

INITIATION OF A LEAGUE SCHOLASTIC CONTEST

by *Joe*

WILLIAM ROBERT MALLEAN

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Approved by:

Herbert E. Kaiser
Major Professor

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I. INTRODUCTION

Testing as a general process or technique must be as old as civilization. Evidence for that statement is inferential, but one can look back some 2400 years and find definite evidence. The Socratic method was a method of instruction based upon questioning. Questioning is testing, if a broad definition is used. If a narrow definition is preferred, questioning is, at the very least, one aspect of testing. However, testing as an objective paper-and-pencil technique for measuring school achievement is a process or technique of the twentieth century. In a sense, then, this report will be concerned with a modern approach to an ancient procedure.

Today in the twentieth century in our secondary schools there is a great amount of emphasis put on areas other than that of academics. Sports, music and other extra-class activities seem to share, if not dominate the better part of our educational endeavors. As a result of this, it was conceived that academics should be put back into their proper frame of reference. One method that is unique in its approach is to conduct a scholastic contest among high schools in the same manner as an athletic contest is conducted. Chosen candidates would compete with one another in given subject areas using standardized tests to measure the degree to which they have acquired knowledges, skills and understandings

that are primarily cognitive in nature. On the basis of the test results, individual winners would be determined for each subject entry and points would be given for first, second, and third place winners. On the basis of total points accumulated by students from their respective schools, each high school would then be ranked according to the number of points accumulated.

II. PURPOSE OF THE STUDY

The purpose of this study is to present one method that would serve as a means of giving recognition to high school students who excel in the academic areas. This study will explore both the means and results of conducting such a contest.

Objectives. The main goal of such a contest is to stress the fact that the reason for any testing is, above all, to help the students better understand themselves.¹ The purpose is to aid in the presenting of a complete picture of individual students and to give them feedback concerning how they performed on a given test. Not only could a contest of this nature serve as a check to determine if teaching material is being covered but it could give

¹Arthur E. Traxler, "Some Misconceptions About Standardized Testing," Education, XXV (March, 1967), p. 408.

teachers, administrators, and counselors additional objective information about their students. Too often judgments about students are based on subjective grounds that are colored by personality differences and personal feelings. Having a contest such as this could also serve to motivate the students. Gaining knowledge about themselves could tend to help them and develop more realistic study habits.² Conducting a League Scholastic Contest attempts to serve as a means for the students to better understand themselves as well as gaining recognition for their scholastic achievements.

The schools involved could benefit from such a contest by having the emphasis placed back on academics and their benefits. Students could identify with their school and take pride in the schools academic accomplishments. A sense of school spirit concerning academics could emerge. Athletic competition has usurped much of this school spirit. A contest of this nature could serve to regain it in its proper perspective. Schools could also gain recognition for processing students capable of competing in such a contest. This is not to say that any school should be judged solely on the basis of data derived from any battery of

²Clifford P. Frochlich and Kenneth B. Hoyt, Guidance Testing (third edition; Chicago: Science Research Associates, Inc., 1959), p. 76.

examinations.³ A League Scholastic Contest is simply a method of giving recognition to individuals who possess academic abilities and also honoring schools for the possession of such individuals.

A League Scholastic Contest is designed to provide information. The information that it could provide is related to a purpose. The objective is to employ standardized tests as one evaluative device, a very important one, but not the only one. The concern is primarily with paper and pencil tests rather than oral questioning or evaluation products. This does not imply that other methods are unimportant, or even that they are less important than paper and pencil tests. It simply means that such a method as a League Scholastic Contest is the exploration of one method in depth.

III. REVIEW OF SELECTED LITERATURE

Perhaps one of the most interesting and relevant studies found in reviewing the literature on this subject was the scholastic contest that was conducted in Orange County, California in the fall of 1968. On November of 1968, six students from each of the fifty high schools in Orange County

³U.S. Department of Health, Education, and Welfare, Understanding Testing (Washington: United States Government Printing Office, 1960), p. 3.

California participated in an event called an Academic Decathlon.⁴ The name was taken from the decathlon of ten track and field events of the Olympic Games but intellectual rather than physical prowess was recognized. It was the first undertaking of its kind and the purpose was to counter-balance the increasing overemphasis that was being placed on competitive athletics. The event was conceived by Dr. Robert D. Peterson, Superintendent of Orange County two years before the actual realization of the contest. The ten events of the Orange County Academic Decathlon were designed to test general achievement along with communication skills. The major areas were: (1) esthetics: visual arts and music; (2) conversation; (3) essay writing; (4) extra-curricular activities; (5) literature and current affairs; (6) mathematics; (7) practical arts; (8) formal speech; (9) science; and (10) social science.⁵ Written tests were used for all items except two, four, and eight. All students competed with others at their own grade level. In November, 1968, 29,300 students, selected from volunteers at the fifty high schools, put in a full day of testing. The top students of this competition were then invited to be the guests of the

⁴Calvin Grieder, "Academic Decathlon Spurs New Format for Competition," Nations Schools, LXXXIII (April, 1969), p. 8.

⁵Ibid., p. 9.

Assembly (lower house) of the California legislature to receive public recognition for their achievements. Prior to this, the Assembly unanimously adopted a resolution endorsing the event. Another event was being planned for the fall of 1969.

When dealing in the area of a scholastic contest the problem arises as to the effect of motivation and competition on the individuals involved. A study was done in a rural consolidated high school in Appalachian Kentucky that showed the effect of relationships among variables of school motivation, willingness to compete and achievement test scores.⁶ Students in general mathematics and algebra classes were asked to volunteer for an academic contest. Non-volunteers were also incorporated in the contest. The results showed that the mean motivation score of volunteers exceeded the mean for the non-volunteers significant at the .01 level of confidence. Algebra students' mean motivation score were significantly higher than the mean for general mathematics students. Three months after the motivation scores were obtained, scores on the California Achievement Test were collected. Product moment correlations between motivation

⁶Ivan L. Russell, "Motivation for School Achievement: Measurement and Validation," The Journal of Educational Research, LXII (February, 1969), p. 263.

scores and achievement ranged from .604 to .718.⁷

It is a common assumption that students learn better and are more motivated under an atmosphere of cooperation and group effort rather than under a situation of extreme competition such that a scholastic contest would produce. Pressey points up the belief that such cooperative techniques have certain limitations especially where older children of high school age are involved.⁸ He stated that older children who have been reared in a competitive culture and are used to competition in school will tend to resist cooperative group behavior. He stated this is particularly true of the brighter and more successful students, for their past success leads them to want to retain the system that made their success possible. His findings indicated that the efficiency of work with group motivation was consistently and significantly lower than with individual motivation.

In reviewing Anastasi⁹ the point was taken that for pupils who have some confidence in their ability to perform on tests, the knowledge that tests are to be given, serves as a strong motivation to study and helps to maintain the

⁷ Ibid., p. 266.

⁸ Sidney L. Pressey, Francis P. Robinson, and John E. Horrocks, Psychology in Education (New York: Harper and Brothers, 1959), p. 657.

⁹ Anne Anastasi, Testing Problems in Perspective (New Jersey: Educational Testing Service, 1965), pp. 46-51.

motivation for learning.

Cronbach¹⁰ stated that raising test scores by simple incentives such as prizes, pep talks, and monetary payments are not very productive unless the motivation pattern is shifted to arouse the person's own concern over his test score. He stated that motivation to do well on a test or to make a good impression on an adult is learned and that the typical middle-class student learns to do well in testing because he obtains praise, tangible rewards and special opportunities when he achieves desired goals.

Another study that is interesting to note is the study that dealt with the test performance of lower social economic students as a function of both training and motivation.¹¹ The findings suggested that test performance of lower social economic students can be improved when certain motivational variables (rewards) are afforded. If rewards, either intrinsic or extrinsic, that are meaningful to low social economic students are found, not only might their test performance be improved but their educational experience be fruitful.

¹⁰Lee J. Cronbach, *Essential of Psychological Testing* (New York: Harper and Row, 1960), p. 53.

¹¹Martin J. Higgins and N. Sidney Archer, "Interaction Effect of Extrinsic Rewards and Socioeconomic Strata," The Personnel and Guidance Journal, XLVII (December, 1968), p. 318.

Blair, Jones, and Simpson¹² stated that any school incentive must be considered in terms of its total effect. They stated that even though fair competition may be effective in some circumstances as an incentive in motivating academic achievement, it must be done only under certain circumstances. It was expressed that competition may be a desirable school incentive when:

1. Students have a reasonable expectation of reward for their effort;
2. Each student has had training in how to compete;
3. There are sufficient and varied competition activities to allow all to experience some area of success;
4. Groups which are somewhat evenly matched compete;
5. Losing is considered not as failure but as a learning experience.¹³

IV. MECHANICS OF THE CONTEST

Schools involved. In order to afford the superior scholar the opportunity to share the acclaim with fellow students who excel in other types of worthwhile activities a League Scholastic Contest was conducted at North Central High School, Morrowville, Kansas on March 18, 1969. The high schools included in the contest were the same schools that were members of the Twin County Athletic League. They were: Hillcrest High School of Cuba, Kansas, Republic High School

¹²Glenn Blair, R. Jones, and Ray Simpson, Educational Psychology, (second edition; New York: The Macmillan Company, 1962), p. 202.

¹³Ibid., p. 203.

of Republic, Kansas, Longford High School of Longford, Kansas, Wakefield High School of Wakefield, Kansas, and North Central High School of Morrowville, Kansas.

The contest was conducted in conjunction with the Forty-Seventh Annual Kansas State Scholarship Contest sponsored by the Kansas State Teachers College of Emporia, Kansas. Each respective school entered its contestants in the State Contest by requesting registration blanks before December 15, 1969. The number of subject entries for the State Contest was determined by the Kansas State Teachers College. This information is found in Table I which shows the various school classes and the maximum number of subject entries for each class as determined by school population. North Central High School and Hillcrest High School's total school population was designated as Class A. Schools qualifying for Class A according to Table I had a total school population of 100 to 179 for grades nine through twelve. The maximum number of subject entries for Class A were fifty for the State Contest. Longford, Wakefield, and Republic high schools were classified as Class B. Schools in Class B had a total school population of sixty-five to ninety-nine and the maximum number of subject entries for Class B were forty. No school was allowed to choose the classification in which they were to participate.

As Table I shows, the schools could only enter a

limited number of events for school honors. This was to insure fair competition to all schools in a class regardless of the number of events entered. If more than the specified number of events were entered by a school, it would have an "x" placed before the students' names entered these events on the registration blank to indicate individual competition only.

TABLE I
SCHOOL CLASS ORGANIZATIONS FOR SCHOOL
SCHOLASTIC COMPETITION^a

School Class	Enrollment Determining Each Class School	Maximum Number Subject Entries for School Competition
AA	180 or more--Grades 9-12	50
A	100-179--Grades 9-12	50
B	65-99--Grades 9-12	40
C	Less than 65--Grades 9-12	30
E	55 or more--Junior High School or Grades 7 and 8	24
F	26-54--Junior High School or Grades 7 and 8	24
G	Less than 26--Grades 7 and 8, and Rural Schools	24

^aKansas State Teachers College Bureau of Measurements, Forty-Seventh Annual Kansas State Scholarship Contest (Emporia: December, 1968), p. 3.

The two limitations on the number of events to be entered were that only three contestants could enter in each event from one school and that one student may participate in only three events. These two limitations also applied to the League Contest.

Subjects offered. All events which were selected for either school or individual competition for the State Contest are listed in column one of Table II. In column three of Table II are the classes in which competition was offered in each subject. Wherever the letter "x" follows AA, it means that all schools of that class and of all lower classes competed together as a single group.

In order to limit the number of subjects for the League Contest to insure fair competition, twenty-four subjects were chosen from the list of subjects in Table II that were offered in the State Contest. Due to the differences in the size of the school involved, subjects were limited to twenty-four to insure each school to have an equal opportunity to participate. All other rules of the State Contest were applied to the League Contest. The subjects that were offered for League competition were: English IX, English X, English XI, English XII, Literature XI, Literature XII, Algebra I, Algebra II, General Mathematics, Plane Geometry, Biology, Chemistry, General Science, American History, World History, Psychology, American Government,

TABLE II
SUBJECTS FOR SCHOOL AND INDIVIDUAL COMPETITION^a

Subject	Highest Grade which May Compete in a Subject	Classes in which School Competition Will be Offered			
English IX	9	AA	A	B	C
English X	10	AA	A	B	C
English XI	11	AA	A	B	C
English XII	12	AA	A	B	C
Literature XI	11	AA	A	B	C
Literature XII	12	AA	A	B	C
Algebra I	11	AA	A	B	C
Algebra III	12	AA	A	B	C
General Mathematics	11	AA	A	B	C
Plane Geometry	12	AA	A	B	C
Solid Geometry**	12	AAx			
Biology	12	AA	A	B	C
Chemistry	12	AA	A	B	C
General Science	11	AA	A	B	C
High School Health	12	AA	A	B	C
Physics	12	AA	A	B	C
American History	12	AA	A	B	C
Constitution**	12	AA	A	B	C
World History	12	AA	A	B	C
Psychology**	12	AA	A	B	C
Sociology**	12	AA	A	B	C
American Government*	12	AA	A	B	C
Citizenship	9	AAx			
Current Affairs	12	AA	A	B	C
Latin I	11	AA	A	B	C
Latin II	12	AAx			
Spanish I	12	AAx			
Spanish II	12	AAx			
Spelling IX and X	10	AA	A	B	C
Spelling XI and XII	12	AA	A	B	C
Bookkeeping*	12	AA	A	B	C
Business Arithmetic**	12	AA	A	B	C
Business Law**	12	AAx			
General Business	11	AA	A	B	C
Shorthand I	12	AA	A	B	C
Typing I	12	AA	A	B	C
Typing II	12	AA	A	B	C
Foods*	12	AA	A	B	C

TABLE II (continued)

Subject	Highest Grade which May Compete in a Subject	Classes in which School Competition Will be Offered			
Clothing*	12	AA	A	B	C
Industrial Arts	12	AA	A	B	C
Mechanical Drawing	12	AA	A	B	C

*Open only to students who have had work in subject above grade VIII not exceeding one year, or two full semesters.

**Open only to students who have had work in subject not exceeding one semester.

^aKansas State Teachers College Bureau of Measurements, Forty-Seventh Annual Kansas State Scholarship Contest (Emporia: December, 1968), p. 4.

Spelling IX and X, Spelling XI and XII, Typing I, Foods, Clothing, Industrial Arts, and General Business.

Student eligibility. Certain rules governed each student's eligibility in the contest.¹⁴ Each contestant must have been regularly enrolled in at least four full high school subjects at the time of the contest. They must have been passing in all subjects in which they were contestants and have been enrolled in the subject in which they were competing. A senior in high school who was carrying only two or three regular high school subjects was, however,

¹⁴Kansas State Teachers College Bureau of Measurements, Forty-Seventh Annual Kansas State Scholarship Contest (Emporia: December, 1968), p. 6.

eligible to enter the contest in the subjects which they were carrying in high school. No student was allowed to compete in the contest in a subject which they may have been pursuing in any college.

Subject eligibility. Definite rules were also followed concerning subject eligibility.¹⁵ In any of the events except spelling, only those students who began the subject for the first time at the beginning of either the first or second semester of the current year were eligible. A student who took a one-semester subject, which was taught during the first semester could be entered as a contestant in that subject. If one of the high schools competing in the contest offered only three years of English, a senior who was not taking English or who was not taking junior English could compete in senior English. A senior who was taking junior English, however, was not eligible to compete in junior English. Slide rules, math tables, calculators, or dictionaries could not be used by the contestants.

Cost. The cost of the tests was fifty cents per student per test. This fee was made payable to the Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas. This charge included the use of the test

¹⁵Ibid., p. 7.

booklets, answer sheets, pencils and machine scoring. Typewriters were furnished by the host school. In addition, an entry fee of six dollars was charged of each member school to participate in the League Contest. The entrance fee was used in the purchase of three trophies. First, second, and third place medals for each event was also purchased.

Test construction. There was no validity or reliability established with regard to the achievement tests that were used, except they were established by recognized test and academic people and presumably one has to count upon logical validity and reliability to justify their use. The State Scholarship Contest has been in operation for forty-seven years. The tests under discussion were made anywhere from five to ten years ago and over the course of that forty-five year interval, the tests have been remade a number of times. A complete revision of the current batteries of tests is to be made in the near future.

V. PREPARATION

Teacher conferences. In the organization and administration of a contest of this magnitude, definite preparation was conducted before the actual realization of the contest. One person, the Guidance Counselor, was designated by the Kansas State Teachers College to take charge of the actual administration of the contest. The entire faculty

of North Central High School was also utilized in the conducting of the contest. Two months in advance of the contest, a meeting which consisted of the principal, teachers, and counselor, was held to formulate the plans for the contest. Explanation of exactly how the tests would be administered and what part the teachers were to play in the testing was given at this time. The teachers also submitted the names of the students from their respective classes whom they felt would be eligible contestants to compete in the contest. A second meeting and final meeting was held one week before the contest to review their assignments and duties. Last minute details were attended to and any final questions were answered.

Human factors needed to be considered. Consideration needed to be given to what effect the teachers, who were to act as proctors, would have on the students who were taking the tests. Group testing supervision might appear as a simple process in which almost anyone with a minimum of common sense would be able to perform effectively. In practice however, careful attention needed to be given to details and ability to put the examinees at their ease.¹⁶ The primary duties of the teachers involved were to assemble the

¹⁶Stuart H. Blum, "Group Test Administration: Promise and Problems," The Educational Forum, XXXIII (January, 1969), p. 214.

materials needed for the testing such as test booklets, special answer sheets, scrap paper, and pencils. The teachers were to also make certain that all students began and stopped work when the time for the testing period was concluded. The collection of the testing materials were to be systematic and uniform. These duties were to be carried out in a pleasant, good-humored, but businesslike atmosphere. At these conferences, the teachers were given a chance to discuss their feelings about the testing and their performance pertaining to the testing. Common sense was given as the only safe guide in the face of exceptional or unexpected situations.

Testing periods. Three testing periods of seventy minutes each were scheduled to be conducted on the testing day. This allowed fifty minutes of actual working time for the tests in each period plus twenty minutes for the preparation, collection of testing materials and a ten minute intermission. In Table III the subjects offered for testing were divided into three periods. The first period began at 10:00 A.M. and was completed at 11:10. Time was allowed between the second and third period for the students and proctors to eat lunch. The contest was concluded by 1:55 P.M.

Seating arrangements. Certain general problems of preparation are common to all testing. One of these is the

TABLE III

LIST OF EVENTS BY TESTING PERIOD

FIRST PERIOD 10:00 AM		SECOND PERIOD 11:10 AM		THIRD PERIOD 12:45 PM	
Room	Subject	Room	Subject	Room	Subject
—	Bookkeeping	—	Algebra, First Year	—	American History
—	Chemistry	—	Algebra III	—	(High School)
—	Citizenship VIII	—	American Government	—	Biology
—	Citizenship IX	—	Commercial Law	—	Business Arithmetic
—	Clothing	—	Elementary Science	—	Current Affairs
—	Constitution	—	VII & VIII	—	Latin, First Year
—	Elementary Health VII	—	English VII & VIII	—	Latin, Second Year
—	English IX	—	Foods	—	Literature XI & XII
—	English X	—	General Mathematics	—	Mechanical Drawing
—	English XI	—	Geography VII	—	Psychology
—	English XII	—	High School Health	—	Shorthand
—	General Business	—	History VII	—	Social Studies VII & VIII
—	Training	—	Physics	—	VIII
—	General Science	—	Plane Geometry	—	Spanish, First Year
—	Industrial Arts	—	Sociology	—	Spanish, Second Year
—	Kansas History	—	Solid Geometry	—	Spelling, Grades VII & VIII
—	Mathematics VII & VIII	—	Spelling, Grades IX & X	—	
—	Typing I	—	Spelling, Grades XI & XII	—	
—	World History	—	Typing II	—	

physical environment where the testing was to be conducted. If ventilation and lighting are poor, subjects would be handicapped. In order to control the ventilation and lighting and to insure exact timing of the tests, the high school gymnasium was used. The groups numbered approximately one hundred students per testing session. The students were divided up into circular sections of approximately twenty each in five distinct areas of the gymnasium. In Table IV the subjects were divided into sections for each period with the name of the person who was responsible for the proctoring of the respective sections. Typing I and II were conducted in a room adjacent to the main testing area. Each proctor plus an assistant was situated in the center of each circular section to assist in the duties that were outlined in the teacher conferences. It is interesting to note that Cronbach feels that very large rooms are generally not very advantageous unless proctors are stationed to watch the students closely.¹⁷ The testing materials were located on five tables with one table each situated in the center of the five circular sections. Individual desks were used for the students taking the tests. Left-handed desks were also available upon request. Students in each of the five sections were seated alternately according to the subject

¹⁷Cronbach, op. cit., p. 43.

TABLE IV
LEAGUE SCHOLASTIC CONTEST SUBJECT ASSIGNMENTS

Teacher	First Period	Second Period	Third Period
Mr. Mallean	Bookkeeping Chemistry Citizenship VIII	Algebra I Algebra III	American History Current Affairs
Mrs. Peterson	Clothing Constitution Elementary Health VII English IX	American Government Elementary Science English VII & VIII	Literature XI & XIII
Mr. Massey	English X English XI	Foods General Mathematics Geography VII	Mechanical Drawing Psychology Spanish I Spanish III
Mr. Klein	Industrial Arts Mathematics VII & VIII World History	Sociology Spelling IX & X Spelling XI & XIII	Social Studies VII & VIII Spelling VII & VIII
Mr. Steele	English XII General Business General Science	High School Health History VII Physics Plane Geometry	Biology
Mr. Bailey	Typing I	Typing II	
Mrs. Sextro	Conflict Area	Conflict Area	Conflict Area

matter. This insured that two students who were taking the same test would not be sitting side by side.

Student selection and preparation. Each respective school that was involved in the contest determined as to how they would select the students who were to compete in the various subjects. In most instances, a teachers meeting was held and through a joint meeting of the teachers, counselors and administration, the names of the students who were to compete was determined. Teacher recommendations were an important contributing factor in the final determination of the contestants.

After the selection of the students who were to compete in the League Scholastic Contest was accomplished, each school notified the students concerned. In most instances this was done approximately five weeks in advance of the contest. Students were informed as to what subjects they were to compete in and how the results were going to be used. They were also informed that their grades in any of the subjects that they were currently enrolled in would not be affected by their participation in the contest. It was felt that all students involved should be informed well in advance of the contest rather than simply surprising them with this type of information.

Entry forms. After each high school made the final

selection of their contestants they submitted an entry form to the host school, North Central High School, by February 15, 1969. These entry forms served as an official entry into the League Scholastic Contest. In retrospect, twenty-four subjects were offered for testing in the League Scholastic Contest with twenty-five students eligible to compete from each school. It is interesting to note that in one subject, three students from one school were entered and in other subjects, no one was entered. This is explained by the fact that the schools did not teach some of the subjects offered for testing such as Psychology or Bookkeeping. In other subjects, the administrators of the schools felt they had more than one student who should enter in a particular subject.

VI. ADMINISTRATION OF TESTS

Directions. The most important responsibility of the test director was the administration of the testing directions to the participants. The students who entered the contest were requested to be at the testing center by 9:40 A.M. At this time all students and testing personnel met as a body in the gymnasium and were briefed by the testing director as to what procedures they were to follow during the duration of the Scholarship Contest. They were informed where the testing was to be conducted. The division of the gymnasium in five testing areas was explained. It was further

explained that each testing area contained a large sign with the subjects being tested in that area listed upon it. These signs were located in the center of each of the respective areas. The students who were not taking a test during a specific period were requested to remain in the area provided for them.

One of the requisites for successful test administration is that the directions given in the test manual be followed exactly and without deviation.¹⁸ Even a slight modification of the direction could destroy the standardized nature of the testing situation. In order to facilitate the uniformity of the testing directions, the testing director was located in the center of the gymnasium and was responsible for the reading of the directions to the participants in all five of the testing areas at once. Care was taken to read the directions exactly as they appeared in the testing manual. The directions were read by the test director for each of the three testing sessions. Talking was prohibited once the testing was being conducted, but the students were encouraged to ask questions before the tests began.

The reading of the directions for all of the tests was done by the testing director except the typing and

¹⁸Wayne Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Company, 1956), p. 66.

shorthand tests. Those tests were administrated in a separate room by an examiner who was familiar with the administration of such tests. Specific directions for the typing and shorthand tests were provided and were given to the examiner well in advance so he could become familiar with the testing procedure. For the typing tests, the students could use either manual or electric typewriters supplied by themselves or provided by the host school.

Timing. Time available for testing is always limited. The keeping of exact time during the testing sessions was very important to the administration of the tests. A single timing clock was used and the students were instructed to stop working when the alarm sounded. The timing for the testing sessions was the responsibility of the testing director. The examiner of the typing and shorthand tests was responsible for the keeping of the time for his testing sessions. An effort was made to coordinate the typing and shorthand tests with the other tests in the gymnasium.

Conflicts. If any of the students were scheduled to take two or more tests during the same period, this led to a conflict in their testing schedule. In such case, they were instructed to take the test appearing first on the schedule and then proceed to take the second scheduled test during the next period. If the conflict came in the last

period, one of the tests were taken during one of the preceding periods and the last test according to schedule. If there was triple conflict in any period, the students were to simply take the tests in the order in which they appeared on the schedule, starting with the first test in the first period. A definite area, the library, was utilized as the conflict area. The timing of the conflict area was also accomplished by the testing director. The library was located immediately adjacent to the gymnasium and the directions read by the testing director in the gymnasium could be easily heard and understood by the participants in the conflict area.

VII. UTILIZATION OF RESULTS

Test scores are valuable to the extent that they can be interpreted. A test score is nothing more than a numerical expression of performance on the part of the participants taking a test.¹⁹ Sometimes a test score is expressed in terms of percentiles, standard scores, grade equivalents, age equivalents, or ranked scores. Whatever the form of a test, its function is to reveal in a quantitative way the performance of the participants as they responded to test

¹⁹Harry A. Green, Albert N. Jorgensen, and Raymond Gerberich, Measurements and Evaluation in the Secondary School (second edition; New York: Longmans, Green and Company, Inc., 1955), p. 340.

questions under certain controlled conditions. In order to insure uniformity of the test scoring, the Kansas State Teachers College machine scored the results of the Scholastic Contest. The results were returned to each participating school approximately five weeks after the contest. The test results were returned in the form of individual test scores which indicated the number of items answered correctly for each participant who took a given test.

Ranking. In order to determine the winners of the League Scholastic Contest it was necessary to group contestants into rank order on the basis of the returned test scores. This meant setting up as many categories as there were subject fields tested. The participants and also the school involved were placed in rank order according to the amount of points each were judged to possess. Those judged to exhibit the greatest amount of points were assigned a rank of one, those judged to possess the points to the next highest degree were assigned a rank of two, and so on.

The advantages of ranking are clear.²⁰ If there were no ties in the scores, each individual and school could be differentiated from every other individual and school. No claim needed to be made that the differences between

²⁰Frederick B. Davis, Educational Measurements and their Interpretation (California: Wadsworth Publishing Company, Inc., 1964), p. 3.

successive ranks represented equal increments of the scores. If, however, there were scores which were the same, the problem of ranking became more complicated. Also ranking according to scores does not attempt to make any differentiation between the scores. For example, a contestant ranked three in a given subject could have had a markedly better score than a contestant who ranked fourth. On the other hand, a contestant who ranked first might have had only a score which was only one or two points better than the contestant who ranked number two.

Determination of awards. On April 28, 1969, the administrators and counselors from each of the respective high schools involved in the League Scholastic Contest met at the host school, North Central High School, to determine the winners of the League Contest. Individual medals were given to the winners of first, second, and third places in each event. In addition to the individual awards for each of the first three places in each event, points were given to the schools which the winning contestants represented. Five, three, and one points, respectively were given for each first, second, and third place in each event. On the basis of total points accumulated by the contestants from each respective school, the first, second, and third place schools were determined. Trophies were given to the schools who ranked first, second, and third in the contest.

The subject entries with each individual contestant from the respective schools were recorded on a large black-board prior to the administrators and counselors meeting. The test results, as previously mentioned, were returned to the respective schools involved. The representatives from the participating school simply indicated the score that the contestants from their school had received. First, second, and third place winners and the points received by each winner in all of the subject entries were then recorded. Total points from the individual scores were then tabulated to determine the total points for each school. In such cases in which two contestants received the same score, the points were divided between the two contestants, providing the scores were eligible for individual honors. Table V indicates the total points received for each school as tabulated from the number of points received in each subject entry. Scoring done on the basis of five, three, and one yielded a zero score for some subject entries. Appendix B indicates each contestant in each subject and the score received by that individual.

In the State Contest, in each class, awards were given to the winners of first, second, and third places in each event in which ten or more contestants competed. A certificate of award was given to the winners of the first five places. A certificate of honorable mention was given to

TABLE V
TWIN COUNTY LEAGUE SCHOLASTIC CONTEST RESULTS PER SCHOOL.

	English IX	English X	English XI	English XII	Literature XI	Literature XII	Algebra I	Algebra II	Plane Geometry	General Math	Biology	Chemistry	Gen. Science	American History	American Government	World History	Psychology	Spelling IX & X	Spelling XI & XII	Bookkeeping	Typing I	Foods	Clothing	Industrial Arts	Total
Wakefield	5	8	0	4	1	0	0	3	1	3	5	3	1	3	0	5	5	5	1	3	8	5	0	3	72
North Central	0	0	8	0	5	5	0	5	0	0	0	6	0	6	3	3	0	1	4	5	0	3	5	5	64
Hillcrest	0	0	1	5	3	1	7	0	3	0	1	0	0	0	5	0	3	4	4	0	0	0	3	0	36
Republic	3	1	0	0	0	0	0	0	5	0	3	0	5	0	1	1	0	3	0	0	0	0	1	1	24
Longford	1	0	0	0	0	3	2	1	0	5	0	0	3	0	0	0	0	0	0	1	1	1	0	0	18

Note: Scoring was on the basis of 5 points for first, 3 points for second, and one point for third. The points in each subject were added to yield total school points.

each additional contestant who ranked among the highest twenty-five per cent in each event. Points were also given to the school which each winning contestant represented, provided such student was selected to represent the school in that event. Five, four, three, two, and one points respectively, were given for each first, second, third, fourth and fifth place in each event. The top three schools in each class as determined by the total points earned by the contestants who were registered for school honors were declared the winners. The three winning schools in each class were given certificates of achievement. Those ranking in the fourth and fifth place were given fourth and fifth place certificates. Other schools ranking among the highest 25 per cent in each division were given honorable mention certificates. The awards of the State Contest were determined by the Kansas State Teachers College and then sent directly to the school who participated in the contest.

After the final determination of the results of the Twin County League Scholastic Contest, the trophies and awards were given to the principals of the high schools involved in the contest. Each school was to formally present the awards to their winning contestants. It was agreed that the awards would be presented in a formal manner during assemblies to be held by the respective high schools in which the student body, teachers, and parents were invited.

VIII. IMPLICATIONS AND CONCLUSION

The giving of honors through assemblies and the awarding of prizes in the form of medals and trophies are all ways in which educators attempted to foster desirable intellectual behavior and promote a maximum of effort toward desired goals. Such incentives may be powerful, as they often symbolize the approval and admiration of parents, teachers, or other pupils. However, if these incentives become the sole purpose or aim of achievement with mastery of subject matter only an incidental step toward the incentive then the school itself may be viewed in a neutral way or even as a somewhat unpleasant but necessary task. Even so, the League Scholastic Contest was conceived with the view that all behavior is purposive and that there is nothing artificial about working and striving for academic honors, any more than it is artificial for behavior to be directed toward earning money and the things it will buy. Nevertheless, there is a profound difference between the individual who hates his work but does it to earn money and the individual who likes his work and also the financial rewards he achieves for it. In the same way, there is an important difference between the student who dislikes his studies, but masters it because of honors, and the student who is engrossed and pleased with his studies and achieves honors as a consequence. In light of the latter view, the League

Scholastic Contest was conducted to present a learning activity which would be of intrinsic value to those involved.

In conclusion, tests are here to stay and their use will increase. If used improperly, they can be an obstacle to an effective educational program, distracting attention from the schools basic purposes and arousing undue excitement. On the other hand, because testing can increase motivation, provide an additional source of reinforcement to learning, and help to clarify the objectives of the school, its emphasis should be increased. Testing should be used as a positive factor in the educational program. One method proposed to realize this goal was the initiation of a League Scholastic Contest. The final consideration of this method is that the means must justify the end.

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APPENDIX A

TWIN COUNTY LEAGUE SCHOLARSHIP ENTRIES PER SCHOOL

TWIN COUNTY LEAGUE SCHOLARSHIP CONTEST ENTRY FORM

WAKEFIELD HIGH SCHOOL

English IX	General Math	American Government
<u>Koerner, Patsy</u>	_____	_____
_____	_____	_____
English X	Plane Geometry	Spelling IX & X
<u>Hughes, Judy</u>	_____	<u>Boltz, Peggy</u>
_____	_____	_____
English XI	Biology	Spelling XI & XII
<u>Alsop, Sophie</u>	<u>Weir, Roger</u>	<u>Hayes, Ted</u>
<u>Fyfe, Rita</u>	<u>Hughes, Judy</u>	_____
_____	_____	_____
English XII	Chemistry	Bookkeeping
<u>Hayes, Ted</u>	<u>Niemoller, Carol</u>	<u>Braden, Jerry</u>
_____	<u>Fyfe, Rita</u>	_____
_____	_____	_____
Literature XI	General Science	Typing I
<u>Alsop, Sophie</u>	<u>Fyfe, Greg</u>	<u>Fyfe, Rita</u>
_____	_____	<u>Conrow, Jeff</u>
_____	_____	_____
Literature XII	Psychology	Foods
<u>Hull, Janice</u>	_____	<u>Luthi, Patsy</u>
_____	_____	_____
_____	_____	_____
Algebra I	American History	Clothing
_____	<u>Braden, Greg</u>	<u>Luthi, Patsy</u>
_____	<u>Niemoller, Carol</u>	_____
_____	_____	_____
Algebra II	World History	Industrial Arts
<u>Niemoller, Carol</u>	<u>Weir, Roger</u>	<u>Braden, Roger</u>
_____	_____	_____
_____	_____	_____

TWIN COUNTY LEAGUE SCHOLARSHIP CONTEST ENTRY FORM

NORTH CENTRAL HIGH SCHOOL

English IX	General Math	American Government
<u>Iwert, William</u>	<u>Zimmerman, Lester</u>	<u></u>
<u></u>	<u></u>	<u></u>
English X	Plane Geometry	Spelling IX & X
<u>Shorney, Jay</u>	<u>Mason, Orvel</u>	<u>Shorney, Jay</u>
<u>Mason, Orvel</u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
English XI	Biology	Spelling XI & XII
<u>Hyland, Bruce</u>	<u>Shorney, Jay</u>	<u>Pascal, Wade</u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
English XII	Chemistry	Bookkeeping
<u>Rose, Linda</u>	<u>Steier, Larry</u>	<u>Graham, Jerry</u>
<u>Shorney, Guy</u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
Literature XI	General Science	Typing I
<u>Synovec, Ginger</u>	<u>Allen, Douglas</u>	<u>Rhine, Karen</u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
Literature XII	Psychology	Foods
<u></u>	<u>Elder, Jolene</u>	<u>Miller, Patricia</u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
Algebra I	American History	Clothing
<u>Iwert, William</u>	<u>Pascal, Wade</u>	<u>Lindsley, Lynetta</u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>
Algebra II	World History	Industrial Arts
<u>Nutz, Ruth</u>	<u>Mason, Orval</u>	<u>Smith, Gary</u>
<u>Synovec, Ginger</u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>

TWIN COUNTY LEAGUE SCHOLARSHIP CONTEST ENTRY FORM

HILLCREST HIGH SCHOOL

English IX	General Math	American Government
<u>Williams, Rose</u>	<u>_____</u>	<u>Matousek, Robert</u>
<u>_____</u>	<u>_____</u>	<u>Heina, Louise</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
English X	Plane Geometry	Spelling IX & X
<u>Havel, Peggy</u>	<u>Bowman, Marc</u>	<u>Bowman, Marc</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
English XI	Biology	Spelling XI & XII
<u>Hostinsky, Joyce</u>	<u>Bowman, Marc</u>	<u>Kopsa, Darrel</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
English XII	Chemistry	Bookkeeping
<u>Kopsa, Darrel</u>	<u>Hadachek, Merle</u>	<u>Valek, Janis</u>
<u>Valek, Janis</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
Literature XI	General Science	Typing I
<u>Hostinsky, Joyce</u>	<u>_____</u>	<u>Havel, Sherry</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
Literature XII	Psychology	Foods
<u>Matousek, Robert</u>	<u>Kopsa, Darrel</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
Algebra I	American History	Clothing
<u>Williams, Rose</u>	<u>Hostinsky, Joyce</u>	<u>Heina, Louise</u>
<u>Cossaart, David</u>	<u>Glenn, Edward</u>	<u>_____</u>
<u>Matousek, Carl</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
Algebra II	World History	Industrial Arts
<u>Hadachek, Merle</u>	<u>_____</u>	<u>Lesousky, Tom</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>
<u>_____</u>	<u>_____</u>	<u>_____</u>

TWIN COUNTY LEAGUE SCHOLARSHIP CONTEST ENTRY FORM

LONGFORD HIGH SCHOOL

English IX	General Math	American Government
<u>Brumbaugh, Rosemary</u>	<u>Cramer, Carla</u>	<u>Facklam, Albert</u>
English X	Plane Geometry	Spelling IX & X
<u>Benfer, Debra</u>	<u>Kramer, Kim</u> <u>Moses, Barbara</u>	<u>Benfer, Debra</u>
English XI	Biology	Spelling XI & XII
<u>Course, Laura</u>	<u>Kramer, Kim</u>	<u>Van Scoyoc, Donald</u>
English XII	Chemistry	Bookkeeping
<u>Briggs, JoAnn</u>	<u>Wolf, Bruce</u>	<u>Reed, Mark</u>
Literature XI	General Science	Typing I
<u>Course, Laura</u>	<u>Facklam, Cathy</u>	<u>Moses, Barbara</u> <u>Reed, Dana G.</u>
Literature XII	Psychology	Foods
<u>Briggs, JoAnn</u>		<u>Moses, Barbara</u>
Algebra I	American History	Clothing
<u>Facklam, Cathy</u> <u>Brumbaugh, Rosemary</u>	<u>Reed, Mark</u>	<u>Mullin, Wava</u>
Algebra II	World History	Industrial Arts
<u>Reed, Mark</u>	<u>Briggs, John</u>	

APPENDIX B

**TWIN COUNTY LEAGUE SCHOLARSHIP ENTRIES PER
SUBJECT WITH INDIVIDUAL RAW
SCORE RESULTS**

<u>Student</u>	<u>Raw Score</u>	<u>School</u>	<u>Student</u>	<u>Raw Score</u>	<u>School</u>
<u>English IX</u>			<u>Literature XII</u>		
Iwert, William	67	N.C.	Hull, Janice	88	Wake.
Johnson, Leslie	66	Rep.	Briggs, JoAnn	81	Long.
Brumbaugh, Rose	65	Long.	Matousek, Robert	66	Hill.
Koerner, Patsy	61	Wake.			
Williams, Rose	62	Hill.	<u>Algebra I</u>		
<u>English X</u>			Matousek, Carl	41	Hill.
Shorney, Jay	78	N.C.	Cossaart, David	35	Hill.
Mason, Orvel	77	N.C.	Facklam, Cathy	35	Long.
Evert, Lorraine	72	Rep.	Brumbaugh, Rose	34	Long.
Havel, Peggy	68	Hill.	Iwert, William	34	N.C.
Hughes, Judy	65	Wake.	Williams, Rose	29	Hill.
Benfer, Debra	54	Long.	Seybold, Sonja	26	Rep.
<u>English XI</u>			<u>Algebra II</u>		
Fyfe, Rita	80	Wake.	Niemoller, Carol	56	Wake.
Alsop, Sophie	75	Wake.	Nutz, Ruth	48	N.C.
Hyland, Bruce	70	N.C.	Reed, Mark	43	Long.
Hostinski, Joyce	74	Hill.	Hadachek, Merle	35	Hill.
Seeier, Carla	68	Rep.	Hurley, Jacqueline	35	Rep.
Course, Laura	65	Long.	Synovec, Ginger	32	N.C.
<u>English XII</u>			<u>General Math</u>		
Kopsa, Darrel	80	Hill.	Cramer, Carla	57	Long.
Rose, Linda	79	N.C.	Zimmerman, Lester	51	N.C.
Shorney, Guy	76	N.C.			
Hayes, Ted	75	Wake.	<u>Plane Geometry</u>		
Valek, Janis	74	Hill.	Tuley, Loisann	71	Rep.
Briggs, JoAnn	68	Long.	Bowman, Marc	65	Hill.
Eitzman, Linda	63	Rep.	Mason, Orvel	61	N.C.
<u>Literature XI</u>			Moses, Barbara	51	Long.
Alsop, Sophie	91	Wake.	Kramer, Kim	50	Long.
Hostinski, Joyce	77	Hill.	<u>Biology</u>		
Synovec, Ginger	75	N.C.	Shorney, Jay	92	N.C.
Course, Laura	57	Long.	Tuley, Loisann	82	Rep.
			Bowman, Marc	75	Hill.
			Wier, Roger	67	Wake.
			Sankey, Julie	63	Rep.
			Hughes, Judy	58	Wake.
			Kramer, Kim	48	Long.

<u>Student</u>	<u>Raw Score</u>	<u>School</u>	<u>Student</u>	<u>Raw Score</u>	<u>School</u>
<u>Chemistry</u>			<u>Spelling IX & X</u>		
Niemoller, Carol	74	Wake.	Shorney, Jay	78	N.C.
Steier, Larry	63	N.C.	Evert, Lorraine	62	Rep.
Fyfe, Rita	53	Wake.	Boltz, Peggy	61	Wake.
Wolf, Bruce	42	Long.	Benfer, Debra	35	Long.
Hadachek, Merle	36	Hill.	Bowman, Marc	32	Hill.
Hobson, Clifford	31	Rep.	<u>Spelling XI & XII</u>		
<u>General Science</u>			Hayes, Ted	76	Wake.
Hofts, Thomas	100	Rep.	Kopsa, Darrel	76	Hill.
Facklam, Cathy	88	Long.	Pascal, Wade	64	N.C.
Allen, Doug	86	N.C.	Bagley, Jeannette	56	Rep.
Fyfe, Greg	83	Wake.	Van Scoyoc, Don	48	Long.
<u>Psychology</u>			<u>Bookkeeping</u>		
Elder, Jolene	84	N.C.	Braden, Jerry	97	Wake.
Kopsa, Darrel	83	Hill.	Graham, Jerry	93	N.C.
<u>American History</u>			Reed, Mark	83	Long.
Niemoller, Carol	118	Wake.	Valek, Janis	82	Hill.
Pascal, Wade	112	N.C.	Thayer, Diane	65	Rep.
Braden, Greg	109	Wake.	<u>Typing I</u>		
Glenn, Ed.	104	Hill.	Fyfe, Rita	79	Wake.
Reed, Mark	103	Long.	Conrow, Jeff	75	Wake.
Hostinsky, Joyce	94	Hill.	Moses, Barbara	72	Long.
Seybold, Yvonne	71	Rep.	Rhine, Karen	19	N.C.
<u>World History</u>			Steier, Carla	--	Rep.
Mason, Orvel	98	N.C.	Havel, Sherry	--	Hill.
Weir, Roger	94	Wake.	Reed, Dana	--	Long.
Evert, Lorraine	79	Rep.	<u>Foods</u>		
Briggs, John	74	Long.	Luthi, Patsy	68	Wake.
<u>American Government</u>			Miller, Patricia	72	N.C.
Matousek, Robert	78	Hill.	Moses, Barbara	62	Long.
Braden, Roger	71	Wake.	Johnson, Leslie	51	Rep.
Hobson, Clifford	68	Rep.	Seybold, Sonja	50	Rep.
Eitzman, Linda	65	Rep.			
Heina, Louise	63	Hill.			
Facklam, Albert	58	Long.			

<u>Student</u>	<u>Raw Score</u>	<u>School</u>
Clothing	67	Wake.
Heina, Louise	66	Hill.
Tuley, Loisann	60	Rep.
Lindsley, Lynetta	50	N.C.
Mullin, Wava	41	Long.

Industrial Arts

Braden, Roger	81	Wake.
Smith, Gary	67	N.C.
Elliott, Keenan	64	Rep.

INITIATION OF A LEAGUE SCHOLASTIC CONTEST

by

WILLIAM ROBERT MALLEAN

B.S., Kansas State University, 1965

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

**KANSAS STATE UNIVERSITY
Manhattan, Kansas**

1969

It was felt that in the senior high schools there is a great deal of emphasis placed on areas other than academics. Sports, music, and school organizations have seemed to usurp much of this emphasis. The purpose of this study was to explore one method in which to put this emphasis in its proper perspective by giving recognition to the intellectual endeavors of the students.

The method used was the formation of a League Scholastic Contest. This contest was in conjunction with the Forty-Seventh Annual Kansas State Scholarship Contest, sponsored by Kansas State Teachers College, Emporia, Kansas.

The Kansas high schools involved in the contest were the same schools that were members of the Twin County Athletic League. They were: Hillcrest High School of Cuba, Longford High School of Longford, North Central High School of Morrowville, Republic High School of Republic, and Wakefield High School of Wakefield.

The League Scholastic Scholarship Contest was conducted at North Central High School, Morrowville on March 18, 1969. The schools involved in the League Scholastic Contest made application for entry into the State Scholastic Contest and also the League Scholastic Contest. In the League Scholastic Contest, entry forms were sent to the host school approximately five weeks in advance of the testing date. In order to insure fair competition, twenty-four subjects chosen from

the list of subjects being tested in the State Scholarship Contest, was offered in the League Scholastic Contest.

Each respective school that was involved in the League Scholastic Contest selected the students who were to represent their school and compete in the subjects offered for testing. The two limitations on the number of events to be entered were that only three contestants could enter in each event from one school and that one student may participate in only three events. Also, only twenty-five subject entries were allowed from each school.

The cost of the testing was fifty cents per student tested. This charge included the use of test booklets, answer sheets, pencils and machine scoring. This fee was paid to Kansas State Teachers College. In addition, an entry fee of six dollars was charged of each member school to participate in the League Scholarship Contest. This fee was used to purchase first, second, and third place school trophies. First, second, and third place individual medals for each subject tested was also purchased.

The actual administration of the testing was done by the faculty of North Central High School. The subjects to be tested were divided into six sections with one faculty member given the responsibility of distribution and collection of the testing materials. A test director assumed the responsibility of reading the test directions to the sections

and the timing of the testing sessions. Three testing periods of seventy minutes each were scheduled to be conducted during the testing day. The testing periods and seating arrangements were worked out well in advance of the testing date. Provisions were also made for the students who had conflicts in their testing schedules. Entertainment was provided for the students who were not involved in a given testing period. Lunch was also provided by the host school.

On the basis of the test results, each school involved in the League Scholastic Contest was ranked according to the total points their contestants accumulated. Trophies were presented to the first, second, and third place school. Individual medals were given to the participants who received the three highest scores in each of the twenty-four subjects.

Conclusions drawn from this study were that when a method such as a League Scholastic Contest was used, the objectives must be carefully determined. The use of testing in such a context should not be done solely to focus all attention on end results. The formation of a League Scholastic Contest was conceived with the idea that testing can serve as a very valuable learning experience and also serve as a means of giving recognition to students for intellectual accomplishments.