

STUDIES IN THE SUPERVISION OF THE SCHOOLS
IN DICKINSON COUNTY

by

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INTRODUCTION

The County Superintendent, on taking up the work of his office, is confronted with many and varied duties. It is very easy for a superintendent to lose sight of the general trend in education and become busy with clerical work.

It is hoped that some of the studies made in this thesis will point out the general trends in education in Dickinson County. Matters of finance, teacher qualifications, and school equipment have been surveyed and recommendations made.

The County Superintendent performs the office of supervisor, clerk, executive, and school official. He is the final authority on very few questions as many of them may be appealed to the County Commissioners or the State Superintendent.

The State Department and the County Superintendent have been working together to improve the rural and graded schools. The plan is for the County Superintendent to check each school on the score card furnished by the State and in this way show the school board and the patrons the needs of their district. These score cards furnish the County superintendents with a valuable source of material for their supervisory work.

The score cards are sent to the State Department and

enable the Department to keep in touch with the rural and graded schools. The score card explains the requirements for superior, standard, and accepted schools.

The Development of Schools

In 1887, there was 123 organized school districts in Dickinson County. The total enrollment in these districts was 6624. The total budget for the year for all schools in the county was \$60,910.36. In 1888 there were the same number of districts but the budget dropped to \$54,619.79 but the next year it increased to \$78,200.32 and there were 125 districts. In 1890 the budget was \$61,220.36. The budget remained in the fifty or sixty thousand range until 1899 except in the years, 1897 and 1898, when it dropped to \$49,000 approximately. By 1906 the budget had reached \$95,764.82.

By 1908 the budget had grown to \$117,121 not including Abilene and Herington. In 1908 there were 3961 pupils enrolled in the schools under the supervision of the County Superintendent.

By 1911 the budget had reached \$153,610.90 of which \$35,512 was allocated to the second class cities, Abilene and Herington. The budget of the county high school at this time was \$11,683.79. This was included in the total. The total enrollment in all districts outside of the second class cities was 4002.

In 1912 the total enrollment dropped back to 3859. The total budget was \$154,220.26. This included the county high school budget which was \$13,000. In 1913 there was still another decrease in the enrollment in the schools outside of Herington and Abilene. The enrollment was 3643. The budget amounted to \$166,320. The county high school budget was \$16,857.

Table I. Enrollments and Budgets for Dickinson
County Schools from 1914-30

Year	Enrollment outside of second class cities	County high school budget	Cities of second class budget	Total budget
1914-15	3727	\$16,077.84	\$54,190.60	\$178,114.63
1915-16	3810	17,223.08	74,822.08	196,630.06
1916-17	3683	17,749.03	95,148.13	244,149.76
1917-18	3708	19,420.84	125,842.54	267,991.94
1918-19	3642	23,361.34	203,150.55	366,765.19
1919-20	3559	21,664.24	153,493.76	354,531.42
1920-21	3500	31,998.14	141,740.24	418,601.08
1921-22	3486	40,003.60	177,835.44	413,963.69
1922-23	3488	62,177.78	191,951.81	484,151.35
1923-24	3374	62,178.00	191,900.00	485,200.00
1924-25	3374	62,078.19	184,601.11	477,440.29
1925-26	3316	58,215.21	199,561.43	478,460.59
1926-27	3099	68,125.59	203,835.05	533,211.94
1927-28	3059	76,016.38	193,855.59	444,781.67
1928-29	3064	76,668.98	263,236.46	511,292.12
1929-30	3002	66,948.00	237,870.00	524,005.00

ENVIRONMENT

Dickinson County is located about sixty miles east of the center of Kansas. It is larger than the average county and ranks as one of the leading agricultural counties in the state. All of the important crops in Kansas are grown in abundance in Dickinson County.

The county was organized in 1857 with Abilene as the County Seat. In an early day Abilene was known as the end of the Texas Cattle trail. The County was named in honor of Daniel S. Dickinson who was a senator from the state of New York.

The Dickinson Community high school was first organized as a county high school. It was the first county high school organized under the law of 1886 and for that reason claims to be the first county high school organized in the world.

The county ranks eighteenth in population and is fairly thickly populated as shown by Table II.

Table II. The Area and Population of
Dickinson County

Population	25,157
Area in square miles	850
Population per square mile	30

There are 217 teachers under the supervision of the County Superintendent. This includes rural schools, graded and high schools, and church schools. The Abilene and Herington schools are not included, as cities of the second class report directly to the State Superintendent. They have been considered in this study only as they affect the other school organizations.

There are 117 organized districts in the county with a school census of 7,458. In the 103 one-teacher schools 1,439 pupils were enrolled last year. In the two or more teacher graded schools, there are 51 teachers and an enrollment of 1423.

There are nine high schools under the supervision of the County Superintendent; three of which are two-year high schools; three are rural high schools; one maintained by a third class city district; one maintained by a consolidated district; and a community high school.

There are six church schools in the county with 21 teachers and an enrollment of 441. These schools are maintained by the Catholic and Lutheran churches. They have been very willing to cooperate with the public school authorities. All of these schools but one require that their teachers have certificates that are approved by the County Superintendent.

PART I

TEACHERS' SALARIES IN DICKINSON COUNTY

Object

The object of this part of the study is to show the general trend of teachers' salaries in Dickinson County over a period of sixteen years. This study contrasts the salaries of the rural teachers with those of the graded school teachers. The salaries of the high school teachers are not included. Neither are the salaries of the teachers in the Herington and Abilene schools included, as they are not under the supervision of the County Superintendent.

Method

The method used in gaining the information regarding the salaries was a study of the records in the office of the County Superintendent. The averages were determined because they have a definite meaning to more people than the median. The rural teachers' salaries were averaged for the years 1914-26. The following table shows the average salary of rural and graded school teachers during that time.

Table III. Average Salaries of Grade and Rural Teachers from 1914-25

Year	Average salary in dollars per month of rural teachers	Average salary in dollars per month of grade teachers
1914-15	\$52.34	\$60.71
1915-16	52.97	66.39
1916-17	55.04	56.60
1917-18	55.84	81.27
1918-19	62.94	85.46
1919-20	74.42	94.06
1920-21	102.25	120.38
1921-22	98.56	110.77
1922-23	87.50	112.50
1923-24	89.20	106.00
1924-25	94.37	113.75

The salaries for the graded school teachers were then averaged, first without including the principal's salary and then including it. The salaries of the rural teachers for the same five year period were also averaged. The following table gives the results of the survey.

Table IV. The Average Salaries Paid Grade and Rural Teachers from 1927-32

Year	Average salary in dollars per month of rural teachers	Average salary in dollars per month of grade teachers with out principal	Average salary in dollars per month of grade teachers with principal
1927-28	\$92.72	\$103.97	\$113.65
1928-29	91.84	103.76	112.38
1929-30	92.92	105.81	115.17
1930-31	95.00	108.37	117.11
1931-32	88.52	101.93	109.10

Table V. Highest Individual Salaries Per Month
Paid Grade and Rural Teachers

Year	Highest salary in dollars per month paid rural teachers	Highest salary in dollars per month paid grade teachers without principal	Highest salary in dollars per month paid grade principal
1927-28	\$125.00	\$120.00	\$225.00
1928-29	130.00	125.00	230.00
1929-30	130.00	125.00	235.00
1930-31	130.00	127.00	235.00
1931-32	125.00	125.00	235.00

Table VI. Lowest Individual Salaries Per Month
Paid Grade and Rural Teachers

Year	Lowest salary in dollars per month paid rural teachers	Lowest salary in dollars per month paid grade teachers without principal	Lowest salary in dollars per month paid grade principal
1927-28	\$70.00	\$80.00	\$90.00
1928-29	65.00	80.00	100.00
1929-30	70.00	80.00	95.00
1930-31	75.00	85.00	100.00
1931-32	65.00	75.00	100.00

PART II

A STUDY OF THE TEACHERS' PROFESSIONAL WORK IN DICKINSON COUNTY DURING THE SCHOOL YEARS OF 1928-31

Object

The object of this study is: (1) to create an interest in professional work in teaching; (2) to call the attention of the teachers to professional duties; (3) to give the teacher an opportunity to pass judgment on herself thus giving her an opportunity to study her professional status; (4) to provide a definite rating of teachers which may be used by the supervisor in making professional recommendation; (5) to act as a check on ratings given by the supervisor (in case there is a great difference in the scores given by the supervisor and the teacher, there should be a consultation of the supervisor with the teacher); (6) to discover how much professional work is done by rural teachers and grade teachers.

Method

Each rural and grade teacher was required to fill out a copy of the following card at the close of the school years 1928-31.

Table VII. Teachers' Professional Score Card

[illegible]

TEACHER'S SCORE CARD FOR SCHOOL YEAR 19____ AND 19____

Name _____

District No. _____

This card is to be carefully filled out each month by the teacher as the points are earned. At the close of the school year it is to be mailed to the County Superintendent with other final reports, unless otherwise directed by the County Superintendent.

In the case of an eight months' school, the number of points required for a perfect score would be fifteen points less than for a nine months' school. When less than five county teachers' meetings are held the perfect score would be decreased by two points for each day less than five. To be given full credit for local association dues the dues should be paid in not later than January. When a teacher enrolls in the State Association but does not attend the meetings, only two points are to be allowed. The Summer School credit is only to be allowed when the teacher attends summer school within the year for which the report is made. The same would hold for institute attendance. For any further instruction consult your County Superintendent.

This report will be filed in the County Superintendent's office and when approved by the Superintendent will be used as a basis for recommendation, professional ranking, and scoring teacher.

Approved this _____ day of _____, 19 .

County Superintendent

Remarks: _____

At the close of each school year, these cards were mailed to the County Superintendent with the other final reports. The results of these reports were tabulated and it was determined that the median score for rural teachers during the school year 1928-29 was 180.87. In 1929-30, the median was 184.55. In the case of an eight month school, the number of points required of a teacher for a perfect score is 14 points less than for the teacher of a nine month school.

The table below indicates the percentage of a perfect score made on each item by rural teachers on the professional score card.

Table VIII. Average Score in Percentage Made by
Rural Teachers on the Profes-
sional Score Card

Professional Duties	Scores in percentage in 1928-29	Scores in percentage in 1929-30	Scores in percentage in 1930-31
Institute	93.14	98.00	93.77
Summer school	36.27	22.00	23.23
First week's report on time	87.25	97.00	93.90
County association	70.00	76.00	64.40
State association	60.00	81.00	63.00
Association dues	69.00	89.00	91.40
Reading circle work	57.00	69.00	67.00
Teacher's approved magazines subscribed	84.00	91.00	85.70
Plan book used	69.00	62.00	55.55
Fire drills	78.00	88.00	80.00
At school building before 8:30	78.00	93.00	98.00
Teachers using manuals	61.00	60.00	72.00

The table below includes other items on the score card and an enumeration of the activities related to the rural schools.

Table IX. An Enumeration of Activities Important to the Welfare of the Rural Schools

	Number in 1928-29	Number in 1929-30	Number in 1930-31
Teachers visits to office of County Superintendent	210	230	260
Board members visiting school	101	103	107
Patrons visiting school	529	477	455
Classrooms purchasing library books	83	92	88
Schoolrooms entering contests	54	66	56
Special days observed by all except	3	3	3
Playground supervision all gave credit but	6	6	3

In the nine month schools, the median score for teachers was found to be 220.87 in 1928-29. In 1929-30, it was found to be 220. The following table was compiled from a complete list of all the graded school teachers' score cards.

Table X. Average Scores in Percentage Made by
Grade Teachers on the Profes-
sional Score Card

Professional duties	Scores in percentage 1928-29	Scores in percentage 1929-30	Scores in percentage 1930-31
Institute	82.97	83.07	73.80
Summer school	40.42	41.50	27.50
First week's report on time	97.87	100.00	95.90
Monthly report on time	78.72	100.00	92.94
County Association	79.28	82.55	71.40
State association	97.87	96.22	76.50
Association dues	95.74	94.34	87.70
Reading circle work	61.42	73.58	78.60
Teacher's approved magazines subscribed	93.61	98.11	78.11
Fire drills	91.58	79.24	90.00
Plan books used	93.61	94.34	95.90
At school building before 8:30	81.81	88.00	95.20
Teachers using manuals	60.00	86.78	71.70

Other items on the score card are included in the following table.

Table XI. An Enumeration of Activities Important to the Welfare of the Graded Schools

	Number in 1928-29	Number in 1929-30	Number in 1930-31
Teachers visits to office of County Superintendent	76	90	85
Board members visiting school	48	63	58
Patrons visiting school	299	350	326
Classrooms purchasing library books	45	43	42
Schoolrooms entering contests	34	41	42
Special days observed by all except	6	3	1
Playground supervision all gave credit but	2	3	0

Conclusion

Undoubtedly there has been an increase in professional work among the teachers in Dickinson County during the past three years. Local teachers' meetings have been organized at Chapman, Woodbine, Hope, Elmo, and Solomon. At these meetings the grade teachers meet with the rural teachers to study and report on the reading circle books. The local principal acts as the chairman of the meeting and reports to the County Superintendent the attendance at the meetings and the work done by the individual teachers. On the local

principal's recommendation the County Superintendent gives credit for reading circle work to the individual teachers who attend and take part in these local meetings.

Many teachers have come to the County Superintendent's office to discuss the various points on the score card. This score card has given each teacher an opportunity to pass judgment on herself. Many inexperienced teachers have expressed themselves as appreciating the score card as an outline in doing their professional work.

The study cannot be relied upon in all cases by the supervisor in making professional recommendations, however, it is a valuable guide in many cases. The teacher's score card shows whether or not the teacher is interested in the teaching profession. It shows whether or not she is conscientious in making her reports and in scoring herself. In the case of two teachers with equally high scores, it is valueless in determining the better teacher. A teacher with an exceptionally low score is usually unprogressive and disinterested in school work. A supervisor, in some cases, does not notice the fine type of professional work a teacher is doing unless it is brought to his attention by the teacher's score card. The score card provides a means for the teacher to show the supervisor just what professional work she is doing.

The study also brought out the fact that grade teachers

are doing more professional work than rural teachers. This is true after allowing the rural teachers 14 additional points because of the fact that their school term is for only eight months.

During the second year of the study, the rural teachers raised their median score .87 per cent. The grade teachers attend summer school more than do the rural teachers but the rural teachers are more faithful in their attendance at the county institute. The graded schools are complying with the library law in purchasing books in more cases than are the rural schools. In the use of manuals, the grade teachers rank higher than the rural teachers. Rural and grade teachers are about equal in the number of special programs given. Board members in the graded school districts visited the schools more than did the members in the rural districts.

There are many other conclusions that might be drawn from this study.

Recommendations

It is recommended that this study be continued because of the affect it has in stimulating the work of the teachers in the county and because of the information which may be derived from it.

PART III

THE DEVELOPMENT OF THE SCHOOLS IN DICKINSON COUNTY AS SHOWN BY THE STANDARD SCHOOL SCORE CARD

The Typical Rural School in Dickinson County

Object. The object of this study is to show the average score made by rural schools on each point in the standard school score card; to show the average score in percentage of the possible score on each point for rural schools; to show the points that are stressed least.

Method. During the school year 1930-31, one hundred rural schools were graded on the standard school score card. The score for each school was tabulated on a separate score card. The scores for all the score cards were averaged. That is, the scores for the first point were averaged, then the scores for the second point and in like manner for all the other points.

After the average scores were determined, each point was changed to a percentage score, that is the score was divided by the score possible on each point. This put the scores in percentages so that a comparison could be made between the points. This comparison should indicate the relative importance of the points in each group and a comparison of groups should indicate which group was given the most attention.

After the percentages were obtained, the points in each group were ranked from the highest percentage to the lowest. This ranking is shown in the column, "Ranking of items." The following form was used in scoring all of the rural schools:

Table XII. Score Card for All Rural Schools in Kansas

22. Two juvenile magazines now read for the season. Name
23. Names of supplementary readers and number of each kind for each grade:
- Grade I
- Grade II
- Grade III
- Grade IV
24. List of primary material furnished by board
26. To receive full credit, maps must be in good condition, up-to-date, and include the following: United States, North America, South America, Europe, Asia, Africa, Eastern and Western Hemispheres, Kansas. Also Globe. (Underscore all on hand.)
27. No credit can be given for a reference work that is not on the approved list or has not been on the approved list within the last five years. Good set required for superior school. Name set
28. There should be one small dictionary for every five pupils above the third grade. For seventh and eighth-grade pupils we recommend the secondary school type; for fourth, fifth, and sixth grades, common school dictionaries or similar type. All dictionaries must be from the approved list. Give details
29. Bubble-fountains, other containers and cups, or pump and cups. Give full credit to first two when kept sanitary.
33. Certificate held (Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30. Second Grade not accepted for superior school). Underscore appropriate one. Give number college hours
39. Successful experience: (1 year, 20; 2 or more, 40; 60 hours college may be considered as one year's experience). Underscore appropriate one.
- Enrollment by grades: I II III IV V VI VII VIII

13-5169

SCORE CARD FOR RURAL SCHOOLS

GEO. A. ALLEN, JR., *State Superintendent.*ELIZABETH WARNING AND J. H. HOUSTON, *Supervisors.*

School name..... District No..... County.....

Teacher..... Salary..... Length of Term.....

I. YARD AND OUTBUILDINGS

	Supt's score	Possible score
1. Grounds.....	10
2. Trees and shrubbery.....	5
3. Source of water supply*.....	20
4. Walks.....	10
5. Toilets (kind)*.....	20
6. Fuel house (location)*.....	5
7. Flag and pole.....	10
8. Playground (supervision and apparatus)*..	20
	100

II. SCHOOL BUILDING

10. General condition (minimum, 25 points)...	.....	30
11. Lighting*.....	.....	20
12. Adjustable window shades.....	.....	10
13. Cloak rooms and teacher's closet†.....	.....	15
14. Flyproof lunch cupboards.....	.....	5
15. Attractive interior*.....	.....	40
16. Blackboard* (slate)†.....	.....	40
17. Heat and ventilation*.....	.....	40
	.....	200

III. EQUIPMENT

18. Desks (single)†.....	.....	35
19. Teacher's desk and chair.....	.....	10
20. Closed bookcase.....	.....	10
21. Library, minimum—standard school, 50; superior, 100*.....	.....	30
22. Magazines*†.....	.....	15
23. Supplementary readers—grades 1, 2, 3, 4*.....	.....	25
24. Primary material furnished by board*.....	.....	10
25. Sand table and display board.....	.....	10
26. Maps and globe*.....	.....	15
27. Reference work*†.....	.....	15
28. Dictionaries*.....	.....	15

29. Drinking facilities*.....	.....	20
30. Washing facilities, thermometer, sweeping compound, etc.....	.....	15
31. Schoolroom flag (on staff preferable).....	.....	10
32. Musical instruments† (kinds).....	.....	15
	.....	250

IV. THE SCHOOL

TEACHERS

33. Preparation (certificate)*.....	.....	60
34. Professional attitude.....	.....	25
35. Teaching.....	.....	40
36. Discipline.....	.....	20
37. Personal appearance.....	.....	25
38. Housekeeping.....	.....	20
39. Experience*.....	.....	40
40. Poise.....	.....	20
41. Records.....	.....	15
42. General influence.....	.....	20
43. Play supervision.....	.....	15
Total.....	.....	300

PUPILS

44. Attendance and punctuality.....	.....	40
45. Personal appearance.....	.....	10
46. Conduct.....	.....	15
47. Application to school work.....	.....	25
48. Care of school property.....	.....	10
Total.....	.....	100

ORGANIZATION

49. Daily program.....	.....	25
50. Plan book.....	.....	15
51. Extra-curricular activities† (name).....	.....	10
Total.....	.....	50

Grand total..... 1,000

I recommend for approval { Accepted (850 required).....
Standard (850 required).....
Superior (950 required).....

Renewal { Standard..... Reinstatement.....
Superior..... Removal.....

Date.....19.....

(Signed).....

County Superintendent.

* See notes on back.

† Required for Superior School.

Bold-faced type Required for Standard School.
(OVER)

NOTES ON SCORE CARD

NOTE.—The numbers refer to items on other side of this card. County Superintendents should fill every blank carefully.

3. Well, cistern, city, or carried. (If carried, it must be in covered container and by a person designated by the board.).....
5. For outside toilets in best condition give 15 points as maximum. Explain.....
.....
6. In school building, or convenient to door of school, good condition. Explain.....
8. The playground should be supervised by teacher and supplied with at least three types of apparatus, adequate for that school. List equipment and give games played.....
.....
11. Proper lighting should be from left only. Window space should equal one-fifth floor space. Buildings with cross lights cannot be approved as Standard or Superior. Explain.....
.....
15. Includes paint, pictures, and other decorations that make the room attractive. Give details.....
.....
16. Slate blackboard deserves a score of 40; other kinds, less. Be sure to state kind. It is suggested that the minimum of black-board should be thirty square feet for the teacher's use and four square feet for each child. The minimum for one room should be 100 square feet. Give details.....
.....
17. Room uniformly warmed, air pure without draft, sufficient humidity. Give details.....
.....
21. Books should be purchased early in the year so that pupils may use them during the term. A school that has not complied with the library law for the current year will not be approved or renewed. Do not count old, discarded texts or government reports.
Number of books..... Has library law been complied with this year?.....
22. Two juvenile magazines not paid for by the teacher. Name.....
23. Names of supplementary readers and number of each kind for each grade:
Grade I.....
Grade II.....
Grade III.....
Grade IV.....
24. List of primary material furnished by board.....
.....
26. To receive full credit, maps must be in good condition, up-to-date, and include the following: United States, North America, South America, Europe, Asia, Africa, Eastern and Western Hemispheres, Kansas. Also Globe. (Underscore all on hand.)
27. No credit can be given for a reference work that is not on the approved list or has not been on the approved list within the last five years. Good set required for superior school. Name set.....
28. There should be one small dictionary for every five pupils above the third grade. For seventh and eighth-grade pupils we recommend the secondary school type; for fourth, fifth, and sixth grades, common school dictionaries or similar type. All dictionaries must be from the approved list. Give details.....
.....
29. Bubbler-fountains, other containers and cups, or pump and cups. Give full credit to first two when kept sanitary.
33. Certificate held (Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30. Second Grade not accepted for superior school). Underscore appropriate one. Give number college hours.....
39. Successful experience: (1 year, 20; 2 or more, 40; 60 hours college may be considered as one year's experience). Underscore appropriate one.
Enrollment by grades: I..... II..... III..... IV..... V..... VI..... VII..... VIII.....

The following table shows the averages of all scores for rural school, the possible score, the percentage of each score and the ranking of the items in each group:

Table XIII. Averages for All Rural Schools in Dickinson County 1930-31 Based on Score Card for Rural Schools

I. Yard and Buildings

	Average score of all rural schools	Pos- sible score	Average scores expressed in per- centages	Rank- ing of items
1. Grounds	8.36	10	83.6	3
2. Trees and shrubbery	3.00	5	60.	7
3. Source of water supply	15.1	20	75.5	5
4. Walks	3.33	10	33.36	8
5. Toilets	13.07	20	65.35	6
6. Fuel house	4.57	5	91.4	1
7. Flag and pole	8.45	10	84.5	2
8. Playground	16.35	20	81.75	4
Totals	72.23	100	72.23	

II. School Buildings

10. General condition	26.56	30	88.5	3
11. Lighting	12.38	20	61.9	6
12. Adjustable window shades	7.28	10	72.8	5
13. Cloak rooms and teachers closet	8.71	15	58.	7
14. Fly proof lunch cupboards	1.44	5	28.8	8
15. Attractive interior	35.8	40	89.5	2
16. Blackboard	36.84	40	92.1	1
17. Heat and ventilation	35.05	40	87.62	4
Totals	164.06	200	82.	

III. Equipment

	Average score of all rural schools	Pos- sible score	Average scores expressed in per- centages	Rank- ing of items
18. Desks	31.3	35	87.42	1
19. Teacher's desk and chair	8.42	10	84.2	4
20. Closed bookcase	8.45	10	84.5	3
21. Library	24.24	30	81.05	6
22. Magazines	2.38	15	15.85	15
23. Supplementary readers	6.42	25	25.60	14
24. Primary material	5.7	10	57.	11
25. Sand table and display board	4.92	10	49.2	12
26. Maps and globe	12.27	15	81.71	5
27. Reference work	10.94	15	72.86	8
28. Dictionaries	10.16	15	67.66	9
29. Drinking facilities	8.61	20	43.05	13
30. Washing facilities, thermometer, etc.	12.73	15	84.78	2
31. School room flag	7.99	10	79.9	7
32. Musical instruments	9.55	15	63.6	10
Totals	164.08	250	65.6	

IV. The School

	<u>Teacher</u>			
33. Preparation (certificate)	40.1	60	66.83	11
34. Professional attitude	23.47	25	93.88	2
35. Teaching	35.81	40	90.52	6
36. Discipline	17.8	20	89.00	7
37. Personal appearance	23.41	25	93.64	3
38. Housekeeping	17.56	20	87.8	9
39. Experience	28.28	40	70.7	10
40. Poise	17.76	20	88.8	8
41. Records	13.96	15	92.97	4
42. General influence	19.22	20	96.1	1
43. Play supervision	13.63	15	90.77	5
Totals	251.00	300	83.66	

Pupils

	Average score of all rural schools	Pos- sible score	Average scores expressed in per- centages	Rank- ing of items
44. Attendance and punctuality	37.74	40	94.35	1
45. Personal appearance	8.4	10	84.00	5
46. Conduct	13.31	15	89.00	3
47. Application to school work	22.9	25	91.6	2
48. Care of school property	8.82	10	88.2	4
Totals	91.17	100	91.17	

Organization

49. Daily program	23.65	25	94.6	1
50. Plan book	4.4	15	29.33	3
51. Extra-curricular activities	6.57	10	65.7	2
Totals	34.62	50	68.00	
Grand Totals	777.16	1000	77.7	

The Typical Graded School in Dickinson County

Object. The object of this study is to show the average scores made by graded schools on each point in the standard school score card; to show the average score in percentage of possible score on each point for graded schools; to show the points that are stressed most in graded schools; to show the points that are stressed least; to compare the scores made by graded schools with the scores made by rural schools.

Method. In 1930-31, the fourteen graded schools in Dickinson County were graded on the standard school score card, the score for each school being tabulated on a separate score card. The scores for each point were averaged.

After the average score had been determined, each point was changed to a percentage score. In doing this a comparison could be made between points. This comparison should indicate the relative importance of the points in each group and also the relative importance of the groups.

After the percentages were determined, the ranking of the points was made. The following forms were used in scoring all fourteen of the graded schools under the supervision of the County Superintendent.

Table XIV. Score Card for All Graded Schools in Kansas

Grade I.....	Grade II.....	Grade III.....	Grade IV.....	24. List of primary material furnished by board.....
26. To receive full credit, maps must be in good condition, up-to-date, and include the following: United States, North America, South America, Europe, Asia, Africa, Eastern and Western Hemispheres, Kansas. Also Globe. (Underscore all on hand.)				
27. No credit can be given for a reference work that is not on the approved list or has not been on the approved list within the last five years. Good set required for superior school. Name set.....				
28. There should be one small dictionary for every five pupils above the third grade. For seventh and eighth-grade pupils we recommend the secondary school type; for fourth, fifth, and sixth grades, common school dictionaries or similar type. All dictionaries must be from the approved list. Give details.....				
29. Bubble-fountains, other containers and cups, or pump and cups. Give full credit to first two when kept sanitary.				
33. Certificate held (Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30. Second Grade not accepted for superior school). Underscore appropriate one. Give number college hours.....				
39. Successful experience: (1 year, 20; 2 or more, 40; 60 hours college may be considered as one year's experience). Underscore appropriate one.				
Enrollment by grades: I.....	II.....	III.....	IV.....	V.....
				VI.....
				VII.....
				VIII.....

13-5171

Supervisors, HOUSTON, H. J. AND WARNING, M. E.

Superintendent, ALLEN, G. A.

SCORE CARDS FOR GRADED SCHOOLS

000101-08-8

STATE OF KANSAS—DEPARTMENT OF EDUCATION

SCORE CARDS FOR GRADED SCHOOLS

GEO. A. ALLEN, JR., *State Superintendent.*ELIZABETH WARNING AND J. H. HOUSTON, *Supervisors.*

School name..... District No..... County.....

Superintendent or Principal..... Salary..... Length of Term.....

I. YARD AND OUTBUILDINGS

	Supt's score	Possible score		Supt's score	Possible score
1. Grounds.....		10	29. Drinking facilities*.....		20
2. Trees and shrubbery.....		5	30. Washing facilities, thermometer, sweeping compound, etc.....		15
3. Source of water supply*.....		20	31. Schoolroom flag (on staff preferable).....		10
4. Walks.....		10	32. Musical instruments† (kinds).....		15
5. Toilets (kind)*.....		20			
6. Fuel house (location)*.....		5			250
7. Flag and pole.....		10			
8. Playground (supervision and apparatus)*.....		20			
		100			

II. SCHOOL BUILDING

10. General condition (minimum, 25 points)...	30
11. Lighting*.....	20
12. Adjustable window shades.....	10
13. Cloak rooms and teacher's closet†.....	15
14. Flyproof lunch cupboards.....	5
15. Attractive interior*.....	40
16. Blackboard* (slate)†.....	40
17. Heat and ventilation*.....	40
	200

III. EQUIPMENT

18. Desks (single)†.....	35
19. Teacher's desk and chair.....	10
20. Closed bookcase.....	10
21. Library, minimum—standard school, 50; superior, 100*.....	30
22. Magazines*†.....	15
23. Supplementary readers—grades 1, 2, 3, 4*.....	25
24. Primary material furnished by board*.....	10
25. Sand table and display board.....	10
26. Maps and globe*.....	15
27. Reference work*†.....	15
28. Dictionaries*.....	15

IV. THE SCHOOL

TEACHERS

33. Preparation (certificate)*.....	60
34. Professional attitude.....	25
35. Teaching.....	40
36. Discipline.....	20
37. Personal appearance.....	25
38. Housekeeping.....	20
39. Experience*.....	40
40. Poise.....	20
41. Records.....	15
42. General influence.....	20
43. Play supervision.....	15
Total.....	300

PUPILS

44. Attendance and punctuality.....	40
45. Personal appearance.....	10
46. Conduct.....	15
47. Application to school work.....	25
48. Care of school property.....	10
Total.....	100

ORGANIZATION

49. Daily program.....	25
50. Plan book.....	15
51. Extra-curricular activities† (name).....	10
Total.....	50

Grand total..... 1,000

I recommend for approval { Accepted (850 required).....
Standard (850 required).....
Superior (950 required).....

Renewal { Standard..... Reinstatement.....
Superior..... Removal.....

Date.....19.....

(Signed).....

County Superintendent.

* See notes on back.

† Required for Superior School.

Bold-faced type, Required for Standard School.

(OVER)

NOTES ON SCORE CARD

NOTE.—The numbers refer to items on other side of this card. County Superintendents should fill every blank carefully.

3. Well, cistern, city, or carried. (If carried, it must be in covered container and by a person designated by the board.).....
5. For outside toilets in best condition give 15 points as maximum. Explain.....
.....
6. In school building, or convenient to door of school, good condition. Explain.....
8. The playground should be supervised by teacher and supplied with at least three types of apparatus, adequate for that school. List equipment and give games played.....
.....
11. Proper lighting should be from left only. Window space should equal one-fifth floor space. Buildings with cross lights cannot be approved as Standard or Superior. Explain.....
.....
15. Includes paint, pictures, and other decorations that make the room attractive. Give details.....
.....
.....
16. Slate blackboard deserves a score of 40; other kinds, less. Be sure to state kind. It is suggested that the minimum of black-board should be thirty square feet for the teacher's use and four square feet for each child. The minimum for one room should be 100 square feet. Give details.....
.....
17. Room uniformly warmed, air pure without draft, sufficient humidity. Give details.....
.....
21. Books should be purchased early in the year so that pupils may use them during the term. A school that has not complied with the library law for the current year will not be approved or renewed. Do not count old, discarded texts or government reports.
Number of books..... Has library law been complied with for this year?.....
22. Two juvenile magazines not paid for by the teacher. Names.....
23. Names of supplementary readers and number of each kind for each grade:
Grade I.....
Grade II.....
Grade III.....
Grade IV.....
24. List of primary material furnished by board.....
.....
26. To receive full credit, maps must be in good condition, up-to-date, and include the following: United States, North America, South America, Europe, Asia, Africa, Eastern and Western Hemispheres, Kansas. Also Globe. (Underscore all on hand.)
27. No credit can be given for a reference work that is not on the approved list or has not been on the approved list within the last five years. Good set required for superior school. Name set.....
28. There should be one small dictionary for every five pupils above the third grade. For seventh and eighth-grade pupils we recommend the secondary school type; for fourth, fifth, and sixth grades, common school dictionaries or similar type. All dictionaries must be from the approved list. Give details.....
.....
29. Bubbler-fountains, other containers and cups, or pump and cups. Give full credit to first two when kept sanitary.
33. Certificate held (Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30. Second Grade not accepted for superior school). Underscore appropriate one. Give number college hours.....
39. Successful experience: (1 year, 20; 2 or more, 40; 60 hours college may be considered as one year's experience). Underscore appropriate one.
Enrollment by grades: I..... II..... III..... IV..... V..... VI..... VII..... VIII.....

SUPPLEMENTAL REPORT FOR GRADED SCHOOLS

GEO. A. ALLEN, JR., *Superintendent.*ELIZABETH WARNING AND J. H. HOUSTON, *Supervisors.*

School name..... District No..... County.....

NOTE TO COUNTY SUPERINTENDENT.—This supplemental report should include each individual teacher of the school and should be submitted at the same time that the Score Card for graded schools is submitted.

THE SCHOOL		NAMES OF TEACHERS					
Date.....	Supt's Score		Supt's Score	Supt's Score	Supt's Score	Possible Score	
TEACHERS							
Salary.....	College Hours.....						
Preparation (Certificate held: Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30.) Underscore appropriate one.....							60
Professional attitude.....							25
Teaching.....							40
Discipline.....							20
Personal Appearance.....							25
Housekeeping.....							20
EXPERIENCE							40
Poise.....							20
Records.....							15
General influence.....							20
Play supervision.....							15
Total							300
PUPILS							
Attendance and punctuality.....							40
Personal appearance.....							10
Conduct.....							15
Application to school work.....							25
Care of school property.....							10
Total							100
ORGANIZATION							
Daily program.....							25
Plan book.....							15
Extra-curricular activities (name).....							10
Total							50

The following table shows the averages of all points for graded schools, the possible score, the percentage of each score, and the ranking of the items:

Table XV. Averages for all Graded Schools in Dickinson County 1930-31 Based on Score Card for Graded Schools

<u>I. Yard and Buildings</u>				
	Average score of all graded schools	Pos- sible score	Average scores expressed in per- centages	Rank- ing of items
1. Grounds	8.64	10	86.4	6
2. Trees and shrubbery	3.35	5	76.	8
3. Source of water supply	18.5	20	92.5	3
4. Walks	8.8	10	88.	5
5. Toilets	17.14	20	85.7	7
6. Fuel house	4.93	5	98.6	1
7. Flag and pole	9.64	10	96.4	2
8. Playground	18.07	20	90.35	4
Totals	89.07	100	89.07	
<u>II. School Buildings</u>				
10. General condition	27.28	30	90.84	5
11. Lighting	19.21	20	96.05	1
12. Adjustable window shades	9.43	10	94.3	2
13. Cloak rooms and teachers closet	11.57	15	77.05	8
14. Fly proof lunch cupboards	4.35	5	87.	7
15. Attractive interior	36.9	40	92.25	4
16. Blackboard	37.64	40	94.1	3
17. Heat and ventilation	35.78	40	89.45	6
Totals	182.16	200	91.	

III. Equipment

	Average score of all graded schools	Pos- sible score	Average scores expressed in per- centages	Rank- ing of items
18. Desks	33.5	35	95.71	2
19. Teachers desk and chair	8.92	10	89.2	11
20. Closed bookcase	9.07	10	90.7	9
21. Library	28.5	30	94.9	3
22. Magazines	10.28	15	68.48	14
23. Supplementary readers	21.42	25	85.68	13
24. Primary material	8.71	10	87.1	12
25. Sand table and display board	8.92	10	89.2	11
26. Maps and globe	14.21	15	94.63	4
27. Reference work	13.85	15	92.24	5
28. Dictionaries	13.64	15	90.84	8
29. Drinking facilities	18.28	20	91.4	7
30. Washing facilities, thermometer, etc.	15.	15	100.	1
31. School room flag	9.21	10	92.1	6
32. Musical instruments	13.57	15	90.37	10
Totals	227.08	250	90.	

IV. The School Teacher

33. Preparation (certificate)	49.5	60	82.5	11
34. Professional attitude	24.07	25	96.28	5
35. Teaching	37.	40	92.5	8
36. Discipline	18.	20	90.	10
37. Personal appearance	24.35	25	97.4	3
38. Housekeeping	19.43	20	97.15	4
39. Experience	37.14	40	92.85	7
40. Poise	18.28	20	91.4	9
41. Records	14.85	15	98.9	1
42. General influence	19.71	20	98.55	2
43. Play supervision	14.07	15	93.7	6
Totals	277.4	300	92.4	

Pupils

	Average score of all graded schools	Pos- sible score	Average scores expressed in per- centages	Rank- ing of items
44. Attendance and punctuality	37.5	40	93.75	1
45. Personal appearance	8.28	10	82.8	5
46. Conduct	13.07	15	87.14	4
47. Application to school work	23.28	25	93.12	2
48. Care of school property	9.14	10	91.4	3
Totals	91.27	100	91.27	

Organization

49. Daily program	24.35	25	97.4	1
50. Plan book	10.8	15	71.92	3
51. Extra-curricular activities	9.21	10	92.1	2
Totals	43.64	50	87.	
Grand totals	910.62	1000	91.	

Conclusion. The column, "Ranking of items," gives the relative importance that is given each item in its group. In rural schools the districts are stressing the fuel house more than any other item in that group. Toilets rank sixth and walks rank last. In the next group blackboards rank first. Under equipment desks rank first and magazines last. The general influence of the teacher has been ranked first in the next group with her professional attitude second and her certificate eleventh. The personal appearance of the

teacher is ranked third. The most important point about the pupils is their attendance and punctuality.

The following is the order of the groups on the rural score card based on per cent of possible score: Pupils, teachers, buildings, yard, organization, equipment. In the graded schools the order of the groups as scored on the same form of score card is as follows: Teachers, pupils, building, equipment, yard, organization. The total score for graded schools is 910.62 points while that for rural schools is only 777.16 points.

The average score for all graded schools is 60.62 points above the requirement for a standard school while the average score for rural schools is 72.84 below the standard school score. The following table emphasizes the difference in total scores of graded and rural schools:

Table XVI. Total Scores from the Standard School Score Card by Groups for Graded and Rural Schools 1930-31

	Average scores by groups for graded schools	Average scores by groups for rural schools
Yard	89.07	72.
School building	182.116	164.06
Equipment	227.08	164.08
Teachers	277.4	251.
Pupils	91.27	91.17
Organization	87.	68.
Totals for all groups for rural and graded schools	910.62	777.16

PART IV

A COMPARISON OF SCHOOL GRADES IN STANDARD AND NON-STANDARD SCHOOLS

Object

The aim in this section is to make a comparison of the grades made by the eighth grade graduates from superior, standard, and unclassified schools in Dickinson County.

Method

The grades of the county diploma graduates from standard and accepted rural schools were averaged. The grades of the graduates from unclassified schools were also averaged. These averages were determined for a period of three years. The average of all the grades made on the county diploma examination by the pupils in the graded schools was determined; first for the superior graded schools, then for the standard and accepted schools, and then for the unclassified schools. The following tables show the results of the study.

Table XVII. Graduates and Failures in One-Teacher
Schools During 1928-31

Schools	Year	Superior	Standard and accepted	Unclassified	Total
Number of : 1928-29		0	13	89	102
schoools in: 1929-30		0	12	90	102
county : 1930-31		0	14	86	100
Total eighth : 1928-29		0	26	139	165
grade : 1929-30		0	22	110	132
enrollment: 1930-31		0	20	121	141
Total eighth : 1928-29		0	26	132	158
grade : 1929-30		0	21	104	125
graduates : 1930-31		0	19	104	123
Total eighth : 1928-29		0	0	7	7
grade : 1929-30		0	1	6	7
failures : 1930-31		0	1	17	18
Averages : 1928-29		0	83.6	84.7	84.1
of all : 1929-30		0	88.5	84.12	86.3
graduates : 1930-31		0	84.1	84.5	84.3
: 1928-31		0	85.4	84.1	84.8
Highest : 1928-29		0	93.	94.	
individual: 1929-30		0	96.	94.	
average : 1930-31		0	91.	95.	
: 1928-31		0	96.	95.	

Table XVIII. Graduates and Failures in Graded
Schools During 1928-31

Schools	Year	Superior	Standard and accepted	Unclassified	Total
Number of :	1928-29	1	6	7	14
schools in:	1929-30	2	5	7	14
county :	1930-31	3	9	2	14
Total	: 1928-29	16	23	39	62
eighth	: 1929-30	25	25	44	69
grade	: 1930-31	28	55	8	91
enrollment					
Total	: 1928-29	16	23	38	61
eighth	: 1929-30	23	24	41	65
grade	: 1930-31	28	49	8	85
graduates					
Total	: 1928-29	0	0	1	1
eighth	: 1929-30	2	1	3	6
grade	: 1930-31	0	6	0	6
failures					
Averages	: 1928-29	88.5	85.9	88.9	87.7
of all	: 1929-30	82.1	86.8	86.5	85.1
graduates	: 1930-31	86.8	86.9	88.1	87.2
	: 1928-31	85.7	86.5	87.8	86.6
Highest	: 1928-29	97.	95.5	94.2	
individual:	1929-30	94.8	94.6	92.7	
average	: 1930-31	92.2	95.9	91.9	
	: 1928-31	97.	95.9	94.2	

Conclusions

In the rural schools, the graduates from the standard and accepted schools averaged about one per cent higher than the graduates of the unclassified schools during the three

year period. In the year 1928-29, the standard schools had no eighth grade failures while the unclassified schools had seven. In 1929-30, the proportion of failures was about the same for the standard and unclassified schools. In 1930-31, there were seventeen times as many failures in the unclassified schools as there were in the standard and accepted schools.

In the graded schools we find that the superior school graduates have made the lowest average over a three year period; the standard and accepted schools the next to the highest; and the unclassified school graduates have made the highest average.

From the results of this study, it appears that there is little if any difference in the quality of student turned out by the different schools in the county. If standard schools are costing more money and are given greater prestige, it ought to show in the quality of their work in a greater degree than this study reveals.

Recommendations

It is recommended that a further study be made on the above problem. The study should be extended over a longer period and should cover a larger territory so that more cases could be included.

PART V

GRADES GIVEN BY RURAL AND GRADED SCHOOL TEACHERS IN DICKINSON COUNTY DURING 1928-31

Object

The object of this division is to determine the average grades given each month in the rural and graded schools for the years 1928-31; to compare the grades given by rural teachers during the past three years with grades given by graded school teachers. The average grades given by all teachers should be of value to the individual teacher in checking on the grades she is giving.

Method

During the school years 1928-31 each grade and rural teacher was required to make a report on the following form at the close of each school term.

Table XIX. Monthly Grade Graph Used by Dickinson
County Teachers 1928-31

Name of School..... Dist. No..... 19..... 19.....
No. Pupils..... Grades..... Name of Teacher.....

1 Mo	2 Mo	3 Mo	4 Mo	5 Mo	6 Mo	7 Mo	8 Mo	9 Mo	100	
									95	EXCELLENT
									90	GOOD
									85	
									80	AVERAGE
									75	
									70	POOR
									65	
									60	PASSING BELOW 60 IS A FAILURE

(over)

C. A. MARTIN, Superintendent of Schools, Dickinson County

The results from the cards were tabulated and averaged. The average of the grades given by each teacher during the term and the average of all rural teachers' grades for each month were determined. The grades for the grade teachers were obtained in the same way. The grades in Abilene and Herington are not included in this study as they are not under the supervision of the County Superintendent and he does not have access to all of their records. The study includes the grades of the teachers in the following schools: Sand Springs, two teachers; Detroit, three; Navarre, two; Enterprise, eight; Carlton, two; Woodbine, four; Elmo, two;

Manchester, two; Chapman, five; Dillon, two; Hope, four; Pearl, two; Talmage, three; Solomon, eight; St. Paul's Lutheran, two. Of the one hundred two rural school teachers, 98 completed the reports in 1928-29 and one hundred per cent completed them in 1929-30 and 1930-31. The following table gives the results of the study.

Table XX. Grades Given by Grade and Rural Teachers
in Dickinson County During 1928-31

Averages										
Year	:First: :month:	:Second: :month:	:Third: :month:	:Fourth: :month:	:Fifth: :month:	:Sixth: :month:	:Seventh: :month:	:Eighth: :month:	:Ninth: :month:	:Term :average
Rural 1928-29	:87.71:	:88.09	:88.47:	:88.9	:88.74:	:89.27:	:89.81	:90.37 :	:	: 88.91
Rural 1929-30	:85.64:	:87.48	:87.71:	:88.09	:88.24:	:88.64:	:88.85	:89.44 :	:	: 88.01
Rural 1930-31	:86.06:	:86.93	:87.23:	:87.46	:87.65:	:87.91:	:88.37	:88.41 :	:	: 87.5
Average	:	:	:	:	:	:	:	:	:	:
1928-31	:86.47:	:87.5	:87.8 :	:88.15	:88.21:	:88.61:	:89.	:89.41 :	:	: 88.13
	:	:	:	:	:	:	:	:	:	:
Graded 1928-29	:86.95:	:87.62	:87.75:	:88.13	:88.75:	:88.58:	:89.28	:89.31 :	:89.6 :	: 88.25
Graded 1929-30	:83.72:	:85.43	:86.14:	:87.04	:86.88:	:87.32:	:87.59	:88.14 :	:89.09:	: 86.8
Graded 1930-31	:83.9 :	:85.73	:86.13:	:87.	:87.21:	:87.67:	:88.06	:88.73 :	:89.2 :	: 87.07
Average	:	:	:	:	:	:	:	:	:	:
1928-31	:84.86:	:86.26	:86.67:	:87.39	:87.61:	:87.86:	:88.31	:88.72 :	:89.26:	: 87.4

In order to determine the relation between grades made by rural school graduates and graded school graduates Tables XXI and XXII were compiled.

Table XXI. Average Grades of Rural School Graduates in Dickinson County During 1928-31

Year	Average in percentage
1928-29	87.17
1929-30	85.34
1930-31	85.4
Final average	85.97

Table XXII. Average Grades of Graded School Graduates in Dickinson County During 1928-31

Year	Average in percentage
1928-29	87.94
1929-30	86.57
1930-31	87.34
Final average	87.28

The individual pupil's graduation grade is determined by averaging the teacher's class grade with the bi-monthly examination grade and then averaging the result with the county diploma examination grade. The tables indicate that the rural teachers are grading too high and that the grade teachers are keeping their grades more in line with the county diploma grades.

Conclusion

Teachers have frequently made the remark that rural teachers grade higher than graded school teachers. This has been found true in Dickinson County. It has also been said that pupils from the rural schools are frequently poorly prepared for high school work; that they are not as well prepared as students from the graded schools. From the averages of the graduates from the rural and graded schools this would also appear to be true.

An analysis of the situation would be interesting. From my observation, I have noticed that the graded schools are using more achievement tests than are the rural schools. A smaller percentage of the rural teachers know how to give the achievement tests in comparison with the graded teachers. Grade school teachers, as a group, have had more experience than the rural teachers. The classes in the grade school are larger and the group plan of grading is more practical than it would be in the rural school. In the rural school often there is only one or two in a grade and it is hard for the teacher to estimate the quality of the pupil's work and the grade that should be given. There is seldom any plan in the rural schools for buying achievement tests, while the principals in the graded schools find some means of raising funds to buy the tests. The boards in graded

schools often recognize the value of the tests and provide funds for them. In the rural school the teacher must be popular in most cases or the board will not rehire her. The teacher who gives the highest grades is frequently popular because of misrepresenting the facts in regard to the progress of the pupil. In the graded school a teacher's tenure does not depend so much upon the grades given pupils.

The letter system is somewhat inconvenient when adapted to the standards as required by law for graduation from the eighth grade. The law requires an average of 80 per cent with no grade below 60 per cent. The letter system would work with the percentage system much better if 70 per cent were taken as a failing point. Ordinarily there would be about the same number of A grades given as F grades and about the same number of B grades as D grades.

There are two common points of view in regard to grades; one is that the grade shows the standing of the individual in the class with respect to the achievement of the other members and the other point of view is that the grade represents the amount of the subject matter mastered. Both points of view are important because mastery of subject matter must be encouraged and achievement measured. In establishing standards, however, the accomplishment of individuals determines the norms. If a class is large, say thirty or thirty-five members, it would be a good policy to

rank the scores from highest to lowest, determine the median and then take 80 per cent of the median score as the failing point. This makes it possible for every member to pass and it will also catch the failures that are not prepared. This method would not be practical in a small class.

After the failing point has been established the teacher might take the upper 25 per cent of the scores as A and B grades, the middle 50 per cent as C grades and the remaining scores that are above the failing point as D grades.

In the small class such as is found in the rural school, achievement tests that have been standardized seem to me to be the best practical solution. The Stanford achievement test for example tests the ability of the pupil in most of the subjects and then shows the scores made by thousands of other boys and girls on the same test. By making a graph of the pupils' score in the back of the test, the rural teacher can compare the score made by her pupil with the scores made by others. This graph also classifies the pupils as to the grade in which they should be located when they show a certain accomplishment. This should aid the rural teacher in determining promotion. If a rural teacher is in doubt as to whether to promote a child she should give an achievement test.

Recommendations

It is recommended: (1) that the rural teachers make a special effort to arrive at pupils' grades by some more scientific method; (2) that rural teachers and grade teachers use more standardized tests; (3) that the class be considered as a group in giving grades when the group is larger than twenty; (4) that scholarship contests be encouraged; (5) that every teacher be willing to do a little more work in order to give grades that are more indicative of ability.

PART VI

INEQUALITIES IN EDUCATIONAL OPPORTUNITIES IN DICKINSON COUNTY

The purpose of this part is to point out some inequalities in educational opportunities in Dickinson County, Kansas. The American school is in an evolutionary process. It first grew as a child of the church, and was gradually changed into an instrument of the state.

Our schools in the middle west came from New England which was dominated by a strong Calvinistic element which supported a system of common schools, higher Latin schools, and a college, both for religious and civic ends. Later because the support of the school was assumed by the state, control by the state naturally followed.

In Dickinson County we have the district system which

is inferior in many ways to the county unit system. We have as many as five different types of districts which are: The community high school district, the rural high school district, the consolidated district, the second class city district, and the original type of district.

Present Situation

It is very obvious on making a study of the schools of Dickinson County that there is a great difference in the educational opportunities of pupils in the county. This is true because of a number of factors: financial, local interest, and size of the district.

In looking over a map showing the parts of the county paying the various rates of taxation, we find that the city of Herington is paying the highest rate, that rate being 20 mills. Next below Herington is Hope, district 100 with a rate of 16 mills including the rural high school tax. In the next group paying between 10 and 15 mills we find Enterprise, Abilene, Manchester and Talmage. About three-fourths of the remaining districts of the county have a school tax between five and ten mills. This group includes UI, Carlton, Solomon, Elmo, Detroit, Chapman grade school and Woodbine. The remaining 26 rural districts levy less than five mills school tax.

The rural district with the lowest valuation is dis-

trict 56, with \$161,123 and a levy of ten mills. The rural district with the highest valuation is district 94 with \$678,090, a tax levy of 2.7 mills and an enrollment of 19. In the small districts we have \$16,112.30 valuation back of each pupil while in district 94 we have \$35,688. District 94 has more than twice as much valuation per pupil enrolled as district 56.

Supervision is an essential factor in an efficient school system. The grade schools of Abilene and Herington are supervised by the City Superintendent, the principal at each building and a number of supervisors in subjects such as art and music. The schools at Hope and Solomon are visited by the County Superintendent. They are in charge of the local superintendent and they each have grade school principals. They have departmental work in the seventh and eighth grades.

The schools maintaining a grade school and four years of high school such as Talmage and Enterprise are visited by the County Superintendent and are supervised by their own superintendents who are usually on a full time teaching schedule. They also have grade school principals who are carrying full teaching loads. Manchester, Carlton and Elmo maintain grade schools and two year high schools. The high schools are taught by one teacher in each case. The course is limited and a pupil must take the one course offered,

that being college preparatory. The other grade school districts that do not maintain high schools are Detroit, Solomon, Chapman and Pearl. They have local principals and are visited once or twice a year by the County Superintendent.

The remaining 103 districts are rural. They are supervised by the County Superintendent once and in some special cases two or three times a year. The County Superintendent has 217 teachers to visit during the school term so it would be a physical impossibility for him to give very much help in supervising each individual school. Last year thirty per cent of the rural teachers were beginners. All of these held normal training certificates except four who held three year state certificates and five who held second grade county certificates. The beginning normal training teachers had no college work. This was also the case with the five beginners who held second grade county certificates. Twenty-six experienced teachers held normal training certificates. These teachers had eight or more hours of college credit. Eight experienced rural teachers held three year state certificates. These teachers had one or more years of college training. Five rural teachers held life certificates indicating that they had taken two or more years of college work. Four teachers held first grade county certificates. The remainder of the 103 rural teachers held second grade

county certificates. Some of this group had some college work. Some had none.

Of the fifty grade school teachers listed we find only two without experience. Nineteen had life certificates, indicating two or more years of college work. Thirteen had three year state certificates. Most of these people had two years of college work. There were eight first grade certificates and only four seconds. There were only six normal training certificates. All of the normal training teachers were experienced and had eight or more hours of college work. This shows that the grade school teachers are far above the rural school teachers in amount of experience, college work and rank of certification. There is a constant movement of the better teachers in rural schools to the town or graded schools. Not all of the best teachers leave the rural schools for the city but many of them do.

The higher salary in the town schools gives them the opportunity to hire the better teachers. The higher salary and the better living conveniences in town are a temptation for the best teachers to leave the rural schools to the beginners. We should have our most highly qualified teachers in the rural schools since the rural teacher has the responsibility of a school, a crowded program, very little or no supervision and many other inconveniences with which the ex-

perienced teacher would be more able to cope.

It should be mentioned that the county health officer inspects every school building in the county and sometime during the year makes a physical inspection of each child in school. The schools at Abilene and Herington have school nurses who give special attention to the school children in those cities. In case of a contagion in a rural school the county health officer may be called on for medical assistance in control of the disease.

There are many inequalities of opportunity in the high schools of the county. The classification of the schools indicate as much. The following schools are class A; Herington, Abilene, The Dickinson Community high school, Solomon and Hope. Woodbine and Enterprise are class B high schools. Talmage is a class D high school. Carlton, Elmo and Manchester are approved for two years of high school work. Only college preparatory work is available in the two years approved high schools and the Talmage school. A few electives are possible in the Enterprise and Woodbine schools but the classes are small and the equipment is very meager. The class A schools have a larger group of electives, provision for vocational training and much better equipment than the smaller high schools. There seems to be more school spirit in the larger high schools and a better opportunity for extra-curricular activities creating a better spirit of

citizenship.

Athletics in the larger class A schools are more satisfactory than in the smaller schools. The larger schools have also made provision for physical training classes so that the benefits of physical training is not limited to those that take part in competitive athletics. The smaller schools have attempted, in some cases, to train athletic teams but the lack of material and the lack of provision on the teaching staff for a coach is a great handicap. Because of small school revenue, the small high schools are unable to hire a sufficient number of teachers and buy equipment needed in offering a well rounded high school program. The lack of opportunity for the student in the small high school is evident from the small number of teachers employed, limited courses offered, lack of vocational training, lack of opportunity to take part in athletics under trained leadership, smaller classes and often times poorer teachers.

It would help to equalize high-school opportunities in the county, if we had fewer small high schools and some provision was made to transport distant pupils to class A high schools. The law provides that any district may pay the transportation of pupils living in their district to some district other than their own. The argument is made that it would hurt the town to take the small high school away from it. Is it fair to keep the high school and hurt the students

by offering them only a narrow college preparatory course? A high school in every town and hamlet is inconsistent with low taxes. The small high school as a rule costs more per pupil enrolled than the large high school and only offers one-fifth of the courses. To the student that is not going to college, the small one-course high school has very little practical training to offer. It is true that the subjects have some cultural value but whether or not that cultural value is worth the student's time is another question. The person who is interested in lower taxes should favor larger high school districts and fewer of them. We cannot all have a high school at our very door and still expect to have low taxes.

The situation in regard to certification is somewhat complicated. There are over twenty different kinds of certificates issued in Kansas at the present time and these are issued from one hundred nine different sources. It is possible to teach in the elementary schools of Kansas without a high school education if the applicant can pass the county examination. The certificate law was improved when the privilege to grant the temporary permit to teach was taken away from the county superintendent. Since the temporary permit and third grade county certificate have been discontinued, I think we are on our way to state certification of teachers only.

Need for Reorganization

The need for reorganization is evident from the school conditions just exhibited. The difference in the amount of property valuation back of each child in school in the various districts shows the decided unfairness in the present distribution of property for school taxation. There is no valid reason why one district should have twice as much valuation per child in attendance as a neighboring district. Rural districts in some cases are able to hold their tax levies down by hiring a cheaper teacher, reducing needed supplies, and by using the poorest kind of equipment in the school. It is just such situations as this that makes the rural school a decidedly inferior institution in which to obtain an education, distinctly inferior to that of the child in the city school system.

The tuition situation needs simplification. There is needless jealousy among school superintendents which prompts them to get all the tuition money for their schools possible. There are too many types of school districts and too much overlapping of school taxing units. The present law makes it possible for poorly prepared teachers to enter the profession in competition with better prepared teachers. The tenure of teachers is so short because of this condition that efficient work cannot be done in the school where low

salaries prevail.

Educational Aims

Education is probably the greatest asset of the individual. This is reflected in the zest for education shown everywhere in Kansas. Schools exist primarily, and chiefly, for the child. The state supports the school in order that the individual may be a worthy member of society and the state may continue to progress. A progressive and ambitious commonwealth should secure an irreducible minimum school opportunity for every child. For the support of this irreducible minimum school opportunity for every child, we should equitably tax all the productive agencies within the state.

The pupils in rural schools should be guaranteed a school equal to that provided for the city children. The student living in the most distant corner of the county should have provision made for his attendance at some good high school.

Application of the Financing Plan of the Proposed
School Code to Dickinson County¹

I. Derivation of State and County Equalization Fund:

From State \$97759. From County \$80989. Total \$178748.

II. Application to One-Teacher Schools

1. They receive from the State and County Equalization Fund ----- \$35488
2. They contribute to this fund by direct property tax ----- \$45325
3. They received from it less than they contribute directly to it ----- \$ 9837
4. They also benefit by abolition or reduction of many taxes for high schools ----- \$33238
5. Their total net benefit through the operation of the Code is ----- \$23401
6. This is equivalent to an average property tax reduction in these districts of -----0.6 mills

III. Application to Rural High Schools

1. They contribute nothing to the fund, but receive from it ----- \$23814

1. See Practical Application of the Financing Plan of the Kansas School Code Commission, page 38, for Dickinson County. State Department of Education, Topeka, July, 1930.

2. They experience a loss by the repeal
of the tuition law ----- \$ 2916
3. Their total net benefit through the
operation of this fund is ----- \$20898
4. This is equivalent to an average property tax
reduction in those districts of ----- 1.5 mills

IV. Application to Two (or more) Teacher Schools
With High Schools

1. They receive from the State and County
Equilization Fund ----- \$16867
2. They contribute to this fund by direct
property tax ----- \$ 4328
3. They receive from it more than they con-
tribute directly to it ----- \$12539
4. They also benefit by the abolition of
county taxes for schools ----- \$ 000
5. However, they lose by the repeal of the
tuition law ----- \$ 1810
6. Their total net benefit through the opera-
tion of this fund is ----- \$10729
7. This is equivalent to an average property
tax reduction in these districts of -----3.7 mills

V. Application to Two (or more) Teacher Schools
Without High Schools

1. They receive from the State and County
Equalization Fund ----- \$18269

2. They contribute to this fund by direct
property tax ----- \$12645
3. They receive from it more than they con-
tribute directly to it ----- \$ 5634
4. They also benefit by the abolition of
county tax for schools ----- \$ 6311
5. Their total net benefit through the opera-
tion of this fund is ----- \$11935
6. This is equivalent to an average property
tax reduction in these districts of -----1.4 mills

VI. Application to Cities of the First and Second Class

1. They receive from the State and County
Equalization Fund ----- \$68479
2. They contribute to this fund by direct
property tax ----- \$18105
3. They receive from it more than they con-
tribute directly to it ----- \$50374
4. They also benefit by the abolition of
county taxes for schools ----- \$ 000
5. However, they lose by the repeal of the
tuition law ----- \$11838
6. Their total net benefit through the opera-
tion of this fund is ----- \$38626
7. This is equivalent to an average property
tax reduction in these cities of -----3.2 mills

VII. Application to Community High School

1. It contributes nothing to the fund, but
receives from it ----- \$15813
2. It benefits also by the repeal of the
tuition law ----- \$18000
3. Its total net benefit through the opera-
tion of this fund is ----- \$33813
4. This is equivalent to an average property
tax reduction in this district of -----1.1 mills

Conclusion. In making recommendations I would like to say that these changes could not be made at any one time but should grow as an evolutionary process. Even if the school code were adopted, it would not cure all the ills of the present system.

The following recommendations are made:

1. That a more just and equitable system of taxation be adopted.
2. That tuition shall be free in all schools of the state.
3. That some provision be made for transportation so that the rural child has an opportunity to get an education equal to that of the city child.
4. That proper supervision be provided for the one room and village schools.
5. That all teachers' certificates be issued by the state under the direction of the State Board of Education.

6. That high schools provide for prevocational and vocational courses.

PART VII

THE DUTIES OF THE COUNTY SUPERINTENDENT

The duties of the county superintendent are of two types: (1) those that are specified in the law; (2) those which are not specified but which are necessary to carry out the full duties of the office.

The following duties may be classified in the first group: administer oaths; act as agent of the state orphans home; annex districts without school; annex district to district with grade school; make annual report to the state superintendent; decide cases in which a pupil is suspended; appoint to fill vacancies in district boards; appoint time and place for first district meeting; apportion state and county school fund; approve boundaries for rural high school districts; attach territory of disorganized district; must give bond; must certify amount due each district from state and county; certify the assessed valuation of property to district clerk; certify the number of teachers in Barnes high schools; act as chairman of county examining board; change district boundaries; hire a clerk to assist in office; call a convention of the district boards; determine value of property in a new district; dispose of property of disorganized district; disorganize a de-

populated district; distribute funds of depopulated district; divide county into school districts; employ a deputy in large counties; employ a teacher when the district fails to do so; form district within an Indian reservation; form truant districts; furnish description of district boundaries to the county clerk; furnish a map of the school district; inspect the work of county normal institutes; keep a list of the district officers; keep office open six days a week when not absent on official duties; levy tax in Barnes high school counties; make provision for aid to high schools; act as chairman of the board of trustees of the community high school; name place for the county diploma examinations; nominate truant officers; provide notices for special and annual meetings; notify truant officer in case of truancy; transmit fees to county treasurer; provide for sending pupils to other districts in certain cases; hold public meetings, one in each district each year; purchase school district records in case a board fails to do so; to qualify a superintendent must hold a first grade certificate, or a state certificate, or be a graduate of an accredited college, or a normal school and must have taught at least eighteen months; must keep a register of all teachers; register state certificates and normal school diplomas; report certificates registered to the state superintendent; report population of depopulated districts; supervise high schools with county

aid; provide for teachers' associations; visit each school in the county every six months; visit indentured pupils of reform school; make suggestions to the teachers after visiting the school; make a written report to the clerk after visiting the school; examine the records of the district officers; keep a record of all official acts.

Some of the duties in the second group are: grading teachers' examination papers; appointing conductors for the county diploma examination; counseling with teachers; board members, or patrons on discipline problems; writing news letters or bulletins for the information of board members and teachers; writing to board members and teachers when reports have not been made; attending state teachers' meetings; handling the enrollment cards for the state teachers' meetings for local teachers; notifying the districts of the amount of money apportioned to their district twice each year; explaining the budget law to the school officers; explaining the tuition law to the patrons; approve each individual tuition case; check each high school's tuition claim each semester; assist in preparing programs for the county teachers' meetings; take part on programs at County Diploma graduation exercises; take part in normal institute programs; meet with the county commissioners and explain school costs and ask for money to carry on institute, track meets, and other contests; investigate requested changes in school

district boundaries; check all teachers' and clerks' reports to see that they balance; interview many agents who wish to sell something to the school districts or to the teachers; conduct the various county contests; encourage the sale of reading circle books, encourage the districts to obey such laws as proper display of the flag, dental inspection, fire drills, and so on; issue various pupil awards; purchase and distribute supplies to the teachers of the county; obtain and distribute courses of study and manuals to teachers; assist teachers in making school programs; give teachers information regarding the new things in educational practices; publish a school year book each year; visit schools whenever difficulties arise; obtain and furnish building information to districts contemplating a new school building.

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