED PLAN FOR THE REORGANIZATION OF THE SCHOOL DISTRICTS OF MINNEHAHA COUNTY

three areas. No attempt will be made to go into the detail involved in the establishment of attendance areas or centers, calculations of present cost versus estimated costs under the provisions of this plan, or many of the other rather intricate details of the school and school district organization.

Administrative Organization

At the time this study is being made, there are a total of 119 school districts in Minnehaha County. Ten of these are independent districts operating at least a twelve grade school system. The other 109 districts are designated as common school districts, with 52 of them operating some type of an elementary school program. The 3,413 students (elementary and secondary) of the county (not including Sioux Falls) are attending a total of 61 different schools throughout the county.

In the plan for reorganization presented here, the number of administrative units would be reduced from the present total of 119 to two independent units. The high school enrollment of District No. 2, which we are primarily concerned with, would be in the neighborhood of 860 students, all under the direction of one administration. It is suggested that this enrollment be broken down into no more than two attendance units, which would result in two high schools with an average pupil population of about 430 students.

Educational Opportunity

At the present time, the independent secondary schools of the county offer rather limited curricular and co-curricular programs. ¹¹⁵ Very few

¹¹⁵ Refer to Table IX, p. 65.

of the recommended school services are included in the over-all school program, and none of the schools "in the county" offer a comprehensive program of adult education.

The school program of the units found in the plan presented would follow the criteria established previously for the schools resulting from district reorganization. That program would include the following: ¹¹⁶

1. An expanded curriculum

- a. Required subjects to include: four years of English; three or four years of Social Studies; one year of Mathematics; one year of Science; four years of Physical Education; and one semester of Driver Education.
- b. Elective subjects to include: four years study in each of two Foreign Languages; three years of Advanced Mathematics; three years of Advanced Science; four years of Business Education; four years of Homemaking; two years of Agriculture; four years of Trade and Industrial Education; and additional courses such as art, printing, and crafts.

2. Expanded school services

- a. School services to include: a guidance and counseling program; the hot lunch program; the student health program; a student insurance program; and other services as determined by the school and community.

¹¹⁶ Refer to Chapter IV, pp. 72-85.

3. Expanded co-curricular program

- a. Co-curricular areas to include: all types of vocal and instrumental music; varied activities in speech; a complete athletic program including intramural sports; and special interest and social groups.

4. Ability grouping

- a. This grouping would be subject by subject, with special arrangements available for the slow learner as well as the gifted students.

Interwoven with these improvements in the educational opportunity are the advantages that stem from the fact that there are at least four hundred students enrolled in the high school (as established in the chapter dealing with criteria). This enrollment results in:

1. Competition in academic fields for the advanced student;
2. Enriched co-curricular activity of all kinds through the addition of new talent;
3. Facilities such as the gym will no longer be a play ground for the 15 to 20 boys that are out for basketball, but rather a place for wholesome activity by the entire student body.

These features and many others similar in nature, all go together to make the school a better place to gain educational experiences and to prepare for a productive position in society.

Finance

The final area of comparison lies in the field of finance. This study has not entered into great detail on this subject, but on the basis of the amount of work that has been done, certain comparisons can be made.

In the establishment of criteria for the schools to be created by district reorganization, no definite statement was forwarded concerning a specific amount of capital required for the satisfactory operation of the secondary schools under a proposed plan. It was stated¹¹⁷ simply that "the tax base of the independent schools should be large enough to adequately support the expanded school program with a reasonable level of taxation on the property included in that district".

It has been pointed out in this chapter that, with the proposed district organization, the mill rate required would be about 8.5 mills for district No. 2, and of course would not affect district No. 1. When a comparison is made between this rate and the average rates in the independent districts (29.73),¹¹⁸ or even the common districts (12.83), the levy seems to be extremely reasonable. This rate could be increased considerably, and still would not approach the point of being unreasonably high. In light of this it can be stated that, from a financial standpoint, the organization proposed satisfies the requirements of the criterion for this area.

Summary

This plan for reorganization is not purported to be a panacea for all of the problems that face education in Minnehaha County. There are problems present in this county that are common to educational systems

¹¹⁷ Refer to Chapter IV, p. 95.

¹¹⁸ This figure does not consider agricultural land, and does not include the Sioux Falls levy rate which is 28.21.

throughout the nation. The important thing is the removal of some of the really important stumbling blocks that face us in an effort to build a meaningful educational program for our children. With the realization of a plan such as the one proposed, it would be possible to solve other educational problems that are insurmountable under our present system.

The plan presented in this study is not a complex one in itself. It changes the district organization of the county in such a way that its present group of 119 school districts is reduced in number to two. It gives all of the people in the county a voice in the educational policies instead of vesting the bulk of that power in the hands of those who live in just ten, small independent districts. Action within these two districts takes place quickly as the result of the action of ten men on two different school boards instead of the ponderously slow process of obtaining like action from 377 men on 119 different school boards.

In this modern day, the transportation problem isn't one that should stand in the way of such a program. Students living ten to fifteen miles away from an attendance center are mere minutes away in terms of transporting time.

The costs and resulting taxes of this plan are conducive to its immediate enactment. As pointed out earlier in this chapter, the costs per student per year would have to increase over one hundred dollars before an increase in the average rural tax would be indicated. As far as most of the independent districts are concerned, taxes would be greatly reduced. The key to this moderate taxation level is the equalized distribution of school support, with everyone sharing in the responsibility of supporting the school system as well as sharing in its benefits.

The benefits of this program would be many and available to all. Everyone, from the kindergarten on up, would have new horizons open for them. The students could take advantage of modern facilities and equipment and trained specialists in each field of study. Parents too, through the various activities of the school and the adult education program would have a chance to broaden their perspective. It is important that the educational program have the financial support and moral backing of each citizen, and equally important to the citizen is the fact that this school system exists, not for its own sake, but for the welfare of all.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

School district reorganization is one of the most critical needs of education today. In many areas it is the greatest single deterrent to the creation of an adequate educational program. The state of South Dakota in general, and Minnehaha County in particular, demonstrates the presence of this need by the very nature of the school organization contained therein and the quality of their total educational program.

The educational organization change is dictated by the needs of the pupils. These needs have changed to a great degree over the past twenty-five years, and the schools of 1934 will not prepare the students for competitive existence in the year 1959. The curricula and the services of many of the schools of Minnehaha County, restricted by lack of adequate finance and its many ramifications, represent the school of many years ago. This system of districts, with its inequalities of both educational opportunity and financial support requires change.

Summary

The main objective of this study was to present a plan for the reorganization of the school districts of Minnehaha County, South Dakota. This plan was to be designed so that it would facilitate the improvement of the educational opportunities offered to pupils of the county, particularly at the secondary level. While so doing, the plan would equalize the

tax burden so that all would share equally in the responsibility of supporting the school system.

A survey was made of recent literature related to the study. Particular emphasis was given to a recent research project by James B. Conant¹¹⁹ and another by a research committee¹²⁰ called in to survey the reorganizational needs of the county. Advantages to be gained by school district reorganization were said to be: (1) unification of the total school program; (2) education of uniform quality throughout the district; (3) all people in the district would have a voice in the control of the school; (4) a simplification of financial support; (5) a more comprehensive educational program; (6) better administrative and supervisory services; and (7) better returns from the tax dollar.

Included in the review of literature was a survey of the school law of South Dakota. Those portions which deal with school district reorganization were included. Additional consideration was given the school law in an examination of the latest developments occurring during the 1959 session of the state legislature.

A survey of the present school situation in Minnehaha County was carried out. This part of the study was divided into three areas; (1) the finances of the independent and common school districts; (2) the enrollment and the curricula of those schools; and (3) the general organization of

¹¹⁹ James B. Conant, The American High School Today, McGraw-Hill Book Company, Inc.: New York, New York, 1959.

¹²⁰ James Schooler, Harry Dykstra, and LeRoy Nelson, Minnehaha County School District Reorganization Study, Minnehaha County Board of Education: Sioux Falls, South Dakota, 1959.

the school districts. An effort was made to point out the tax situation and the financial condition of the districts involved. The enrollments, both total and secondary, were considered in light of the curricular and co-curricular programs. The general structure of the organization of these schools was dealt with in a general way to point out factors such as size, location, and other related factors.

The criteria by which to judge the school or schools resulting from a reorganization of the school districts was established in the third part of the study. These criterion were established by; (1) reviewing the literature in these areas; (2) surveying the requirements of the statutes; and (3) reviewing the programs of the schools of the county. The criteria set up called for considerable expansion in nearly every area of the school program as it exists in most of the county's schools at the present time.

In examining these criteria, it is found that the requirements for graduation include a total of 16 year-long courses plus the required driver education and physical education. Those courses required of all students include; (1) four years of English; (2) three or four years of social studies; (3) one year of mathematics; (4) one year of science; (5) four years of physical education; and (6) one semester of driver education.

Each student is required to enroll in a minimum of seven elective courses in a planned, meaningful sequence. The subject matter offerings in the elective areas are: (1) four years of each of two foreign languages; (2) three years of advanced mathematics; (3) three years of advanced science; (4) four years of business education; (5) four years of homemaking; (6) two

years of agriculture; (7) four years of trade and industrial education; and (8) additional vocational courses such as art, printing, crafts, etc.

An extension of the services of the school was also pointed out in the criteria. Guidance and counseling services are to be included as an integral part of the total program of the school. Other services such as the student health program, student insurance, the hot lunch program, and others designated by the administration and the community are included in operation of the school.

The final stage of the study involved a re-examination of the county in question and a review of all of the research completed to that point. In view of the facts included therein, a plan for the reorganization of the school districts was developed which would accomplish the purposes as set forth in the initial stages of the study.¹²¹

The resultant organization consists of the county being divided into two administrative areas. One of these units is the present school district (No. 1) which includes slightly more than the corporate limits of the city of Sioux Falls. The second administrative unit has boundaries that coincide with those of the county except in that area where it is coterminous with the Sioux Falls district. It is suggested that this second unit may be divided into two attendance areas, resulting in the establishment of two secondary schools with enrollments of about four hundred students each. It was pointed out that this type of organization would satisfy the criteria that had been established and in so doing, would satisfy the educational needs of the students in attendance.

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Refer to Chapter I, pp. 3-4, of this study.

Conclusions

This study has led to the following conclusions relating to the reorganization of the school districts of Minnehaha County in particular and South Dakota reorganization in general.

1. A satisfactory reorganization of the school districts of Minnehaha County is necessary to provide adequate educational opportunities for the students of the county secondary schools.
2. In comparison with the standards set up by the authorities in the field of education, Minnehaha County has only one satisfactory secondary school, that being the Sioux Falls secondary system.
3. Minnehaha County has many educational and financial inequalities in its present arrangement of school districts.
4. The existing state laws governing reorganization are permissive in nature and do not necessarily encourage a great amount of reorganization activity.
5. The educational needs of the pupils should be the primary consideration in any reorganizational proposal.

Recommendations

On the basis of this study and the preceding conclusions, the following recommendations are made.

1. Minnehaha County should reorganize its school districts into not more than three, and preferably two administrative units.
2. The South Dakota legislature should enact legislation that would encourage activity in this movement.

3. The total school program should be enlarged to provide for the complete educational needs of the pupils, whether children, adolescents, or adults.

Suggestions for Further Study

The broad field of school district reorganization opens many areas that call for continued, detailed, study. Following is a partial list of those that seem in need of continued research.

1. A state-wide study of school district reorganization that would result in a somewhat uniform procedure to be followed in planning and accomplishing the reorganization of the administrative units.
2. A study of the methods of financing the schools of the state or those of the midwest that would yield an equitable plan for state and federal aid to education.
3. A detailed research of the school laws governing reorganization of school districts throughout the country to prepare a slate of legislation for submission to the state legislative body.
4. A study in detail of possible curriculum changes that could be designed to include not only potential course offerings, but also the content of those courses.

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APPENDIX

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QUESTIONNAIRE

Sioux Falls, S.D.
Oct. 27, 1958

From Edgar Rervig,
County Supt. of Schools.

As you perhaps already know, a survey is being made of our county for purposes of School Reorganization. Would you please fill in the material requested here and send it back to me at your earliest convenience.

Total Elementary Enrollment-----1956-57 _____ 57-58 _____ 58-59 _____

Total Secondary Enrollment-----1956-57 _____ 57-58 _____ 58-59 _____

Curriculum Data

<u>Subject</u>	<u>1956-57</u>	<u>57-58</u>	<u>58-59</u>
World History	_____	_____	_____
Economics	_____	_____	_____
Shorthand I	_____	_____	_____
Shorthand II	_____	_____	_____
Typing I	_____	_____	_____
Typing II	_____	_____	_____
Biology	_____	_____	_____
American History	_____	_____	_____
Chemistry	_____	_____	_____
General Science	_____	_____	_____
Physics	_____	_____	_____
English I	_____	_____	_____
English II	_____	_____	_____
English III	_____	_____	_____
English IV	_____	_____	_____
Algebra I	_____	_____	_____
Algebra II	_____	_____	_____
Geometry	_____	_____	_____
General Mathematics	_____	_____	_____
General Business	_____	_____	_____
<u>Other Subjects</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Questionnaire (continued)

Finance Information

What charge to you make for bus transportation?

1st child _____ 2nd child _____ 3rd child _____ 4th child _____

Vehicle Information (Please outline bus route on enclosed map)

<u>Vehicle Number</u>	<u>Year Purchased</u>	<u>Make</u>	<u>Model</u>	<u>Capacity</u>	<u>Children picked up</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Thank you for your cooperation. If you have any additional remarks concerning this phase of our school system, please feel free to note them on the reverse side of this letter.

.....

Note: This questionnaire was made up and sent out by the county superintendent's office. The contents were the result of suggestions by the author of this thesis.

TABLE A. ASSESSED VALUATION OF REAL ESTATE, PERSONAL PROPERTY AND PUBLIC UTILITIES IN THE COMMON SCHOOL DISTRICTS OF MINNEHAHA COUNTY FOR 1958 - 1959

District	Real Estate	Personal Property	Public Utilities	Total
2	551,141	154,005	61,646	766,792
3	416,353	117,117	37,658	571,128
4	407,104	98,466	32,287	537,857
6	380,991	70,969	23,347	475,307
7	353,350	112,979	40,991	507,320
8	383,233	98,949	8,723	485,805
10	1,179,998	1,204,694	1,107,596	3,492,288
11	309,375	106,625	-----	416,000
12	267,377	93,038	23,459	383,874
13	310,809	63,920	11,799	386,482
14	300,816	85,127	21,488	407,476
16	223,704	142,736	66,152	432,592
17	481,782	106,836	87,238	675,856
18	309,745	64,937	17,085	391,767
20	318,717	85,811	7,162	411,690
26	327,180	67,647	16,470	411,297
27	457,529	102,454	5,601	565,584
29	291,506	66,045	5,970	363,521
31	369,936	149,111	27,046	546,111
32	304,990	60,409	5,974	371,373
33	318,476	95,735	2,223	416,434
34	306,666	82,329	10,725	399,720
35	206,553	46,305	14,573	276,431
36	410,835	91,180	-----	502,015
37	297,985	60,018	-----	358,003
38	306,034	66,866	16,063	388,963
39	361,236	82,707	9,050	452,993
41	462,565	103,095	10,766	576,426
42	384,584	110,975	16,308	511,867
43	320,969	79,165	-----	400,134
44	787,276	226,918	82,997	1,097,191
45	313,660	47,005	-----	360,665
46	416,540	145,230	35,133	596,903
48	330,827	75,238	5,081	411,146
49	309,984	72,185	-----	382,169
50	287,303	240,013	37,491	564,807
51	309,454	94,610	-----	404,064
52	309,663	108,795	-----	418,458
54	281,697	86,707	6,206	374,610
55	409,034	98,347	16,556	523,937
56	380,454	97,615	524	378,593
57	219,835	87,425	31,990	339,250
58	213,074	52,700	14,790	280,564

Table A. (continued)

District	Real Estate	Personal Property	Public Utilities	Total
59	308,034	80,073	19,405	407,512
60	249,227	37,328	17,024	294,579
61	341,715	81,581	5,541	428,837
63	326,779	82,800	-----	409,579
65	297,069	57,698	1,682	356,449
67	362,774	92,269	20,282	475,325
68	306,048	50,075	-----	381,723
69	423,423	71,642	29,483	524,548
71	396,766	78,534	11,448	386,748
72	287,474	77,800	1,597	366,871
74	233,750	82,341	236	316,327
75	291,629	60,491	-----	352,120
77	374,673	85,955	10,249	470,877
80	324,151	84,604	11,012	419,767
81	266,810	43,512	-----	310,322
82	380,974	67,156	944	449,074
83	284,958	94,009	29,515	408,482
84	361,795	84,447	5,653	451,895
85	375,570	79,337	7,655	462,562
86	317,348	86,688	8,218	412,254
87	330,832	284,440	26,461	641,733
88	504,396	122,098	55,955	682,449
89	287,970	94,303	-----	382,273
91	361,164	100,015	14,478	475,657
92	358,639	79,135	19,749	457,523
93	267,593	116,922	-----	384,515
95	216,926	35,112	-----	252,038
96	241,000	57,346	2,467	300,813
98	232,702	48,698	19,677	301,077
100	315,552	108,891	20,033	444,476
101	372,091	148,703	4,628	525,422
102	130,675	84,685	9,903	225,263
103	370,296	85,616	-----	455,912
104	450,774	85,802	25,954	562,530
105	258,063	51,344	15,274	324,681
106	195,959	61,041	20,309	277,309
107	281,582	66,139	-----	347,721
108	251,717	137,090	45,969	434,776
109	297,059	106,293	1,691	405,043
110	287,823	71,201	4,884	363,908
111	242,446	35,963	-----	278,409
112	291,131	101,204	-----	392,335
113	316,762	72,429	11,816	401,007
118	850,614	371,541	47,939	1,270,094
119	417,268	276,911	67,657	761,836

Table A. (continued)

District	Real Estate	Personal Property	Public Utilities	Total
121	288,730	40,999	9,248	338,977
122	294,990	66,848	39,272	401,110
123	264,447	66,681	13,697	344,827
124	327,824	73,485	9,044	410,353
125	268,757	71,248	18,914	358,919
126	303,960	76,126	12,994	393,080
127	306,159	62,040	17,218	385,417
128	288,802	63,347	671	352,820
129	314,299	65,320	6,003	385,622
130	399,013	83,263	45,852	527,128
131	303,732	85,491	-----	389,223
132	256,673	97,903	19,055	373,631
133	498,962	135,279	30,334	664,575
134	285,133	69,297	-----	354,430
136	262,236	57,515	4,871	324,622
137	282,205	62,823	2,950	348,978
139	240,423	90,105	15,035	345,563
140	190,164	24,614	27,282	242,060
142	289,607	70,285	-----	359,892
143	243,396	60,214	-----	303,610
144	212,732	66,242	5,647	284,621

**TABLE B. MILL LEVIES FOR GENERAL FUND, CAPITAL OUTLAY FUND, AND BOND
REDEMPTION FUND OF THE COMMUN SCHOOL DISTRICTS OF
MINNEHAWA COUNTY FOR 1958 - 1959**

District	General Fund	Capital Outlay Fund	Bond Redemption Fund	District	General Fund	Capital Outlay Fund	Bond Redemption Fund
2	4.82	----	----	41	2.73	----	----
3	6.99	----	----	42	3.95	----	----
4	2.05	----	----	43	5.25	----	----
6	5.02	----	----	44	5.27	1.36	2.87
7	----	----	----	45	2.45	----	----
8	.42	----	----	46	2.81	----	----
10	8.52	2.86	----	48	1.33	----	----
11	1.65	----	----	49	----	----	----
12	.85	----	----	50	1.42	3.54	----
13	.11	----	----	51	.48	----	----
14	5.01	----	----	52	2.64	----	----
16	1.01	----	----	54	3.74	----	----
17	9.87	----	----	55	4.46	----	----
18	11.34	----	----	56	3.88	----	----
20	3.96	----	----	57	4.06	----	----
26	----	----	----	58	1.82	----	----
27	3.38	----	----	59	4.76	----	----
29	4.60	----	----	60	2.10	----	----
31	5.40	----	----	61	2.95	----	----
32	3.85	----	----	63	2.74	----	----
33	4.99	----	----	65	.68	----	----
34	.74	----	----	67	2.86	----	----
35	----	----	----	68	3.65	----	----
36	3.16	----	----	69	1.80	----	----
37	7.18	----	----	71	2.55	----	----
38	3.79	----	----	72	3.15	----	----
39	3.97	----	----	74	4.67	----	----

Table B. (continued)

District	General Fund	Capital Outlay Fund	Bond Redemption Fund	District	General Fund	Capital Outlay Fund	Bond Redemption Fund
75	----	----	----	110	5.10	----	----
77	4.73	----	----	111	----	----	----
80	3.34	----	----	112	1.65	----	----
81	----	----	----	113	3.41	----	----
82	----	----	----	118	4.89	2.29	2.36
83	----	----	----	119	6.50	2.87	----
84	1.80	----	----	121	.08	----	----
85	4.74	----	----	122	6.21	----	----
86	4.55	----	----	123	4.68	----	----
87	1.29	----	----	124	4.12	----	----
88	8.11	----	2.93	125	5.79	----	----
89	2.74	----	----	126	3.04	----	----
91	1.50	----	----	127	----	----	----
92	2.01	----	----	128	1.98	----	----
93	3.82	----	----	129	.68	----	----
95	.46	----	----	130	2.82	----	----
96	5.64	----	----	131	----	----	----
98	----	----	----	132	.66	----	----
100	5.58	----	----	133	7.39	3.01	----
101	.60	----	----	134	2.79	----	----
102	3.59	----	----	136	3.04	----	----
103	2.23	----	----	137	4.91	----	----
104	.37	----	----	139	3.66	----	----
105	2.00	----	----	140	9.86	----	----
106	2.39	----	----	142	1.47	----	----
107	5.01	----	----	143	----	----	----
108	5.96	----	----	144	----	----	----
109	5.47	----	----				

TABLE C. OPERATING COSTS AND COSTS PER PUPIL OF THE INDEPENDENT SCHOOL DISTRICTS OF MINNEHAHA COUNTY FOR THE SCHOOL YEAR 1957 - 1958

District	General Control	Instructional Service	Auxiliary Agencies	Operation of Plant	Maintenance of Plant	Fixed Charges	Cost per Student
Sioux Falls 1	92,400.88	2,462,839.24	233,572.97	288,320.03	147,101.80	83,948.67	264.93
Colton 62	2,446.83	42,594.53	9,205.99	5,664.44	2,524.14	1,131.23	268.21
Hartford 94	4,570.65	39,854.89	4,893.43	6,726.89	1,790.46	567.04	210.08
Baltic 115	1,475.86	46,206.66	21,007.84	7,069.63	2,050.05	2,879.32	332.54
Garretson 116	1,526.71	68,294.94	11,468.30	8,003.22	5,549.41	2,159.41	289.56
Brandon 145	7,573.74	73,732.08	12,886.72	15,878.74	6,895.20	3,147.48	367.37
Dell Rapids 146	6,449.96	80,925.22	9,878.08	12,790.55	2,658.11	1,991.11	315.95
Humboldt 147	7,166.25	39,621.77	8,778.45	6,656.85	4,669.79	1,180.61	365.99
Lyons 148	2,175.04	34,929.83	5,728.61	5,818.27	570.21	1,473.62	283.21
Valley Springs 149	5,396.58	32,688.45	1,785.28	5,608.38	2,089.16	1,551.57	262.67

TABLE D. OPERATING COSTS OF THE COMMON SCHOOL DISTRICTS OF
MINNEHAHA COUNTY FOR THE SCHOOL YEAR 1957 - 1958

District	General Control	Instructional Service	Auxiliary Agencies	Operation of Plant	Maintenance of Plant	Fixed Charges	Capital Outlay
*2	8,625.26	6,529.69	-----	447.08	124.89	-----	-----
3	82.00	-----	7,178.08	-----	225.53	-----	-----
4	44.00	-----	3,492.13	-----	-----	7.75	-----
*6	153.64	4,841.91	43.50	381.47	155.52	-----	-----
7	30.00	-----	2,312.10	36.84	41.00	-----	-----
8	-----	-----	6,136.85	-----	-----	-----	-----
*10	165.00	18,810.09	-----	1,486.24	1,753.48	-----	7,966.09
*11	-----	2,677.73	-----	366.73	74.40	-----	-----
12	-----	-----	1,452.60	-----	-----	-----	-----
*13	62.07	3,276.19	24.09	351.08	68.03	105.67	-----
14	73.70	-----	3,623.60	-----	-----	-----	-----
16	-----	35.00	3,952.56	-----	-----	-----	-----
*17	96.06	2,623.63	542.32	327.01	79.46	-----	-----
*18	120.00	5,568.30	-----	654.59	70.43	15.00	4,360.47
20	52.75	-----	4,147.10	276.87	-----	-----	-----
26	35.00	-----	1,168.39	-----	-----	-----	-----
*27	-----	2,571.68	-----	538.49	258.36	78.87	-----
*29	159.00	2,847.24	61.69	573.01	-----	18.00	-----
*31	174.89	5,899.62	22.96	1,690.28	203.10	205.30	623.58
32	34.00	-----	1,936.87	-----	-----	38.25	-----
33	-----	56.00	2,597.52	-----	-----	30.00	-----
*34	431.94	2,314.40	-----	577.43	-----	-----	-----
35	34.00	-----	905.30	-----	-----	30.00	-----
*36	65.00	2,581.53	35.82	530.06	53.10	657.85	-----
37	-----	-----	801.86	-----	-----	48.50	-----
*38	65.00	1,945.21	-----	524.27	560.87	40.02	-----
39	30.00	-----	4,107.10	-----	-----	70.70	-----
41	45.00	-----	4,520.55	-----	-----	-----	-----
42	30.20	-----	3,673.50	-----	-----	47.75	-----

Table D. (continued)

District	General Control	Instructional Service	Auxiliary Agencies	Operation of Plant	Maintenance of Plant	Fixed Charges	Capital Outlay
43	-----	37.50	3,595.01	-----	-----	-----	-----
*44	196.06	7,950.19	1,658.70	1,018.70	564.07	459.48	962.24
*45	60.50	2,933.48	-----	353.19	673.52	79.20	-----
*46	-----	3,123.50	21.13	430.13	214.00	-----	-----
48	-----	-----	4,359.39	-----	-----	-----	-----
49	76.60	-----	3,633.19	-----	-----	-----	-----
*50	92.15	3,485.46	-----	359.29	220.04	144.11	405.50
51	-----	-----	1,669.02	-----	35.00	-----	-----
52	25.00	-----	4,491.12	-----	-----	-----	-----
*54	20.00	2,891.91	-----	404.50	126.00	110.00	-----
55	60.00	-----	4,005.33	-----	-----	-----	-----
*56	-----	2,359.32	-----	528.66	69.05	-----	-----
*57	-----	2,846.45	-----	323.84	101.19	-----	-----
58	-----	-----	522.30	-----	50.00	-----	-----
59	-----	-----	5,727.25	-----	199.61	95.00	-----
60	60.00	-----	2,622.70	-----	-----	-----	-----
*61	161.28	2,830.29	-----	212.04	80.05	100.87	-----
63	35.00	-----	2,631.32	-----	-----	-----	-----
65	-----	-----	1,424.10	-----	-----	441.30	-----
*67	141.95	2,197.16	612.50	208.63	38.80	18.70	-----
*68	69.20	2,542.73	69.15	490.95	79.62	-----	-----
*69	-----	3,691.14	-----	386.78	93.44	-----	123.42
*71	-----	2,471.09	-----	272.92	371.08	-----	-----
*72	45.00	2,661.96	33.33	164.66	37.28	-----	-----
74	63.04	-----	4,179.85	-----	-----	-----	-----
75	50.00	-----	1,477.34	-----	-----	-----	-----
*77	141.54	3,112.81	53.90	120.60	218.90	146.47	560.00
*80	67.00	2,561.22	185.24	498.14	69.37	-----	-----
81	67.00	-----	1,003.35	-----	-----	81.00	-----
82	-----	-----	1,161.50	-----	382.11	30.00	-----
83	21.00	-----	1,134.26	-----	-----	-----	-----

Table D. (continued)

District	General Control	Instructional Service	Auxiliary Agencies	Operation of Plant	Maintenance of Plant	Fixed Charges	Capital Outlay
*84	-----	2,683.95	-----	484.25	84.12	-----	-----
*85	25.50	2,583.57	-----	769.45	661.29	112.16	-----
*86	-----	2,506.51	1,026.50	592.03	-----	189.25	-----
*87	98.00	3,126.34	-----	555.47	849.63	67.50	-----
*88	160.00	5,849.64	385.84	660.00	1,159.32	140.50	708.59
*89	92.50	2,530.33	-----	186.75	97.98	-----	-----
*91	-----	2,616.98	-----	864.80	-----	-----	-----
*92	177.00	2,692.80	-----	105.36	186.72	90.52	-----
93	-----	-----	2,795.90	34.00	30.00	-----	-----
95	-----	-----	662.96	-----	20.00	-----	-----
96	50.60	-----	2,048.55	35.00	-----	15.00	-----
98	-----	-----	1,412.11	-----	-----	64.00	-----
100	-----	-----	2,477.36	-----	-----	45.00	-----
*101	64.00	3,148.38	15.89	379.09	74.16	-----	-----
102	-----	-----	2,254.67	-----	-----	-----	-----
*103	105.00	2,643.22	-----	19.50	66.75	85.38	-----
*104	-----	3,187.34	105.00	530.88	-----	-----	-----
105	-----	40.00	1,623.85	-----	-----	-----	-----
106	-----	73.67	2,324.80	-----	-----	-----	-----
*107	208.00	2,585.38	53.80	305.72	53.28	7.60	234.95
*108	542.02	2,793.71	1,798.00	528.03	2.90	22.50	-----
109	-----	70.00	3,326.60	-----	-----	-----	-----
*110	-----	2,521.94	315.00	691.52	99.05	74.50	-----
111	-----	-----	320.90	-----	13.20	18.50	-----
112	77.00	-----	1,892.84	-----	-----	-----	-----
*113	-----	3,303.96	-----	64.84	622.22	149.00	-----
*118	365.34	14,086.37	1,969.90	1,015.11	1,196.33	906.53	279.70
119	-----	-----	18,914.27	-----	-----	-----	-----
121	-----	119.25	1,760.40	-----	-----	-----	-----
122	-----	-----	6,389.10	19.31	56.81	-----	-----

Table D. (continued)

District	General Control	Instructional Service	Auxiliary Agencies	Operation of Plant	Maintenance of Plant	Fixed Charges	Capital Outlay
123	-----	-----	2,633.99	-----	-----	-----	-----
*124	10.00	2,890.95	-----	257.72	8.30	83.25	-----
*125	-----	2,085.92	26.27	465.74	-----	498.22	-----
*126	45.35	3,074.05	-----	350.10	79.14	72.98	-----
127	-----	-----	1,338.93	-----	-----	-----	-----
128	46.97	16.32	1,568.40	5.95	-----	41.82	-----
129	44.08	-----	1,501.00	18.00	-----	-----	-----
130	-----	-----	2,834.15	-----	-----	-----	-----
131	40.95	-----	5,383.04	18.00	2.23	-----	-----
*132	110.60	2,673.69	-----	233.42	63.75	37.00	-----
*133	169.62	6,906.08	736.20	2,975.89	1,255.81	318.30	53.77
*134	-----	7,900.00	1,783.65	-----	-----	27.20	-----
136	1,941.04	-----	1,868.94	-----	39.10	33.00	-----
*137	-----	3,110.22	-----	415.79	185.32	158.51	-----
139	60.00	33.41	1,543.20	-----	-----	-----	-----
140	3,112.85	48.05	3,036.80	-----	28.00	-----	-----
142	-----	-----	2,619.18	34.00	5.00	65.40	-----
143	50.60	-----	405.96	-----	-----	-----	-----
*144	-----	2,214.46	-----	91.24	72.32	-----	-----

*Schools operating an elementary program.

TABLE E. SOURCES OF REVENUE FOR THE INDEPENDENT SCHOOL DISTRICTS OF
MINNEHAHA COUNTY, SOUTH DAKOTA, FOR 1957 - 1958

District	Balance on Hand July 1, 1957	Tax Drawn	Legislative Appropriation	Permanent School Fund Apportionment	County Appropriation	Total for Year	Balance on Hand June 30, 1958
Sioux Falls - 1	1,506,312.02	4,299,200.00	175,520.55	134,631.24	13,455.63	6,129,119.64	1,502,312.60
Colton 62	2,977.61	22,639.68	4,942.49	1,482.53	148.17	32,190.48	12,770.70
Hartford 94	40,759.42	35,754.78	5,718.78	1,832.94	183.19	34,249.11	55,888.32
Baltic 115	4,254.70	18,280.05	5,168.59	628.92	62.89	28,394.65	2,286.27
Garretson 116	15,800.85	51,770.56	7,310.65	1,904.82	190.38	76,977.26	8,917.37
Brandon 145	72,482.72	68,031.01	8,221.32	1,437.60	143.68	150,316.33	80,062.50
Dell Rapids - 146	6,504.98	96,023.21	9,020.40	3,620.96	361.89	115,531.41	13,134.55
Humboldt 147	277.47	61,746.74	5,289.89	2,551.74	255.03	70,120.87	32,780.80
Lyons 148	12,737.84	31,107.24	4,392.30	663.89	66.45	48,968.72	45,624.40
Valley Springs 149	8,569.56	36,439.93	3,943.51	1,608.32	160.74	50,722.06	76,850.04

TABLE F. SOURCES OF REVENUE FOR THE COMMON SCHOOL DISTRICTS OF
MINNEHABA COUNTY, SOUTH DAKOTA, FOR 1957 - 1958

District	Balance on Hand July 1, 1957	Tax Drawn	Legislative Appropriation	Permanent School Fund Apportionment	County Appropriation	Total for Year	Balance on Hand June 30, 1958
2	323.13	7,348.75	589.48	584.03	58.37	8,903.76	278.50
3	826.46	11,653.26	-----	332.45	33.22	12,845.39	-----
4	1,266.35	5,219.14	-----	161.73	16.16	6,633.38	3,119.50
6	2,561.65	6,548.30	366.79	512.15	51.16	10,040.05	5,628.48
7	4,472.36	1,202.68	-----	116.81	11.67	5,803.52	3,185.10
8	959.91	5,484.27	-----	251.58	25.14	6,720.90	1,445.78
10	38,956.54	58,532.84	1,611.26	1,482.53	148.17	100,731.34	20,623.65
11	3,082.59	1,542.55	209.59	197.67	19.76	5,052.16	3,847.02
12	330.93	1,476.27	-----	233.61	23.35	2,064.16	933.27
13	2,544.01	3,456.11	131.00	251.58	25.14	6,407.84	2,968.41
14	99.07	5,457.96	-----	197.67	19.76	5,774.46	2,077.16
16	9,663.95	4,385.84	-----	287.52	28.74	14,366.05	10,378.69
17	1,248.13	8,761.74	301.29	404.33	40.41	10,755.90	8,683.41
18	1,077.44	9,290.47	366.79	566.06	96.57	11,397.33	1,889.81
20	1,993.68	5,428.73	-----	242.60	24.24	7,689.25	3,212.53
26	2,029.13	135.99	-----	152.75	15.26	2,333.13	1,164.83
27	259.20	5,424.35	262.00	332.45	33.22	6,311.22	3,640.94
29	2,123.55	5,394.14	144.09	242.60	24.24	7,928.62	4,294.25
31	1,226.82	9,266.25	445.39	503.16	50.29	11,491.91	6,037.92
32	1,269.10	3,249.05	-----	98.84	9.87	4,626.86	3,050.13
33	3,209.16	1,117.77	-----	143.76	14.37	4,485.06	1,991.19
34	3,422.17	3,590.19	131.00	152.75	15.26	7,311.37	1,999.37
35	282.14	2,825.87	-----	771.88	7.18	3,187.07	2,607.29
36	2,808.64	4,812.34	157.20	332.45	33.22	8,143.85	4,223.38
37	89.91	2,376.97	-----	80.87	8.08	2,555.83	2,500.49
38	695.36	3,058.71	131.00	269.55	26.94	4,181.56	850.36
39	2,039.84	3,594.64	-----	269.55	26.94	5,930.97	1,723.17
41	1,503.87	5,481.74	-----	233.61	23.35	7,242.57	3,395.26

Table F. (continued)

District	Balance on Hand July 1, 1957	Tax Drawn	Legislative Appropriation	Permanent School Fund Apportionment	County Appropriation	Total for Year	Balance on Hand June 30, 1958
42	2,426.70	4,316.00	-----	215.64	21.55	6,979.89	8,129.89
43	1,771.47	5,764.18	-----	251.58	25.14	7,812.37	5,916.34
44	4,064.99	22,059.88	785.89	808.65	80.82	29,800.32	11,154.79
45	2,052.22	2,901.63	209.59	242.60	24.24	5,430.28	2,653.29
46	1,884.18	4,144.06	209.59	314.48	31.43	6,583.74	4,061.14
48	3,123.05	2,564.73	-----	188.69	18.85	5,895.32	1,377.14
49	4,608.41	4,070.35	-----	134.78	13.47	8,827.01	6,142.77
50	141.43	5,790.95	170.30	206.66	20.65	6,329.99	3,970.15
51	504.98	2,132.55	-----	242.60	24.24	2,904.37	1,201.59
52	179.20	6,022.10	-----	242.60	24.24	6,468.14	1,945.52
54	30.17	7,823.22	157.20	179.70	17.96	8,208.25	2,041.43
55	40.79	5,629.05	-----	197.67	19.76	5,887.27	2,787.99
56	931.73	1,953.14	117.90	107.82	10.78	3,121.37	2,555.75
57	221.11	1,970.53	157.13	215.64	21.55	2,585.96	1,831.74
58	4,837.24	1,244.55	-----	53.91	5.39	6,141.09	3,666.58
59	34.50	6,512.08	-----	260.57	26.04	6,833.19	1,106.93
60	1,629.89	4,208.43	-----	215.64	21.55	6,035.51	3,763.53
61	1,884.80	4,927.91	144.09	143.76	14.37	7,114.93	3,731.42
63	2,211.25	4,086.04	-----	197.67	19.76	6,514.72	7,460.90
65	2,817.24	449.45	-----	107.82	10.78	3,385.29	1,801.29
67	5,525.36	2,938.96	-----	278.54	27.83	8,770.69	5,778.68
68	1,026.90	4,208.99	131.00	242.60	24.24	5,633.73	2,254.85
69	3,342.87	4,313.32	117.90	161.73	16.16	7,951.98	3,257.20
71	252.12	3,549.38	196.50	206.66	20.65	4,225.31	1,115.22
72	447.63	3,459.82	91.70	98.84	9.87	4,107.86	1,166.73
74	4.72	4,860.32	-----	269.55	26.94	5,161.53	1,669.40
75	1,253.38	1,941.95	-----	134.78	13.47	3,343.58	1,667.99
77	919.08	5,071.43	301.29	314.48	31.43	6,637.71	1,884.53
80	3,968.87	4,828.54	183.40	323.46	32.33	9,336.60	6,437.01

Table F. (continued)

District	Balance on Hand July 1, 1957	Tax Drawn	Legislative Appropriation	Permanent School Fund Apportionment	County Appropriation	Total for Year	Balance on Hand June 30, 1958
81	3,743.23	1,903.64	-----	53.91	5.39	5,706.17	4,556.63
82	7,130.31	2,399.50	-----	188.69	18.85	9,737.35	8,165.16
83	1,532.01	1,764.93	-----	179.70	17.96	3,494.60	2,547.96
84	922.01	2,977.51	104.80	134.78	13.47	4,153.57	900.25
85	4.21	5,123.90	235.79	107.82	10.78	5,482.50	2,664.94
86	724.00	5,565.88	183.40	323.46	32.33	6,829.07	3,127.66
87	1,902.88	4,350.20	301.29	485.19	48.49	7,088.05	2,916.49
88	330.56	13,353.24	523.99	718.80	71.84	14,998.43	5,680.65
89	114.45	4,417.83	91.70	215.64	21.55	4,861.17	1,956.23
91	271.88	4,513.63	117.90	170.72	17.06	5,091.19	1,642.72
92	63.20	3,167.61	183.40	233.61	23.61	3,671.17	1,017.78
93	53.51	3,656.56	-----	125.79	12.57	3,848.52	124.29
95	4,409.05	806.87	-----	71.88	7.18	5,294.98	4,536.35
96	2,392.31	3,039.54	-----	170.72	17.06	5,619.63	4,213.83
98	1,060.22	1,535.96	-----	116.81	11.67	2,724.66	2,479.09
100	2,463.21	4,474.07	-----	161.73	16.16	7,115.17	5,195.43
101	4,877.64	4,603.86	301.29	350.42	35.02	10,168.23	6,917.83
102	4,457.42	1,378.18	-----	125.79	12.57	5,973.96	3,914.70
103	2,723.17	3,916.72	117.90	152.75	15.26	6,925.80	4,664.79
104	2.71	5,437.20	262.00	341.43	34.12	6,113.46	260.47
105	783.58	1,436.01	-----	98.84	9.87	2,328.30	4,794.48
106	395.58	3,357.57	-----	179.70	17.96	3,950.81	2,089.54
107	2,259.24	3,911.19	170.30	152.75	15.26	6,508.74	3,698.33
108	152.53	8,204.59	288.19	386.36	38.61	9,070.28	2,388.32
109	602.46	4,518.21	-----	206.66	20.65	5,347.94	2,057.96
110	667.77	4,625.64	209.59	197.67	19.76	5,720.43	2,560.87
111	1,436.37	1,601.30	-----	80.87	8.08	3,126.62	2,824.39
112	3,046.92	1,543.64	-----	251.58	25.14	4,867.28	3,076.63
113	4,326.94	1,844.31	104.80	224.63	22.45	6,523.13	2,388.11
118	7,822.40	18,025.73	1427.87	1,671.21	167.03	29,114.24	8,623.76

Table F. (continued)

District	Balance on Hand July 1, 1957	Tax Drawn	Legislative Appropriation	Permanent School Fund Apportionment	County Appropriation	Total for Year	Balance on Hand June 30, 1958
119	234.80	14,705.22	-----	1,293.84	129.31	16,363.17	2,175.12
121	1,331.25	4,738.25	-----	134.78	13.47	6,217.75	3,878.63
122	57.44	6,605.79	-----	188.69	18.85	6,870.77	1,125.94
123	-----	3,351.91	-----	152.75	15.25	3,519.92	1,530.08
124	953.37	2,062.58	131.00	170.72	17.06	3,334.73	2.03
125	76.56	1,942.87	104.80	116.81	11.67	2,252.71	2.76
126	2,220.36	4,097.48	183.40	206.66	20.65	6,728.55	3,106.94
127	3,314.66	1,005.86	-----	197.67	19.76	4,537.95	3,199.02
128	316.90	4,208.01	-----	233.61	23.35	4,781.87	2,476.86
129	2,309.12	761.87	-----	224.63	22.45	3,318.07	1,766.97
130	1,348.21	4,498.21	-----	134.78	13.47	5,994.67	3,172.52
131	1,052.40	5,172.94	-----	125.79	12.57	6,363.70	1,590.00
132	4,129.96	1,214.33	104.80	206.66	20.65	5,676.40	2,459.72
133	1,118.50	14,892.42	602.59	602.00	60.16	17,275.67	8,470.61
134	3,501.95	1,019.43	-----	80.87	8.08	4,610.33	3,926.66
136	1,105.33	2,317.75	-----	125.79	12.57	3,561.44	1,655.40
137	191.30	4,385.72	248.89	242.60	24.24	5,092.75	1,307.39
139	272.65	1,383.16	-----	134.78	13.47	1,804.06	167.45
140	2,442.21	724.44	-----	89.85	8.98	3,265.48	278.87
142	2,959.32	3,907.87	-----	98.84	9.87	6,975.90	4,297.30
143	5,347.30	626.53	-----	98.84	9.87	6,082.54	5,625.98
144	81.00	4,196.87	78.60	143.76	14.37	4,514.60	2,329.55

TABLE G. LOCATION OF STUDENTS ATTENDING THE SCHOOLS OF MINNEHABA COUNTY
ON A TUITION BASIS DURING 1958 - 1959

District	Elementary	Secondary	Total	District	Elementary	Secondary	Total
*Baltic				Brandon (continued)			
115				17	1	2	3
2	0	5	5	18	1	1	2
3	28	15	43	31	0	9	9
4	11	3	14	46	0	2	2
8	7	3	10	55	5	1	6
13	0	1	1	59	30	6	36
17	15	4	19	60	5	5	10
18	1	3	4	88	0	8	8
20	0	1	1	108	8	15	23
26	0	1	1	118	2	20	22
32	5	1	6	119	16	3	19
33	16	1	17	139	5	4	9
39	12	8	20	144	1	2	3
41	7	3	10				
51	3	2	5	*Colton			
52	0	1	1	62			
129	2	2	4	43	0	2	2
131	3	0	3	52	11	3	14
128	6	4	10	63	14	6	20
36	0	1	1	67	1	0	1
				75	3	2	5
*Brandon				80	3	7	10
145				83	3	2	5
2	0	10	10	89	0	5	5
6	1	15	16	91	0	1	1
7	7	5	12	96	5	2	7
11	0	7	7	103	0	1	1
14	11	1	12	121	6	4	10
16	2	2	4	132	1	2	3

Table G. (continued)

District	Elementary	Secondary	Total	District	Elementary	Secondary	Total
Colton (continued)				Garretson (continued)			
134	6	0	6	37	8	0	8
142	9	1	10	45	0	4	4
143	0	2	2	46	2	2	4
				55	4	3	7
*Dell Rapids				57	0	6	6
146				58	1	1	2
8	2	3	5	101	2	9	11
12	5	2	7	106	9	7	16
20	17	4	21	111	5	3	8
27	0	8	8	123	16	1	17
32	4	0	4	125	0	5	5
34	1	1	2	126	0	3	3
36	0	7	7	133	0	10	10
43	8	3	11	136	3	7	10
51	3	0	3	144	0	1	1
52	1	0	1	Minnesota	18	8	26
65	5	1	6				
86	4	7	11	*Lyons			
100	16	1	17	148			
127	5	3	8	39	4	2	6
129	8	0	8	41	11	5	16
130	13	1	14	42	10	7	17
Moody County	11	11	22	43	2	0	2
				44	0	20	20
*Garretson				48	15	4	19
116				54	0	3	3
7	4	0	4	75	3	4	7
13	0	3	3	93	7	2	9
17	0	1	1	121	1	1	2
34	13	4	17	131	6	2	8
35	1	6	7				

Table G. (continued)

District	Elementary	Secondary	Total	District	Elementary	Secondary	Total
*Hartford				*Sioux Falls			
94				1			
10	0	9	9	2	0	1	1
29	0	5	5	10	0	16	16
49	8	15	23	16	12	7	19
54	0	1	1	17	0	2	2
68	0	5	5	18	0	7	7
77	0	9	9	26	0	1	1
84	0	1	1	44	0	1	1
87	0	4	4	50	0	1	1
93	3	0	3	54	0	1	1
102	0	1	1	59	0	1	1
104	0	12	12	68	0	2	2
105	5	1	6	69	0	3	3
122	22	3	25	87	0	2	2
137	0	8	8	88	0	6	6
				102	17	3	20
				118	8	25	33
				119	83	14	97
				122	0	1	1
				Lincoln County	0	3	3
				Turner County	0	2	2
*Humboldt				*Valley Springs			
147				149			
67	3	2	5	14	4	1	5
72	0	1	1	38	13	2	15
82	1	3	4	46	1	3	4
83	3	0	3	55	12	3	15
84	1	2	3	60	8	3	11
92	0	2	2				
103	0	3	3				
112	9	7	16				
113	4	0	4				
McCook County	2	4	6				

Table G. (continued)

District	Elementary	Secondary	Total	District	Elementary	Secondary	Total
*Common School District 10				*Common School District 56			
140	6	0	6	144	4	0	4
102	2	0	2				
*Common School District 18				*Common School District 85			
17	2	0	2	26	2	0	2
*Common School District 27							
Moody County	2	0	2				

Note: Those schools in which the students are enrolled are indicated by an asterisk (*). All other district numbers refer to the "home district" of those students.

TABLE H. ENROLLMENT AND POPULATION DATA OF THE COMMON SCHOOL DISTRICT
OF MINNEHAHA COUNTY FOR 1957 - 1958

District	Ages 0 - 5	Enrollment K - 8	Ages 14 - 17	District	Ages 0 - 5	Enrollment K - 8	Ages 14 - 17
2	49	43	19	42	4	--	9
3	20	--	16	43	11	--	7
4	8	--	5	44	35	65	21
6	20	27	16	45	12	19	8
7	18	--	6	46	2	18	9
8	4	--	9	48	9	--	7
10	171	147	33	49	13	--	4
11	8	20	5	50	25	10	2
12	15	--	7	51	5	--	11
13	9	15	5	52	13	--	4
14	12	--	4	54	11	19	5
16	8	--	9	55	16	--	5
17	17	--	11	56	4	13	2
18	33	32	13	57	9	12	8
20	2	--	9	58	9	12	8
26	6	--	9	59	18	--	8
27	11	19	10	60	9	--	8
29	7	17	7	61	19	17	3
31	20	31	11	63	13	--	8
32	8	--	1	65	6	--	5
33	11	--	3	67	13	3	5
34	7	--	5	68	12	11	9
35	3	--	5	69	10	12	6
36	14	13	11	71	9	16	2
37	12	--	--	72	4	10	2
38	9	--	7	74	8	--	8
39	9	--	11	75	8	--	7
41	8	--	8	77	11	21	8

Table H. (continued)

District	Ages 0 - 5	Enrollment K - 8	Ages 14 - 17	District	Ages 0 - 5	Enrollment K - 8	Ages 14 - 17
80	15	14	10	111	2	--	3
81	6	--	1	112	18	--	5
82	12	--	6	113	12	9	6
83	17	--	3	118	167	135	49
84	18	10	3	119	106	--	18
85	21	19	2	121	6	--	4
86	11	12	12	122	25	--	4
87	25	19	14	123	10	--	1
88	54	39	17	124	13	10	4
89	15	8	7	125	10	10	4
91	11	10	2	126	5	12	3
92	20	12	6	127	7	--	9
93	12	--	2	128	4	--	6
95	--	--	3	129	13	--	3
96	12	--	6	130	7	--	1
98	2	--	2	131	10	--	2
100	15	--	3	132	16	9	4
101	13	23	11	133	29	46	14
102	1	--	3	134	4	--	--
103	11	9	4	136	9	--	4
104	19	17	11	137	19	16	9
105	8	--	2	139	5	--	6
106	5	--	8	140	8	--	--
107	15	12	1	142	7	--	22
108	12	24	14	143	6	--	6
109	13	12	6	144	5	6	4
110	9	21	6				