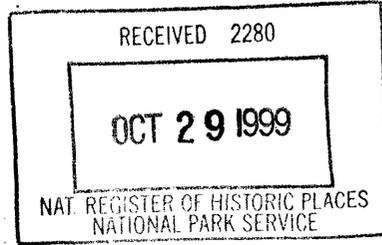


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CURR

**National Register of Historic Places
Multiple Property Documentation Form**

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

New Submission Amended Submission

A. Name of Multiple Property Listing

Schools in South Dakota

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Rural School Establishment in South Dakota, 1860-1900
School Standardization in South Dakota, 1880-1920
Consolidation and Educational Reform in South Dakota, 1900-1930
Federal Relief Efforts in Schools in South Dakota, 1933-1938

C. Form Prepared by

Name/Title: Mark Elliot and Melissa Dirr
Organization: On Site Photography and Preservation Date: September 1998
Street & Number: P.O. Box 94627 Telephone: (402) 477-1085
City or Town: Lincoln State: Nebraska Zip code: 68509

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards for Archaeology and Historic Preservation. (See continuation sheet for additional comments.)
Jay D. Vogt, SHPO 10-04-99
Signature and title of certifying official Date

State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.
Edson H. Beall 11/30/99
Signature of the Keeper Date of Action

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EDUCATIONAL DEVELOPMENT AND RURAL SCHOOL ESTABLISHMENT

From the fabled one-teacher schoolhouses of the agricultural prairie to the large and elegant schools of the wealthy mining towns, the public school buildings of the Plains have reflected the wealth and aspirations of the local community. These resources illustrate the progress of educational development in South Dakota and its role in the formation of communities on the Plains. As examples representative of schoolhouse construction in the region, these schools are important to understanding the history of settlement.

Public schooling in South Dakota has its roots in the nineteenth century public schooling movement in America, which originated in colonial settlements along the Atlantic coast. English colonists brought with them methods of administration and schooling which were derived directly from England, at first establishing privately funded schools "subscribed" to on a per-family basis. As a universal right to education for all children came to be acknowledged as a benefit to society, a democratic movement was organized to provide children an education supported at public expense. These publicly funded "common" schools of the early 1800s were supported through the sale by the state of public lands, reserved for education, as enabled by the United States Congress in the 1820s. This functioned as the primary mechanism on the state level for public support of the schools nationwide.

In the Dakota Territory, William Henry Harrison Beadle, appointed as the first Surveyor General for the Dakota territories, recognized early the need for adequate dedicated school funding in South Dakota. Improving on the existing single-section land set aside then in effect, as Surveyor General he utilized the drive for statehood to establish control over the sale of school lands. In fixing their sale value at \$10 per acre, he thus insured the state a fair return on the sale for support of the schools. This was substantially more than such lands might have been valued by speculators seeking to purchase land for later sale at a profit. Importantly, W.H.H. Beadle insisted on adding a second section of reserved school lands to augment the previously set-aside section 16, which resulted in a two-section educational land set-aside. This subsequently became the basis for reserved school lands for states subsequently entering the union.

Often the land was not sold but served as the site of the rural school. The local district, based on the two section set-aside, placed a school within a couple of miles from every homesteaded claim. The sparse population of rural regions undermined the effectiveness of the local district, which functioned efficiently in localities with a higher population density, such as eastern South Dakota. However, the difficulties encountered in maintaining enrollment and financial support in the western reaches of the state attested to the unsuitability of applying the local district unit of administration to a state as diverse as South Dakota. The local district, derived from more densely settled regions in the eastern United States, came to represent both an administrative and financial burden for the sparsely attended, and under-funded, rural school. Attempts to reorganize the local district were hard fought, as the rural school was central to the communities that formed on the Plains. Local control over education was reluctantly surrendered.

The rural school, often the first public building erected, sometimes represented the only common enterprise within communities in the late nineteenth century. Particularly in towns that were established prior to the arrival of the railroad, the school was used for church services, elections, and local governmental meetings. It existed as a symbol of communal identity and material sacrifice for the effort and expense involved in its

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formation. In an expression of community pride, the school building, on occasion, was carefully constructed and particularly well-appointed. Sometimes the design of the rural schoolhouse adapted allusions to tradition, such as familiar architectural styles, which symbolized the *ideal* of the community school. More commonly, however, the simplicity in design and use of modest materials in construction of the school reflected the material limitations inherent in Plains settlement.

The establishment of the first organized school in the Territory was located in the early-settled southeastern region of South Dakota, at Bon Homme. Settlement in Bon Homme was facilitated by the establishment of the Dakota Southern Railroad in 1873, originating in Sioux City and stretching to Yankton, then the Territorial capitol. Like the irregular terms of the informal subscription schools of early plains settlement, the Territorial School operated for only three months in 1860. The first permanent schoolhouse, subsequently, was erected in 1864 in Vermillion, another community located along the Yankton rail line. Vermillion had been selected by the First Territorial Legislature in 1862 as the location of the future territorial university; perhaps this influenced the establishment of the first permanent territorial schoolhouse there. In a style that very much characterized an early vernacular Plains structure, its form was that of a log cabin, erected using timber from the nearby Missouri River floodplain.

THE FORM OF THE EARLY PLAINS SCHOOLHOUSE

Schoolhouse building on the Great Plains occurred in several incarnations as settlers established themselves and communities were formed. First generation schoolbuilding efforts utilized available materials and employed the vernacular building techniques of homebuilding prevalent on the Plains. The dugout, sod, or log schoolhouse represented the earliest phase of habitation on the Plains, occurring in the 1860s and 1870s. In an environment which suffered from a dearth of building resources, the dugout school was fashioned in the manner of similar homesteading dwellings and reflected the scarcity of building materials available on the Plains. Burrowed into a hillside, the dugout offered the advantages of quick establishment and superior protection against winds from the north.

Some early schooling structures on the western frontier were constructed entirely from prairie sod, cut by the settler's plow and laid in strips one on top of another; roofs were constructed using pole reinforcement, lined with brush and topped with sod. Often the floor remained untreated earth. Despite moisture problems during rains, the sod schoolhouse was fairly well-insulated against the frigid Plains winters. These structures defined the edge of frontier settlement, far from the railroad which could bring manufactured materials to booming townsites. They were not to be permanent, and were often abandoned when a framed schoolhouse could be erected in the 1880s and 1890s. Few such early school structures remained in the era of the frame schoolhouse of the western Plains.

For communities that formed with the arrival of the railroad, and the materials it brought, the framed schoolhouse represented the first effort at schoolbuilding. Balloon framing quickly displaced the earlier schoolhouses across South Dakota in the latter decades of the nineteenth century. Balloon-frame construction depended on commercially manufactured materials, such as dimension lumber, shingles, tongue-in-groove flooring, and siding. Prefabricated architectural elements, such as panel doors and barn windows, were also employed. Such manufactured materials, as opposed to the vernacular efforts of the earlier schools, defined the

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form of the rural schoolhouse of the popular imagination. Uncommon in South Dakota were materials familiar in the eastern United States. Schools constructed of cut stone, for example, were rare in South Dakota due to the absence of the material in the central and western regions, as well as the expense involved. Although much more durable and decorative, it was the rare community which invested in expensive materials such as cast concrete block or cut stone for the first or second generation schoolhouse. The Sturgis Elementary School, erected in 1899 (rebuilt in 1901, with a later 1926 addition of stone), represents a school in a western region of the state that was handsomely built of native stone.

Stylistically, many of the second generation prairie schoolhouses reflected architectural styles transmitted westward through cultural diffusion. Emigrants brought with them the familiar form of the church; the gabled roof common to the early framed school no doubt originates in the church form. Occasionally, architectural styles such as Queen Anne, Romanesque, or Italianate were employed. Given the local availability of materials and craftsmanship, this meeting of high style and modest materials produced a "provincialization" of high style, that of form if not detail. Such school buildings reflected architectural trends in schoolbuilding in other parts of the country, but employed economies that simplified allusions to high style.

School building design pioneer Henry Bernard, in his 1938 manual of school design titled *School Architecture*, offered two school designs that embraced the Greek Revival style, reflecting his belief that every schoolhouse should be a temple. Indeed, the pediment detail not uncommon in South Dakota recalls the formality of the classical Greek Revival style imported from the East and Southeast, which was advocated by early school design manuals such as *School Architecture*. This vernacular inspiration afforded the rural schoolhouse a touch of formality in design yet accommodated the simplicity dictated by material and financial limitations.

Although school planbooks were circulated in the latter decades of the nineteenth century, rural school construction in South Dakota was rarely characterized by high style or progressive design. Small rural districts more commonly erected the "typical" prairie schoolhouse, an ascetic structure. Rectangular in plan and often situated on a temporary foundation, the nineteenth century rural school might have been as small as 16x24 feet, a size allowing only a single room for instruction and heated by a pot-bellied stove at the center or rear. Occasionally it was smaller, as was the first schoolhouse in Lincoln County, erected in Canton in 1870, which measured only 8 x 20 feet. In these schools, the door was invariably located in the gable end, facing the teacher. Seating was provided through chairs or benches--desks being a luxury unaffordable to many impoverished rural communities. The structure was framed using dimension lumber and sided by clapboards or weatherboard on the exterior. Wood siding, or wainscoting, finished the uninsulated interior.

Variations in climate throughout the Plains prompted departures from the traditional schoolhouse form. Steeply pitched roofs, to shed snow, and vestibules were added to the exterior to conserve heat in the winter. Given the size and frugality of the smallest one room school, interior vestibules were not generally present, and only appeared as the size of the school building increased. In some instances, just an overhanging shed eave shielded against rain or snow. In the improved designs at the turn of the century, separate cloakrooms and interior vestibule became common elements.

The early one-room schoolhouse, characterized typically by three windows on each long wall, has almost disappeared from the Plains, either remodeled in the early twentieth century or replaced by either standardized

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one-room or larger consolidated schools. Over time, they have been lost to fire (as they were illuminated by kerosene lamp, this was always a concern) or sold at auction to be pressed into service as farm buildings or storage sheds, in that role often altered beyond recognition.

Whether of sod, timber, plank or stone, the early schoolhouse reflected the experiences, history, and cultural background of the Plains settler. For many, the one room school of the Plains symbolized the struggle of man over nature, the achievement of community-building in a forbidding environment. For others, however, the rural school epitomized the source of the problems that plague rural life: that of a lower standard of living and a reduced interest in education.

EDUCATION AND THE "RURAL PROBLEM"

Inequitable funding, inadequate teacher qualifications, and limited opportunities for socialization comprised a condition which critics referred to as the "general problem of the rural school." At its foundation, rural education suffered from a disparity in opportunity between rural and urban regions. The scarcity of teacher availability throughout rural communities has, historically, resulted in depressed qualification requirements for instructors in rural schools. The challenge of homesteading on the Plains required intense labor. The inability of men to devote their time to teaching created an opportunity for women to teach in the schools. While men were viewed as more capable teachers and better able to discipline the troublesome pupil, women were perceived as well-suited to administering instruction in comportment and moral rectitude--in addition to teaching reading, writing and arithmetic. Often, these teachers were young and inexperienced themselves.

As teaching standards improved with state certification requirements, perhaps the most widely cited problem in rural schooling perceived by educational reformers in the nineteenth century was the "socialization" problem. They believed that the geographic isolation of the rural schools precluded the pupil from developing socially. Such diminished opportunities for forming friendships within the limited rural schooling community were thought to be integral to the "rural problem." School were perceived as integral elements for introducing the concepts of modernity and progress into the rural community. It was thought that by exposing the rural pupil to modern ideas, pupils would presumably then bring these lessons of modernity into the home. The rural school would then encourage a better standard of living for rural families. Thus, reformers placed the pupil at the center of efforts to address the rural problem in general, and the school served as the avenue of introduction of new ideas into the community. An evolution in the role of education in shaping children took place under the influence of progressive reformers. Socializing the rural pupil was thus encouraged through public education.

Progressive curricula reforms were implemented at the state level, through state curricula standards. The reformer's efforts in implementing progressive changes to curricula have determined to a great extent the development of education in South Dakota, and with such reforms the schoolhouse evolved as well. Renewed attention was directed to the school building and its perceived impact on learning. The rural school, bereft of teaching aids and comforts, was thought to be a major limitation on the educational achievement of the rural pupil. The vernacular schoolhouses which reflected the earliest efforts in school establishment on the Plains were thus identified as a root cause of the problems in rural education. Indeed, educational reformers complained about crowded conditions and inadequate lighting, as well as poor heating and poor ventilation--thus the opportunity for contagion.

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SCHOOL STANDARDIZATION IN SOUTH DAKOTA

The principles advanced by Progressive reformers had a fundamental impact upon education in the rural schools. By first formulating recommended improvements to the curriculum and to the school itself, and then widely applying those improvements through policy at the state level, it was thought that the general standards for rural education could be elevated. This movement, known as "school standardization," was widely embraced by educational reformers in the latter decades of the nineteenth century. As prescribed by educational reformers, the modern village or town school building would be equipped with amenities such as industrial shops, kitchen laboratories, library, auditorium, gymnasium, and nature study rooms which would facilitate learning.

South Dakota's statewide standardization efforts received official sponsorship through legislation that accorded the State Superintendent of Public Instruction power of approval over new school construction plans. The legislature, in 1907, adopted specific standards for schoolhouse construction. This represented the first statewide effort to address rural school inadequacy through improvements in school building design and construction. Particularly, it was believed by the scientific community that window light originating from two different directions caused eye strain in pupils. It was suggested that windows be located only along one wall to provide uniform illumination from the left of the pupil only, so that a shadow would not be cast across the pupil's paper should he or she be writing with the right hand. As a result, state superintendents of education, acting on the advice of reformers, adopted specific window arrangements and formulas that addressed illumination in schoolhouses. Regarding illumination, the Biennial Report stipulated a formula of one square foot of glass per every five square feet of floor space.

Indeed, South Dakota closely regulated the specifics of school construction. By 1915, such regulations extended to classroom doors, window-to-floor area formulae, artificial lighting, windows, chimneys, fire drills and escapes, ventilation and water fountains. Subsequently, a South Dakota financial incentive program, passed in 1919 under Governor Norbeck, offered \$150 to each rural school that complied with suggested state schoolhouse designs. As a result, older rural schoolhouses were renovated to come into compliance with "modern" school building designs as outlined in the state guidelines. For one-room schools, this often involved removing the windows from one wall entirely while expanding fenestration on the opposing wall. This transformed the outmoded vernacular rural schoolhouses of the 1910s and 1920s. However, in mandating a consistent school building design, standardized plans served to supplant the uniqueness that characterized the vernacular rural school.

The 1919 standardization legislation further influenced the design of the public school through the provision of financial incentives for new schools constructed according to state guidelines. These incentives mandated a building based on the state superintendent's suggested four plans for standard school buildings. These guidelines prescribed a square footprint and a hipped roof design for the one-room schools constructed throughout the state in the 1920s and 1930s. Variations on the four plans included accessory rooms to serve the community. An auditorium, for example, was incorporated into all but the smallest rural school.

The influence of standardization on the evolution of the school building can be seen in the larger schools of the

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early 1900s as well. Prior to standardization, the four- or eight-room rural schools of the 1900s-1910s often exhibited architectural formality through symmetrical design and ornamentation, often influenced by a movement or high style such as Richardson Romanesque. For example, the three story brick school erected in the Queen Anne style in Brookings in 1888 (razed) was known locally as the Red Castle. The exterior of such schools of this era belied the simplicity of their interior arrangements. They were often as spare as the one-room schools with regard to amenities, and lacked the gymnasiums or auditoriums prescribed later in standardization guidelines.

The changes in school design in the 1910s an 1920s, such as the addition of auditoriums and gymnasiums, reflected on the rural school as an institution dedicated to serving the community through a multiplicity of uses. Town meetings and election-day voting were held in school assembly rooms; athletic competitions were held in the gymnasium, which became a central element of the community school. During recess, the gymnasium served as an important forum for socializing for the rural pupil through association with other students. The gymnasium was typically housed at the basement level, with the main corridor functioning as an overlook for spectators during athletic events.

Clearly the smaller rural school, with its small enrollment and limited financial resources, had to be creative in adopting amenities such as auditoriums, gymnasiums, and manual training classrooms that were available in city schools. For smaller schools, plans were devised that arrived at a compromise between space and function. For example, flexible partitions were recommended to subdivide the assembly room into classroom space. For the larger rural schools, guidelines recommended the combination auditorium and gymnasium, frequently evidenced in smaller community schools erected throughout the state. In this design, a stage was placed either at one end of the gymnasium or along the long wall; bleachers, retractable or fixed, provided seating. Science classrooms were recommended to combine both laboratory and lecture hall into one room. Such amenities were implemented in schools large and small throughout South Dakota during the 1920s, and changed the school experience, especially for the rural pupil.

SCHOOL CONSOLIDATION IN SOUTH DAKOTA

Progressives at the turn of the century had argued for reforms in rural education to address the apparent rural problem in education. The limited sociability afforded by the small rural school was thought to be an integral aspect of the disparity between the rural and urban schools. Changing modes of production both on the farm and in the factories encouraged farm consolidation; families then moved from the rural regions to the towns and cities. This economic migration, together with the widespread implementation of telephone and radio communication between rural and urban regions, served to highlight the disparities between the urban and rural schools. These changes constituted an effective enlargement of the rural community; in order to serve its changing demographics and geography, the educational service area had to expand as well. The enlarged rural village service area provided the rationale for school consolidation, which was viewed as the most effective means of achieving some parity between the rural and urban schools.

But consolidation was slow to become widely established in rural South Dakota. The United States Bureau of Education called for increased efforts nationwide to encourage consolidation, including direct state aid as an incentive to consolidate. Following the United States Bureau of Education recommendations, in 1919 the

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But consolidation was slow to become widely established in rural South Dakota. The United States Bureau of Education called for increased efforts nationwide to encourage consolidation, including direct state aid as an incentive to consolidate. Following the United States Bureau of Education recommendations, in 1919 the South Dakota legislature authorized direct state aid for consolidation, stipulating three classes of consolidated schools eligible for assistance: the two-room, two-teacher school (\$250 in aid provided); the four-teacher school (\$400 in aid provided); and the consolidated high school of at least four grade teachers, three high school teachers, four rooms, offering training in agriculture, home economics, and manual training (\$600 in aid provided). Specifically, the legislation stipulated that aid should support only approved rural schools.

Advocates for consolidation heralded its benefits to the community. Experienced instructors could offer specialized instruction in subjects as such as science and business, bringing improved teaching methods into the classroom. An improved school building dedicated to the specifics of an improved curriculum--including science laboratories, the industrial arts facilities, and business training classrooms--could bring to the rural pupil educational opportunity formerly available only to the pupils of the larger, better funded, urban schools.

As transportation was recognized as key to the consolidation effort, subsequent state legislation in 1923 addressed the need for transportation funding to enable rural consolidation. The legislation stipulated the provision of transportation for all pupils more than two and a half miles from the consolidated district school. With state aid for transportation considered a legitimate educational expense, motorized buses offered subsidized transportation to pupils. A "Better School Campaign" was waged across the state to praise the benefits of consolidation, publicizing the availability of state financial aid for the effort. The financial incentives encouraged smaller communities to vote to consolidate their districts. The campaign was successful, as by 1923 state assistance flowed to 71 approved consolidated schools, mostly located in villages. In 1929 that number had risen to 99 schools. Consolidation augured the closure of the small rural school.

THE STANDARDIZED CONSOLIDATED SCHOOL

The transition from the traditional rural one-room school design to the standardized, modern village school came about as a result of administering education from a centralized consolidated school designed according to

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erected during the period of standardization often did not often depart stylistically from this common axial double-loaded corridor plan.

However, two schools in Sioux Falls--the Emerson Elementary School and the Lincoln Elementary School--were designed in the Mediterranean style, which was unusual for the region. The Emerson School, in particular, is an excellent example. Constructed of red brick with cast-concrete decorative brackets and window sills, the design clearly alludes to Mediterranean influence in its stepped roofline with tile accents, arched windows, stylized buttresses and dual towers. Underlying this facade, however, is the familiar plan of the consolidated school: dual entrances flanking centrally placed classrooms accessed from a double-loaded corridor. In this manner, classroom wings flank either side and project beyond the front facade. In these elements, the Emerson Elementary School exhibits the unusual Mediterranean style as applied to the 1920s standardized plan.

The apex of the large town or city consolidated school design is represented by the Spafford Elementary School, erected in 1923. A very large school serving Flandreau, the Spafford Elementary School's classrooms were arranged in a "U" pattern around a large central auditorium, a design that generally characterized the larger schools. In larger schools, the necessity for adequate natural lighting for an increasing number of classrooms served to push classrooms to the periphery of the building; in this school, classrooms comprise three sides. The exterior of Spafford Elementary is exemplary of the high style and evocation of classical motif of the large city school, as well. The central entrance is marked by four massive concrete columns. Pilasters adorn all sides of the building, executed in ornamental brickwork and topped by cast concrete caps.

THE HIGH SCHOOL

In order to adapt to changing modes of production and their impact in the industrializing cities in the late nineteenth century, education curricula adapted to the increasing industrialization of production. The three-year high school curriculum of English, science, mathematics, history and logic was developed to equip students with the abilities that would be required in a specialized, mass-manufacturing economy. Mass manufacturing and its hierarchical managerial model of the factory had a profound effect on public education. Having moved beyond the core secondary education curriculum, the curricula of the high school reflected the prominence of business influence throughout society. Educational reformer John Philbrick advocated segregating school pupils by grade and employing lockstep promotion from grade to grade in emulation of the factory assembly line, the mode of production for which pupils were being prepared. The improvements to curricula ushered in during the beginning of the high school era were implemented through an accordingly specialized school design. These advances in education were nowhere more apparent than in the modern high school.

The origin of high school education can be traced back to the first high school in the Dakota Territory, opened at the Territorial Capital of Yankton in 1875. It enrolled nineteen pupils and was housed successively in two buildings (both demolished). The high school moved into its present building, a two-and-one-half story Arts and Crafts style building, in 1916.

High school construction in South Dakota of the 1900s-1910s originated in the hipped-roof, box form of the grade school. The simple asymmetrical layout of the schools of the 1890s and 1900s offered little flexibility

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for the kind of curricula specialization that characterized the high school after World War I. In the modern high school, science laboratories, home economics kitchen facilities, industrial education shops, and lecture halls offered the pupil more opportunity through a specialized academic and vocational curricula. The design of the school building followed. Through state level legislative incentives offered to encourage consolidation in 1919, the high school layout evolved according to state standardized plans for the consolidated school. Estelline High School, erected in 1921, is such an example; the arrangement of the double loaded corridor and windowless classroom wings is recognizable as the standard consolidated plan of this era. In large high schools, the linear-corridor plan of the village consolidated school expanded into the "U" layout characteristic of the more complex and specialized high school of the 1910s. The Yankton High School building erected in 1916 is a good example. Given its size, and the complexity of the classroom arrangement (around the "U" shaped corridor), the Yankton High School (now the Yankton Middle School) exemplifies the increased specialization of the high school curriculum and its expression in the modern high school of the late 1910s and 1920s.

Perhaps the apex of high school construction in South Dakota was reached in 1940 in the Lead High School. A prosperous town with its wealth predicated on mineral extraction, Lead erected a magnificent school building employing an Art Deco motif throughout. An allusion to modernity and the era of the machine, the Art Deco style carries through even to the smallest details in the school, the stainless steel handrails and the decorative ceiling relief. The simplicity of the linear double-loaded corridor plan is belied by the amenities furnished to this high school. A 975-seat auditorium, complete with semi-circular stage and orchestra pit, anchors one end of the school; below, on the first floor, is the large gymnasium, accessed by the community through a separate entrance adjacent to a ticket sales window. A later (1964) gymnasium addition anchors the other end of the school and today serves as the venue for community athletic events.

SOCIALIZATION OF THE PUPIL THROUGH PUBLIC EDUCATION

The role of the school within the community extended beyond educating students in reading, writing and arithmetic or school providing a venue for community events. The socialization of children into society was considered by educational reformers to be an important part of the school experience. Particularly important in a state such as South Dakota, where immigrants comprised a majority of state residents in the late nineteenth century, the schools were instrumental in familiarizing the immigrant with the values of American society. This occurred through administering "Americanizing" programs for adults as well as children.

The role of education in developing the character of the individual was especially important in considering the relationship between American society and two peoples of insular cultures residing in South Dakota, the American Indian and the Hutterites. Imparting a civilizing influence over the American Indian became an important issue in the administration of education in the state. Likewise, state legislation which compelled Hutterites' attendance in public schools largely mediated the cultural interaction between the Hutterites and American society. Whether European immigrant seeking to assimilate, or American Indian or Hutterian struggling to preserve insularity, public education endeavored to extend, into disparate cultures, the values and institutions of American culture through public education.

PUBLIC EDUCATION AND THE AMERICAN INDIAN

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The federal government was slow in acknowledging the responsibility for educating American Indians. It was not until 1870 that the government, through legislative act, appropriated financial support specifically for American Indian education. When provided, such aid was ultimately intended to prepare American Indians for life among whites rather than life among American Indians. Federally funded day schools, in particular, sought to impart domestic skills to American Indian women through the employment of a teacher and housekeeper. Ultimately, the federal government was content to let Christian missionaries continue to assume the burden of schooling American Indians on the reservations, as they had been. In South Dakota in 1877, federal aid first supported a missionary school on the Standing Rock reservation. Subsequently, Jesuit priests formed missions on the Rosebud and Pine Ridge reservations in 1886, establishing the Saint Francis and Holy Rosary Missions, respectively. The system of federally-funded, Christian education continued through the end of the century until it was decided, on the federal level, that American Indian education was better controlled directly through a federally administered school system.

In order to more thoroughly acculturate American Indian children to the ways of white society, the government believed that the boarding school experience would more quickly acculturate the American Indian. First established in South Dakota at Pierre in 1891, the non-reservation boarding school expanded to Flandreau, Chamberlain, and Rapid City by 1898. In one case, the former Columbus College in Chamberlain was bought from the state in 1907 and operated by Priests of the Sacred Heart. Viewed warily by American Indians, such schools never enjoyed widespread success in attracting American Indian children, for they were obliged to surrender their culture.

Federal support for these schools was subsequently channeled to less expensive, federally supported reservation day schools established for elementary age pupils. It was believed that boarding schools were best suited for older pupils, those in grades six through twelve, while day schools would more efficiently acquaint younger children with improved living practices. First established by Protestant missionaries in the 1890s, these day schools were administered by state school superintendents through the public-district system and attracted a greater enrollment than the missionary schools. Government day schools largely supplanted the missionary reservation schools, and at one point numbered thirty-two on the Pine Ridge reservation alone.

Day schools were an important transition from the sectarian missionary school to the federally financed reservation public school. In pursuing the policy of American Indian containment, historically there has been an effort to use education as a tool to segregate the American Indian population into manageable numbers. This policy was more effectively pursued through government schools rather than the missionary schools, which tended to stress moral education and acculturation almost exclusively.

On the state level, compulsory American Indian attendance at white schools had been mandated as early as 1913 by South Dakota session law, which opened state public schools to American Indians. By the 1920s and into the 1930s, responsibility for Indian education in the public schools was assumed by the state. The Bureau of Indian Affairs at Pine Ridge posted letters encouraging families to send their children to public schools. This was an effective strategy, as by 1920, more American Indians were enrolled in public schools than were enrolled in government sponsored schools. One such public school recently surveyed is the He Dog Consolidated School, outside of Parmalee on the Rosebud Reservation. In this school, a WPA construction

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project, murals painted by James Black Horse were installed throughout the building in 1939, four years after the school was built. The murals illustrate various aspects of American Indian life, such as hunting and ceremonial rites, and distinguish the He Dog school among federal relief projects in South Dakota.

Until the 1930s, with the enrollment of the American Indians in public schools, neither state nor the federal government fully assumed responsibility for the education of the American Indian. There had been no *comprehensive* approach to educating reservation-based American Indians; instead, a parallel system of missionary, day, and state-administered public schools coexisted on the reservations until well into the twentieth century.

THE HUTTERITES: AN EDUCATION APART

In the history of education, the case of the Hutterites in South Dakota provides an interesting contrast to that of the American Indians. Of European origin and agriculturally self-sufficient, the Hutterites were perceived not as a people in need of civilizing, but as productive immigrants well-suited to settling the expansive Northwest Territory. Like the plight of the American Indian, the insular life and educational system of the Hutterites was not ultimately beyond the reach of public education and its objective of integrating immigrant children into American society.

The Hutterites first settled in South Dakota in 1874, establishing a religious-based colony in Bon Homme County. The Hutterites' philosophy was expressed through their insular, self-sufficient, agriculturally-based society. Hutterites believed that control over education was necessary to the cultural cohesion and continuation of the community. Hence, they placed a great deal of importance upon independent schools located within the colony. The curriculum of colony schools fundamentally differed from the state's school system, as education was conducted in German and functioned to insure identification by the individual with the common will to abide by the traditional beliefs of the sect.

As opposed to the schooling of American Indians, who were largely ignored by state education officials until the 1920s, the Hutterites' independent system encouraged state efforts to regulate the colony schools according to state requirements. In the atmosphere of progressive school reforms in the late nineteenth century, political pressure was applied to colonies to conform to state educational requirements, including teacher certification and state superintendent approval of school buildings. Early efforts at state control proved unsuccessful, as the Hutterites resisted all forms of state interference. According to the Hutterites, the schools should be oriented away from worldliness and the existing material objectives that come only too naturally to man. They should exist only to acquaint the child with the eternal truths and God's imperatives. As the colony school system was integral to maintaining a cohesive cultural and religious identity, it was this fundamentally incompatible with the secular state system.

Integrating state control into colony schools has resulted in an enduring hybrid system: children under five attend a kindergarten, known as *little* school, in which early colony socialization takes place. At age five the children attend *large* school, which consists of both public and sectarian instruction. The sectarian, or German, school is the "chief agent" of training for the sect and conveys the culture and beliefs of the Hutterites.

Interestingly, the Hutterites advanced a view of the world not dissimilar from that of the American Indian

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culture. Where the approach taken by state and federal authorities to American Indian education was "civilizing" and paternal, the efforts of the state in regulating education on the colony were much more cautious. Half a century would pass between the appointment of the first non-Hutterite teacher to a colony school, and total state administration. While the American Indians experienced coordinated state and federal acculturation efforts through schooling, the Hutterites fared much better. In fact, the colony schools operated independently, remaining outside state control until the 1950s.

Although under statewide supervision, colony schools are far removed from the schools erected into the consolidated era of the 1910s and 1920s. The Hutterites colony school complex today consists of two school buildings, one each for secular and sectarian education. In the Spring Valley colony, two traditional one-room buildings, of square plan with exterior vestibule and overhanging eaves, are connected by a walkway, forming a two-room secular public school out of the two one-room structures. Their geographical service area limited to the colony, colony schools exemplify the spirit of the rural one-room school on the Plains, that of a rural school for the local community. As the consolidated schools have displaced most remaining rural one-room schools, sometimes the colony school exists as the last operating rural one-room school in an area. The Gracevale Colony school in Lake County is one such example.

FEDERAL RELIEF SCHOOLBUILDING EFFORTS IN SOUTH DAKOTA

The economic conditions in the late 1920s severely impacted the public school in South Dakota. During the 1930s, the depression economy, in tandem with the drought, inflicted hardship on farms; productivity was down and farm tenancy was high. Children were needed to work the farms and thus school enrollment was low. In 1934 only 42.8% of school-age children in South Dakota attended school regularly. Franklin Delano Roosevelt's New Deal relief programs intervened in an effort to reverse the enrollment decline.

The Federal Emergency Relief Administration (FERA) provided relief aid to support attendance throughout the rural area of South Dakota. At the same time, the Public Works Administration (PWA) issued loans and grants-in-aid toward the construction of new school buildings and the modernization of others. This inflow of assistance had a profound effect on schools across the state. Where funding for education had been withering under the strain of the depression, federal relief provided for extensive construction and improvement projects. Nearly all 25,000 school districts statewide benefited from such federal relief, with the local share averaging about 35% of the cost. Local communities approved bond issues in order to provide the local share necessary to qualify for the relief assistance.

These federal relief efforts brought rural schoolhouses into conformity with approved state guidelines and accelerated the improvement of the rural schools by providing communities with modern school buildings or additions. The Hudson Public School, for example, received a large WPA addition to the original 1894 building, greatly expanding classroom space and also providing an auditorium for the small town. Constructed of cast concrete and distinguished by subtle Art Deco details, the addition is a stylistic contrast to the original building, and illustrates two distinct eras of school design.

WPA schoolbuilding projects nearly always included facilities deemed necessary for a well-rounded education in the public school, such as a gymnasium, auditorium, or both in combination. The former Rapid City High

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School, for example, was built using materials that spared no expense, such as Terrazzo and marble. A two-story tall gymnasium resides on the main floor, and a full auditorium, featuring a coffered ceiling, a full balcony, and a stage ornamented with terra cotta detailing, resides on the third floor. Occupying a full city block near the center of Rapid City, the school is a monument to the ambition of the federal relief effort, particularly in city schools.

The stand-alone gymnasiums and auditoriums erected by the WPA as additions to schools underscored the importance of these amenities to the community schools. Gymnasiums were often added to older schools that had been constructed without one, while auditoriums, too, were a common addition that would benefit the community. Harding County High School is one such example; the auditorium, erected through WPA assistance, fairly dominates the school (it has since been divided into classrooms). The entrance is centered between the school and auditorium, giving the community convenient access to the latter for events held there.

While thirty-two cities and towns received new schools, the WPA specifically targeted rural communities for school building. As rural areas were particularly vulnerable to the unfortunate consequences of the depression, construction of schools would not have been possible without the participation of federal aid programs. Relief programs provided assistance in erecting 43 rural schools, many designed according to the state's standardization plans. The Baltic Elementary School is an prime example; erected in 1940, it was designed according to the standardized plan and without ornamentation, and exemplifies the small-town WPA school. Its prosaic appearance was relieved only by the incorporation of Art Deco detailing around the entrance, and by the stylized "Baltic" banner. The incorporation of Art Deco elements was common in relief projects and emphasized modernity and progress as a counterpoint to the economic difficulties of the 1930s.

THE DECLINE OF THE RURAL ONE-ROOM SCHOOL

In bringing the modern school to small communities, New Deal-era relief programs carried the state through the post-depression 1930s and the war years of the early 1940s. It was not until after World War II, during the administration of George T. Mickelson, that the state legislature committed substantial resources to the building of schools, authorizing \$8,500,000 for a long-range construction and maintenance program, as well as providing increases in salary for school personnel. By the time of the 1940s school building effort, however, the priority had shifted from improving the rural school to constructing only urban and village consolidated schools.

Efficiencies realized through consolidation precipitated a steady decline in the number of operating small rural schools, which dropped in number from 4,731 in the 1931-1932 school year to 2,775 during the 1953-1954 school year. Consolidation, which often resulted in the closure of a school which had, in earlier years, served as the focus of the rural community, closely paralleled the farm consolidation movement. In this sense, both school and farm consolidation signaled a profound change in the rural social community. Although one-teacher schools continue to operate on the Plains, the consolidated school is today's rural school. In size and centralization, these schools are memorials to efficiency and conservation of resources among rural communities. Declining rural populations continue to undermine the necessity of even the village consolidated school. Even village consolidated schools have been closed due to increased centralization of school construction. This has posed major problems for preserving the historic school as an historic resource.

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CHALLENGES IN THE HISTORIC PRESERVATION OF SCHOOLS

The preservation of these large structures depends on continued maintenance. Often the department of education will have reduced maintenance as the continued viability of the building is questioned in the context of budgetary priorities. For decades, upkeep was the responsibility of the district, drawing on tax revenue and contributions from the general fund. But at a point, the substantial financial investment necessary to reverse decline in a building the size of a school becomes considerable. In most communities large-scale private investment is not available and may lead to the demolition of the resource. But loss through demolition is not the only challenge facing preservationists; adaptive reuse may actually destroy the historic fabric and compromise historic integrity. In converting a school to apartments, for example, additions to the exterior such as siding will disqualify the resource from National Register eligibility.

The greatest potential impact to historic school buildings in South Dakota as a group, however, is not posed by demolition or private reuse, but by additions to the historic structure. Some additions have been sensitive to the historic context of the existing structure; indeed, some additions today are all but unnoticeable and are considered historic. The Huron Middle and High School building, for example, consists of a high school erected in 1913, to which was added a junior high school building three years later--an addition difficult to discern. Other additions are distinctly non-contextual, having been attached in a way that has not compromised the integrity of the original. Still other additions overwhelm the existing building by virtue of their size or placement and disqualify the resource from National Register eligibility. The Harrisburg school, for example, was erected in 1938 and subsequently has been almost entirely surrounded by contiguous additions in 1973 and 1980. Throughout the state, several examples exist in which the historic building is almost totally obscured by an addition. The Eureka High School, erected in 1927, is such an example; in 1944, a WPA-sponsored addition was added to the entire main facade of the building. Consideration of such non-historic additions is often necessary when evaluating historic schools for National Register eligibility. As discovered in this survey, many significant resources have been determined to be not-eligible for listing on the National Register due to intrusive additions or insensitive remodeling.

ASSOCIATED PROPERTY TYPES AND REGISTRATION REQUIREMENTS

As all the properties within this submission were constructed as school buildings in South Dakota, the property types are subdivided into different era schools that represent different building characteristics and historic associations. Generally, schools may be eligible for National Register listing under criterion A for their association with the historic context of educational development in the state of South Dakota. This section will summarize that context as it relates to specific property types.

ONE ROOM SCHOOLS

The one room school is the earliest extant building type discussed in this document. One-room schools are eligible under Criterion A, for their contribution to rural school establishment and development in South Dakota, if they retain their historic integrity and exhibit significance related to educational development within

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the context described. Integrity and evaluation standards for the one-room school require that the primary floorplan remain intact, with few if any additions (given the nature of its small size, additions quickly overwhelm the original plan of the building). It is important that one room schools retain their original location to illustrate the context within the township that it served. Schools moved within the historic period which retained their function are evaluated with respect to educational or demographic changes. Generally, the schools that have been moved and reused, either as museums or farm buildings, are not eligible under Criterion A because they have lost their ability to convey significance through their location. Historic materials must remain intact, and windows, if replaced, must conform to the historic window size. Given the strong identification of the one-room school with a typical window layout, reductions in fenestration size will render a resource ineligible for listing on the National Register. One-room schools that have been altered or modernized, such as the relocation of windows, during the historic period in conjunction with standardization efforts of the 1900s will be considered as historic. Such one-room schools must retain a rural setting.

MULTIPLE-ROOM PRE-CONSOLIDATION SCHOOLS

The earlier multiple room schools, often of four or eight rooms, and later those schools dating from the initial phase of consolidation, are significant under Criterion A for their contribution to the historic contexts of school standardization in educational reform. Located in villages or small towns, these schools were typically larger buildings, of two or three stories, and were generally constructed of brick in a symmetrical plan. The steeply pitched gable or hipped roof differentiates them from the later consolidated schools constructed in the late 1910s and early 1920s. In another distinction, early schools were generally located at a high point in town.

Because these buildings were larger in size and detail than the one room school, a wider variety of alterations may be acceptable for them to continue to convey significance. Fenestration is the greatest problem in schools from this era and later. It is rare to find a building dating to this period that is still in use and retains the original size and proportion of the historic windows. Given the adaptation over time of the resource to changing conditions, partially enclosed fenestration has been determined not to preclude National Register Eligibility. Spatially, the window arrangement is a significant aspect of these buildings because of the expressed desire of the standardized plans to accommodate natural light in the classroom.

If the fenestration arrangement itself has been changed from its original plan, then such a change to the historic fabric is determined to have a negative impact on the integrity of the building. Many other alterations, such as sensitive additions, are determined to be acceptable. For example, many of these schools have WPA-era auditorium additions which contribute to the historic evolution of the building and its continued viability. Because the size and scale of these buildings tend to dominate a site, only additions larger than the original footprint, or those attached directly to the front or main facades of the building, will negatively affect a determination of integrity. It is rare to find schools of this age that are able to convey their significance without alterations as most schools have been significantly expanded.

CONSOLIDATION-ERA SCHOOLS

Consolidated schools constructed in the later 1910s suffer from many of the same integrity problems as the earlier schools. Schools of this period are symmetrical in plan, with a central entrance recessed into the main

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facade flanked by projecting classroom wings on either side, which present a windowless main facade. Alternately, some plans of this era are characterized by two main entrance towers, sometimes labeled as separate "boys" and "girls" entrances, projecting through the recessed central bay of classrooms and flanked by classroom wings. The workmanship and setting of these buildings differ from schools of the earliest phase of standardization in their scale and massing. Flat roofs tend to cap a two-and-a-half story building clad with brick. Often brickwork ornamented the wings on either side of the central classrooms. These schools have generally undergone significant interior alterations and exterior additions. Unless the additions significantly increase the original footprint of the building, or are located so as to obscure the main facade, in general they are determined not to impact upon historic integrity. Those additions that are attached directly to the sides or the main facade, without any setback, alter the building substantially, and will render a building ineligible for listing on the National Register.

WPA-ERA SCHOOLS

The final property type with sufficient representation in the study area to warrant discussion are the school buildings erected or improved through federal assistance programs. These buildings are also eligible for the contribution to the historic context of Federal Relief Efforts in Schools in South Dakota under Criterion A. These buildings, too, are often eligible under Criterion C as well for their architectural significance; often they employed architectural styles not common in South Dakota schools. Particularly, auditoriums and gymnasiums are significant in the context of educational development as an improvement within the community. These were most often constructed as additions to existing schools, although some have been added as stand-alone structures. This resource easily discernible by the large barrel vaulted roof and lack of fenestration; construction was most often of brick. Instances in which interior renovations have compromised the original function of such a dedicated resource, such as transforming an auditorium into classrooms, only an irreversible change in function will render the resource ineligible for listing on the National Register. Within this survey, only the stand-alone auditoriums connected with school construction or improvements were considered for eligibility.

The Hutterites' colony schools have generally been moved to their present location, although they retain their historic function. As one-room schools they continue to retain their historic rural setting, although from the examples surveyed represent no particular significance within the context of educational development generally, or the property type of the one-room school. Of the reservation schools surveyed, only one, the He Dog Consolidated School, retained the integrity and significance to qualify as National Register-eligible under Criterion A or Criterion C.

GEOGRAPHICAL DATA

This Multiple Property Document covers the entire state of South Dakota, including schools surveyed on the Indian Reservations within the state.

SUMMARY OF IDENTIFICATION AND EVALUATION METHODS

Working from a Department of Education and Cultural Affairs list of 165 public school buildings dating from the late 1800s through 1948 (in continued use), a reconnaissance level field survey was conducted. Schools

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were considered for National Register eligibility if they were erected prior to 1948 and functioned as public schools continuously through the time of the survey. Schools were evaluated according to National Register criteria only if they retained sufficient historic integrity necessary for eligibility. Their locations were noted and exact locations for each property were recorded using a global positioning receiver. During field visits, each school was photographed, a summary of physical features was noted, and any archival or historical information available from the school administration was retrieved. Most archival research was conducted at the South Dakota State Library, which revealed original papers discussing school evolution, county histories and education journal articles.

The schools surveyed generally fall into one of four historic contexts that emerged during research conducted. These are: 1) Educational Development and Rural School Establishment in South Dakota, 1860-1900, 2) School Standardization in South Dakota, 1880-1920, 3) Consolidation and Educational Reform in South Dakota, 1900-1930, 4) Federal Relief Efforts in Schools in South Dakota, 1933-1938.

Schools were evaluated for National Register eligibility on the basis of Criterion A, for their association with educational development in the state of South Dakota, and criterion C for their architectural significance. Although many of the schools are ineligible for listing on the National Register due to insufficient historic integrity, many that retain their historic integrity possess a significant association with educational development under Criterion A, as well as architectural significance under Criterion C. Historic integrity evaluations were based upon an assessment of the impact of non-historic additions and a comparative assessment of alterations to historic fabric, specifically window enclosures. No schools were found to be eligible under Criteria B or D within this survey. The 158 schools surveyed were evaluated with respect to National Register eligibility and were entered in the Historic Sites Survey of South Dakota.

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