

A COMPARATIVE SURVEY OF THE THREE
TYPES OF RURAL SCHOOLS
OF
Pawnee County, Kansas

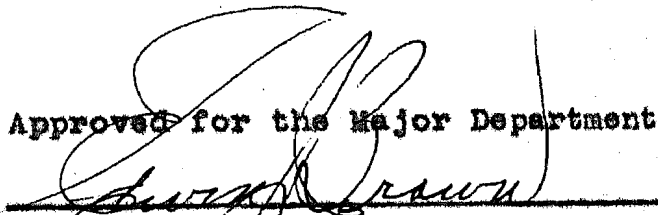
A THESIS
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EDUCATION AND THE GRADUATE COUNCIL OF THE
KANSAS STATE TEACHERS COLLEGE OF EMPORIA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF SCIENCE

By

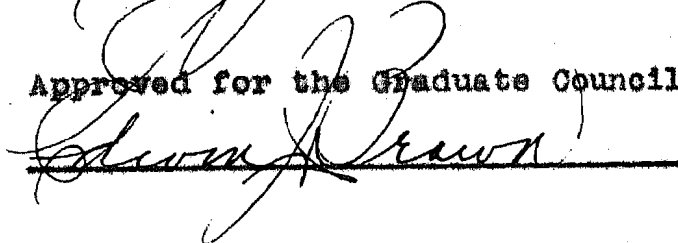
RUSSELL MILTON ROBERTS

JULY 1930

Approved for the Major Department



Approved for the Graduate Council



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Russell Milton Roberts.

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Pawnee county is located in the Southwest-central part of Kansas. It was organized in 1874 with a land area of 481,848 acres.¹ In 1930 according to the final report of the government census it had a population of 10,605 which when compared with the 1920 census when the population was 9,323 indicates an increase of 1,182 persons or a gain of nearly twelve percent. The county's single second-class city, Larned, which is the county seat, has a population of 3,524 which when compared with the 1920 census shows a twelve percent increase. The other towns of the county which are listed separately from that of the township in which they are located for the purpose of determining population are Garfield with 451 persons and Rozel with a population of 218.² The county has no outstanding population characteristics such as a large group of persons of foreign extraction living in communities to themselves. The county ranks 69, in population among the 105 counties of the state according to the classification by the Secretary of State for automobile tags for 1930.

The total value of the property in the county exclusive of that in the towns is \$20,755,064.³ The county has 95.91 miles of main track railroad and an improved road system of the sand-clay type to the extent of 63 miles.

¹ J. C. Mohler, Twenty-sixth Biennial Report, State Board of Agriculture, 1927-1928; Vol. XXIX, 1929, p. 392.

² Leslie E. Wallace, Ed., "County Shows 12% Increase," THE TILLER AND TOILER, (Larned, Kansas), Vol. 48, No. 16, June 26, 1930, p. 1.

³ Maude Whitehouse, County Clerk, Pawnee County, Letter June 27, 1930.

That the county is predominantly a wheat producing one is shown by the fact that in 1928, 268,631 acres or 55.7 percent of the total land area of the county was producing this grain.⁴ The growing of wheat is conditioned by the amount of rainfall which varies between twenty and twenty-five inches annually. On June 1, 1930 the Kansas Crop Report for Pawnee County estimated the condition of wheat at 68 percent and with a probable yield of 3,300,000 bushels for 1930.⁵ The estimated number of combine harvester-threshers with which a large percent of the wheat crop is produced is 875 for the county.⁶

Pawnee County maintains school systems consisting of: (1) a second-class city system in Larned which operates schools on the elementary, junior and senior high school level, (2) three rural high schools located at Garfield, Burdett and Zook, (3) four Union schools located at Burdett, Rosel, Garfield and Zook, and (4) forty-eight rural school districts three of which did not operate schools during the school term 1929-1930.*

Of the rural schools of Pawnee county, Kansas a comparative survey is proposed with a setting as given in this foreword.

⁴ Mohler, Op. Cit. p. 392

⁵ Kansas State Board of Agriculture, Bulletin, Kansas Crop Report for June, State Board of Agriculture, Topeka, June 1930

⁶ Whitehouse, Op. Cit. p. 1.

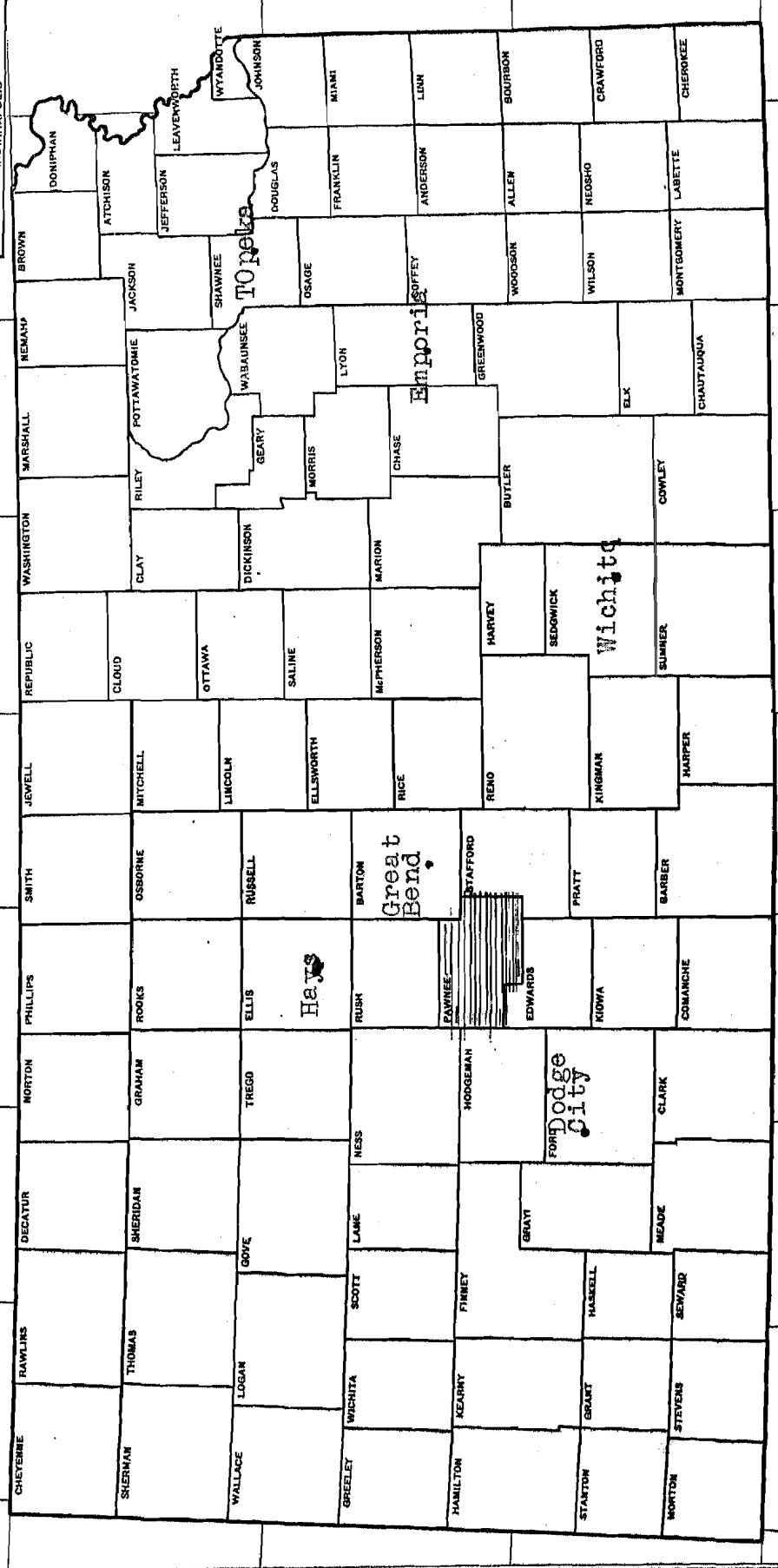
* Bertha Marymee, County Superintendent's Office Files

GRAM'S
8 1/2 x 11 Outline Map
KANSAS

SCALE 0 5 10 20 40 MILES

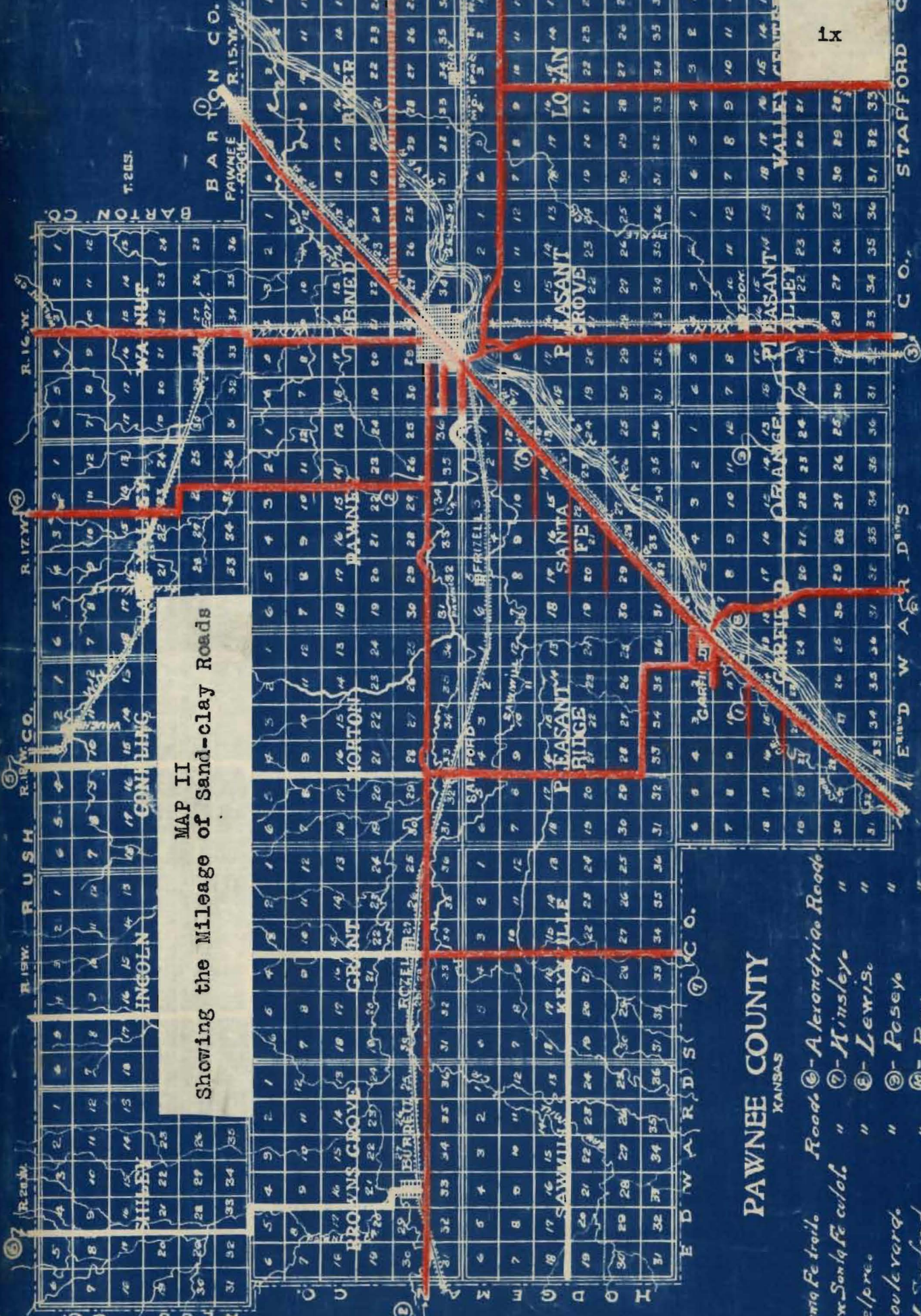
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Showing the Location of Pawnee County, Kansas



Note: Shaded part shows Pawnee County.

Longitude West 96 of Greenwich



MAP II
Showing the Mileage of Sand-clay Roads

PAWNEE COUNTY
KANSAS

- ①-Santa Fe trail. Road ⑥-Alexandria Roads.
- ②-New Santa Fe cut. " ⑦-Hinsleys "
- ③-Belpre. " ⑧-Lewis. "
- ④-Boulevard. " ⑨-Posey. "
- ⑤-N. Sanford. " ⑩-Roy. "

I N T R O D U C T I O N

During the six school term years, 1918 to 1924, the writer was a one-room rural teacher in Pawnee County, Kansas. Four of the six school terms were spent in a Standard rural school and two years in a Superior rural school.

Out of this experience in the above types of rural schools there evolved a problem as to the degree, if any, in which Standard and Superior rural schools in the county were better schools than the ordinary rural schools from the standpoint of teachers in service, the achievement of pupils, and in library facilities.

This study has grown from the above problem. It purposes to limit the survey to an investigation of the status of the teachers, certain achievements of the pupils, and an analysis of the library facilities in the three types of rural school of Pawnee County which are designated by the State Department of Education of Kansas as Superior, Standard, and ordinary rural schools.

I. The Standardization of Rural Schools Movement.

The Final Report of the Committee on Rural Education of the National Council of Education of the National Education in 1923, defined standardization of rural schools as "an attempt on the part of the chief executive school-head of the State to improve rural school conditions by setting up certain minimum requirements, the fulfillment of which will bring results."¹ Edith A. Lathrop² states that the standardization movement began in Minnesota in 1899 when state aid was offered to schools which fulfilled certain standards designated by law. In Minnesota it was not the case of helping schools too poor to help themselves but an attempt to make good schools better. The legislature of Wisconsin in 1905 establishes what was known as first class rural schools. Certain standards were set up and each school which measured up to these standards received a special aid of fifty dollars a year for three years. A survey by Lathrop, a specialist in rural education in the United States Bureau of Education, found that Illinois was the first state to promote standardization as a policy of the State Department of Education³ and such a policy has continued under that department as one of its major interests.⁴

¹Final Report of the Committee on Rural Education of the National Council of the National Education Association,

July 1923, Washington, D. C. p. 76.

²Edith A. Lathrop, "Improving Rural Schools by Standardization," AMERICAN SCHOOL BOARD JOURNAL, Vol. 61, No. 3, September 1920, p. 33.

³Ibid. p. 33.

⁴W. J. Hoffman, The Rural One-Teacher School of Illinois, Circular Number 234, State Department of Education, Springfield, 1929, p. 4.

In 1907 the Illinois state superintendent awarded diplomas to schools which met certain designated specifications. The Illinois plan of a score card has served as a model for states initiating the standardization movement. The State Department of Education in Missouri began to standardize schools in 1909, Arkansas and Montana in 1912 and Oregon in 1914. Culter and Stone⁵ in 1913 reported "a commendable movement on foot in Louisiana advocated by C. J. Brown, State Rural School Supervisor, is worthy of consideration and initiation in other parts of the country. It is known by the term 'standardization of schools.'" "

That the plan grew in favor was evinced by a survey conducted by the Committee on Rural Education⁶ in 1922 when data was gathered from the various states. It was found that thirty-four states were promoting some plan for the standardization of rural schools. There was specific legal authority for this in fifteen states. In the remaining nineteen states of the thirty-four which had a plan for standardization, it was carried on by a broad interpretation of the powers and duties of the chief executive educational officer of the state. Thirty states printed all the details of the general and specific requirements of standardization in department bulletins or on score cards. Certain minimum requirements are set up which are regarded as necessary to efficient work. The schools

⁵Horace M. Culter and Julia M. Stone, The Rural School, Its Methods and Management, Silver Burdett and Company, Boston, 1913, p. 235.

⁶Final Report of the Committee on Rural Education, Op. cit. p. 77.

meeting these requirements are known as standardized schools and as such are awarded by sums of money, door plates, and certificates. The requirements are usually printed on a score card.⁷ In the main, the score cards include such items as grounds, buildings, materials and instructional equipment, sanitation, administration and community activities.⁸⁻⁹⁻¹⁰ Under the main points scored by the state departments of education, are numerous sub-points. Not all items are stressed in every State. The Texas score card¹¹ for rural schools was made up from a study of the rural school standards of the other states and from the score cards which were already being used with good results in certain progressive counties of Texas. A group of specialists assigned numerical values to the items on the score card and the card itself represented the opinions of a large number of persons who knew the country life of that state. In the thirty-four states promoting standardization, thirteen assign numerical values to the cards.¹² In some states standardization is concerned with only buildings and grounds¹³. In fact more stress is laid upon the physical conditions than upon the administration and methods of teaching.¹⁴

⁷See Appendix for a sample score card.

⁸Hoffman, Op. cit. pp. 95-96.

⁹Mary Shipp Sanders and S. M. N. Marr, Texas Standard Schools, Bulletin No. 216, Department of Education, Austin, Texas, November 1926, pp. 5-6.

¹⁰Julian A. Butterworth, Improving the Building Facilities in One- and Two- Teacher Districts Through Measurement, Extension Bulletin 52, June 1922, Cornell University, pp. 226-233.

¹¹Sanders and Marr, Op. cit. p. 5.

¹²Report of Committee on Rural Education, Op. cit. p. 77.

¹³Butterworth, Op. cit. pp. 219-222.

¹⁴Lathrop, Op. cit. p. 34.

By 1920 according to Lathrop, of the states which were conducting a standardization movement, twelve states did not differentiate the standard schools into classes.¹⁵ Arkansas, Florida, Minnesota, and Washington designated them as class A, class B, class C, etc. Culter and Stone in commenting on the plan in Minnesota said, "For the purpose of determining aid for the common schools they are classified as class A, class B, and class C."¹⁶ The classes were determined by certain conditions of teacher certification, length of school term, and suitability of building and equipment. The Report of the Committee on Rural Education¹⁷ reported that it was the policy of nine states of the thirty-four promoting standardization in 1923 to give state aid for meeting the requirements of standardization. They were Iowa, Minnesota, North Dakota, Pennsylvania, South Dakota, Vermont, Virginia, West Virginia, and Wisconsin. North Dakota, Ohio, Tennessee, and Wisconsin used the terms first class, second class, third class, etc. Colorado calls the schools probationary, approved, and superior. Pennsylvania has what is known as county standard schools and state standard schools.¹⁸ The former are scored by the county superintendent and the latter by the state superintendent.

The terms "Standard" and "Superior" are used in the following states: Illinois, Maine, Montana, Oregon, and Kansas. Illinois, the first State to use the term, initiated the move-

¹⁵Lathrop, Op. cit. p. 34.

¹⁶Culter and Stone, Op. cit. p. 237.

¹⁷Final Report of the Committee on Rural Education, Op. cit. p. 77.

¹⁸Lathrop, Op. cit. p. 34.

ment of "superiorization" of schools as a result of the demands reported by Hoffman.²⁰ "Many school officers and teachers not satisfied by having a good school requested the State Superintendent of Public Instruction to set the standard for the best, a superior school."

Within the various states promoting standardization, the movement advanced rapidly after its inauguration. Culter and Stone in reviewing the bulletin, "The One-Room and Village Schools of Illinois, 1912"²¹ found that seven hundred schools in that state had been standardized. In some counties of Illinois one half of the rural schools were on the Standard list. The same authors found that in Missouri where the standardization movement was begun in 1909 that by 1913, four years later, nearly 300 schools had been placed on the approved list.²² The number of Standard and Superior Rural Schools in Kansas had reached 874 in 1930.²³

The development of administrative procedure of the standardization movement in the United States and the prevailing practices are revealed in the Final Report of the Committee on Rural Education, 1923.²⁴ By that year the administration of the standardization programs was carried out by representatives of the state department of education in fourteen of the twenty-eight states reporting. In ten of the states the county super-

²⁰Hoffman, Op. cit. p. 74.

²¹Culter and Stone, Op. cit. p. 238.

²²Culter and Stone, Op. cit. p. 238, 240.

²³George A. Allen, Jr. Ed.- Standardization of Rural and Graded Schools, Bulletin, of the State Department of Education, Topeka, Kansas. 1928, p. 5.

²⁴Final Report of the Committee on Rural Education, Op. cit. pp. 78-79.

intendent cooperated with a representative of the state department and in the remaining four states the administration of the standardization program was carried on by local authorities. In fifteen of the twenty-eight states, standardization was for the term of one year; in twelve, for as long a time as the requirements were met. Reports on the method of keeping records on standardization in thirty-one states revealed that records were kept in detail by the state departments of education in twenty-eight states and that three states maintained no records on the administration of standardization.²⁵

²⁵Final Report of the Committee on Rural Education, Op. cit. pp. 78-79.

II. The Standardisation Movement in Kansas.

Legal provision for the accrediting of the rural, graded, and high schools of Kansas was made by the State Legislature in 1915. Section 724 of the Revised School Laws of Kansas, 1927, states:

"The state board of education shall have the exclusive and sole authority to define the official standards of excellence in all matters pertaining to the administration, courses of study and instruction in the rural schools, graded schools, and high schools and to accredit those schools in which the specific standards are maintained; and the board may grant to accredited schools an appropriate certificate or other evidence of approval."²⁶

The legal provision for the state supervision of rural school and the legal authority under which the state department of education directs the standardization program of rural school is provided for in Section 726 of The Revised School Laws of Kansas, 1927, as follows:

"The State Superintendent²⁷ of Public Instruction may appoint assistants, not to exceed four in number, who shall serve as supervisors of the public schools of the state, including rural, graded, and high schools. Such assistants shall perform such other duties as may be required by the state superintendent.....provided, that no state funds except as herein

²⁶Revised School Laws of Kansas, 1927, Section 724. (L. 1915; Chapter 296, Section 8.)

²⁷Ibid. Section, 726.

provided shall be expended for the purpose of visitation of rural, graded, and high schools."

Two of the four supervisors of the public schools of Kansas appointed by the state superintendent under the above law are assigned to the general supervision and accrediting of the rural schools.

The bulletin issued by the state department of education, "Better Schools for Kansas" says, "When W. D. Ross was State Superintendent of Public Instruction he discovered there were twenty-three states with better schools than Kansas. So it was decided that something should be done to improve school conditions."²⁸

Largely through the influence of Mr. Ross the state legislature passed the laws quoted above, and under the provisions therein provided, two supervisors were appointed for rural and graded schools, who under the regulation of the State Board of Education and the direction of the State Superintendent organized a standardization program for the rural schools of Kansas.

"In 1916 the Standard and Superior ranking for rural and graded schools was established as a means of encouraging better schools. The rural supervisors in company with the county superintendent, inspected the schools that were asking for this ranking. They also inspected annually the schools that had been approved as Standard and Superior to learn if they were worthy of renewal."²⁹

²⁸George A. Allen, Jr. Ed.- Bulletin- Better Schools for Kansas, State Department of Education, Topeka, Kansas, 1928, p. 5.

²⁹Allen, Op. cit. p. 5.

The program set up by the state department expanded rapidly until the number of Standard and Superior rural schools in Kansas had increased to 874 in 1930.* It soon became an impossibility for the two supervisors to inspect all the schools; therefore, since by law the county superintendent is required to inspect all the schools under her jurisdiction, she was asked by the rural supervisors to cooperate with them and the state department of education by reporting on all of the schools in her county. This report was made under the direction of the state supervisors. The state department ruled that all score cards on schools wishing to be approved must reach the state office not later than March 1. Under such an agreement, the state department of education works with the county superintendent and the school officers to improve the schools of Kansas. The supervisors serve as a connecting link between the state department and the county department.

"In order that there should be a uniform basis of comparison, a scoring system based on 1,000 points has been devised. Schools that score 950 points or more are ranked Superior. Those that score 850 to 950 points are ranked Standard."³⁰

The State Department of Education accredits the rural schools of Kansas under the following classifications:

1. Standard Schools;³¹

"This classification may be given to any rural school making a score of 850 points, (see Kansas Rural School

³⁰Allen, Op. cit. p. 5.

* This figure authorized by Miss Elizabeth Warning, State Supervisor of Rural Schools for Kansas.

³¹Ibid. p. 5.

Score Card, Appendix A,) including the required items as indicated by the bold-face type on the score card. A Standard Grade school must maintain a nine-month term, employ two or more teachers in the grades, and make a score of 350 points, including the required items,

2. Superior Schools:

This classification may be given to any rural school which has a building of approved architectural type, modern in all of its appointments, and making a score of 950 points including the items marked (#) on the score card. A Superior Grade school must maintain a nine-month term and have four or more superior teachers,"

The state department of education furnishes a large certificate to the Standard and Superior schools. It directs that these certificates be framed and hung in the school room. A plate is also provided to be placed over the door of the building.

The county superintendent scores all schools under her supervision and reports the numerical score given, to the school officials or board members of each school. If the Standard or Superior Schools do not keep up the school conditions to warrant such ranking, the school is taken from the approved list. If such is the case, the school officials are requested to remove the plate and return it to the office of the county superintendent. A school may be reinstated upon application, by improving the conditions to the proper ranking. If this is done, the plate may again be secured.³²

³²Allen, Op. cit. p. 5.

The Score Card for Rural Schools*

The Kansas Score Card for Rural Schools is divided into four parts to which is assigned a numerical value of 1,000 points. Part I deals with yard and outbuildings. It is subdivided into nine parts and has a possible valuation of 100 points or 10 percent of the total. Part II is based on school building conditions. It is subdivided into seventeen items and has a possible score of 200 points or twenty percent of the total. Part III refers to the equipment. It is subdivided into fifteen items and has a maximum score of 250 points or twenty-five percent of the total. Part IV, The School, is subdivided into three general divisions, teachers, pupils, and organization. The division for scoring the teachers is divided into eleven items with a possible score of 300 or thirty percent of the total possible score. The division assigned to the pupils is divided into four items with a scoring value of 100 or ten percent of the total possible score. The division for the organization of the school is subdivided into three parts with a score of fifty or five percent of the total possible score.³³

³³ Bulletin- Better Schools for Kansas, Op. cit., pp. 6-8

* See the Appendix.

III. Historical Sketch of Pawnee County, Kansas, Rural Schools.

The first school district in Pawnee County, Kansas, was organized June 24, 1873.³⁴ In 1874 districts Number 2, 3, 4, and 5 were organized. The first two teachers of the county were Isabel Worrell and Mrs. M. J. Gill. These ladies held second grade county certificates and taught terms of twelve and six weeks' length on salaries of thirty-three and thirty-five dollars a month respectively.³⁵

Of the sixty-eight school districts that have been organized in the county there remain forty-eight that are classified as rural schools. During the school term 1929-1930, there was no school in session in districts 2, 13, and 39. There were forty-five rural schools in session during the same period. The other organized districts have been abandoned. Some have been absolutely abandoned, some annexed to adjoining districts, consolidated to form joint districts, or abandoned and reorganized into Union school districts of which there are five. Of the forty-five schools in the rural districts which operated during the term 1929-1930, there were four in districts Number 12, 20, 52, and 57 which maintained two teacher schools.³⁶

³⁴Belle Worrell, "Old Settlers of Pawnee", THE TILLER AND TOILER (Newspaper) Friday, January 17, 1930, Larned, Kansas, p. 2.

³⁵C. E. Grove, Pawnee County Historical Society, Unpublished Reports. Larned, Kansas, April 9, 1930.

³⁶Bertha Marymee, Report of County Superintendent of Public Instruction, Pawnee County, Kansas, October 4, 1929, pp.3-4.

The Standardization Movement in Pawnee County.

The rural school standardization movement began in Pawnee County in 1916. On December 21, 1916, the schools in districts Number 12, 14, and 33 were approved by the state department of education for standardization. By April 15, 1918, standardization had grown in favor until the list of standard schools increased to nine. The schools in districts 19, 35, 36, 42, 66 and 65 having fulfilled the requirements set up by the state department of education.³⁷

At the close of the school term 1929-1930, the following schools were approved as Superior rural schools for a year: districts 14, 16, 31, and 58. District 12, a two-teacher school, was given a renewal as a Superior grade school.³⁷ (See scores by the county superintendent, Table I.) The above districts and schools shall hereafter in this survey be designated and classified as Superior Schools.

The state department also renewed or approved the schools in districts Number 19, 20, 47, 55, 57, 59, 65 and 66 as Standard Schools. The school in district Number 5 was approved as an Accepted school³⁸ by the state department under a new regulation of 1929. This classification is given to a progressive school as a means of encouragement to fulfill all the requirements for standardization.

³⁷Bertha Marymee, County Superintendent's Office Files,
Pawnee County, Kansas, Standard Schools.

³⁸Bertha Marymee, Letter of June 10, 1930.

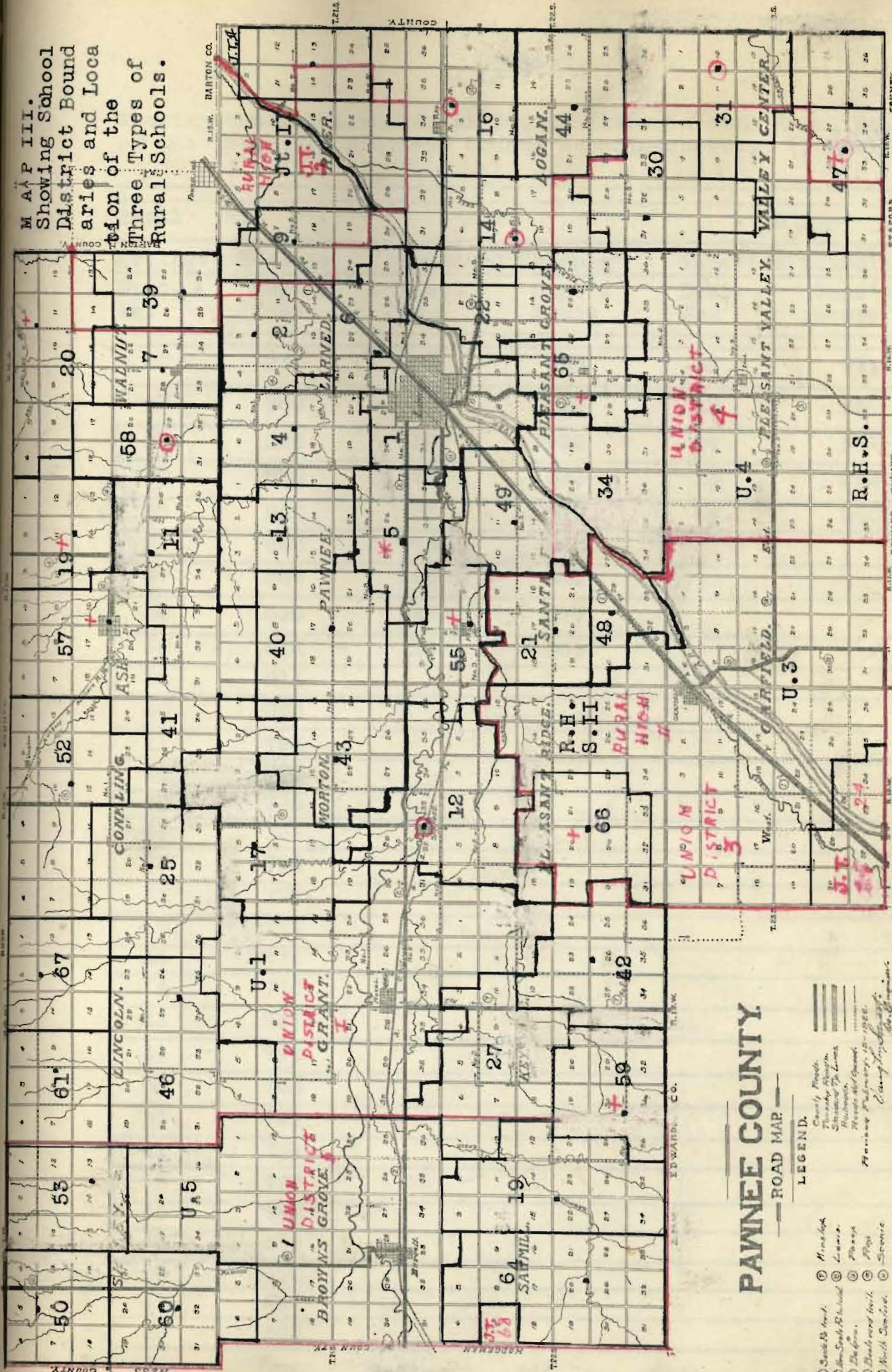
The above accepted school shall therefore be classified with the Standard schools of Pawnee County when Standard schools are hereafter designated in this survey.

The remaining thirty-one schools in the districts not having a school of a standard or superior classification shall be designated in this survey as "ordinary" rural schools, or those which have not met the requirements for a standard or superior classification, or have failed to meet the requirements and conditions for renewal.

Those districts in which the schools had failed to meet the requirements of the state department of education for a renewal of a standard or superior classification by the close of the school term 1929-1930, were district 67 which had had a Standard school since 1923, district 18 which had maintained a Standard school since 1920, and the school in district Number 30. District 17 had provided for a Superior school but was dropped during the term 1929-1930 along with the above mentioned schools for failure to meet some of the requirements.³⁹

³⁹ Marymee, (Letter) Op. cit.

M A P III.
 Showing School
 District Bound
 aries and Loca
 tion of the
 Three Types of
 Rural Schools.



PAWNEE COUNTY

—ROAD MAR—

- LEGEND.**
- ① South to North
 - ② New South to Old
 - ③ Old South to New
 - ④ The River
 - ⑤ Railroad
 - ⑥ North to South
 - ⑦ Alluvial
 - ⑧ Mountains
 - ⑨ County Roads
 - ⑩ Township Roads
 - ⑪ Section Roads
 - ⑫ Township Boundaries 1892-1902
 - ⑬ County Boundaries 1892-1902

Key for Types of Schools: Ordinary, Standard, Accepted, Superior, Jt. Joint Dist. *Standard 2-7-22*

Compliments of THE TILLER AND TOILER
 LARNED, KANSAS

TABLE I

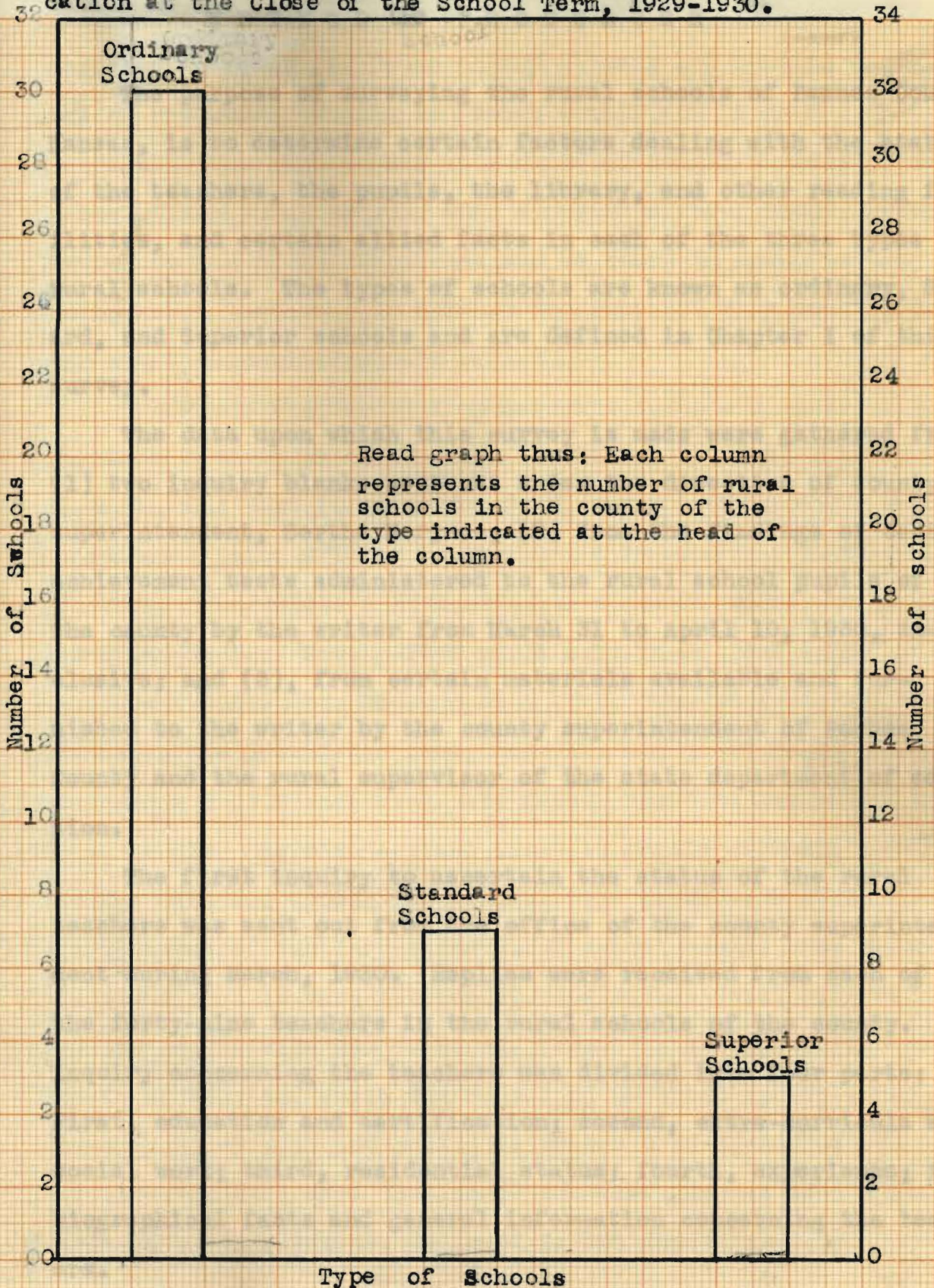
Showing the Total Number of Points Given to each Rural School of the Three Types by the County Superintendent. (1929-1930)

Total 31		9		5	
Ordinary Schools		Standard Schools		Superior Schools	
Dist. No.	Supt's Score	Dist. No.	Supt's Score	Dist. No.	Supt's Score
17	931	55	939	31	971
67	869	* 5	932	12	966
30	864	59	929	14	952
40	858	57	926	16	952
63	843	65	919	58	950
21	837	66	895		
27	835	20	891		
64	816	47	877		
42	814	19	865		
18	811				
60	805	* Accepted School			
11	794				
46	792				
49	790				
27	787				
22	784				
53	778				
7	777				
34	776				
4	764				
48	757				
44	749				
52	748				
56	741				
61	739				
6	727				
45	699				
43	666				
25	662				
41	648				
50	592				
Median	778	Median	919	Median	952

The scores in Table I are arranged from the highest to the lowest as ranked by the county superintendent during the school term 1929-1930 in accord with the provisions of the Kansas Rural School Score Card. These schools in the column for "Ordinary" with 850 points or over are so classified because of failure to meet some of the requirements.

(See Score Card, Appendix.)

Showing the Ratio of the Standard and Superior Schools to the Ordinary Rural Schools of Pawnee County, Kansas as Approved or Renewed by the State Department of Education at the Close of the School Term, 1929-1930.



CHAPTER II

METHOD OF PROCEDURE

The purpose of surveying the rural schools of Pawnee County, Kansas, is to determine certain factors dealing with the status of the teachers, the pupils, the library, and other reading facilities, and certain allied facts in each of the three types of rural schools. The types of schools are known as ordinary, Standard, and Superior schools and are defined in Chapter I of this survey.

The data upon which this survey is made were gathered from (1) two inquiry blanks sent out under the direction of county superintendent, Bertha Marymee; (2) from the findings of certain achievement tests administered to the rural school pupils of the county by the writer from March 31 to April 10, 1930, inclusive; and (3), from certain materials available and furnished to the writer by the county superintendent of Pawnee County and the rural supervisor of the state department of education.

The first inquiry to ascertain the status of the rural teachers was sent out from the office of the county superintendent during March, 1930. Replies were received from each of the forty-nine teachers in the rural schools of the county. This inquiry concerning the teachers was divided into four parts: First, education and certification; second, extra-curricula and social work; third, residential status; fourth, experience; fifth, biographical facts and general information concerning the teachers.

The second inquiry was distributed personally by the writer during the period March 31 to April 10, 1930. It was designed to ascertain facts on the library and reading facilities of the rural schools in Pawnee County and to gather data concerning the high school attendance of county diploma graduates of the rural schools over a period of four years, 1926-1929. Copies of the inquiries may be found in Appendix A. Forty-seven teachers, or all but two returned this inquiry to the county superintendent's office.

The three standardized achievement tests administered were Monroe's Revised Silent Reading Test Form III, Test I in grades 3, 4, 5, and Test II in grades 6, 7, and 8. Fifty words were pronounced to be written by the pupils in grades 1 to 8, inclusive, from Column R of Buckingham's Extension of the Ayres Spelling Scale. Twenty-five words were taken from Ayres' list and twenty-five from Buckingham's list. The Woody-McCall Mixed Fundamentals Arithmetic Test, Form IV, was given to the pupils in grades 3 to 8 inclusive. No return visit to any school was made to give the standardized tests to pupils who were absent on the date the school was tested. The tests were given in forty-seven of the forty-nine rural school rooms. The schools in two districts were not tested, due to the fact that the school in district Number 53 was closed on account of an epidemic of measles, while the school in district Number 4 had an enrollment of only two pupils in grades 3 to 8, inclusive. Both of these schools were "ordinary" schools. Copies of the standardized tests given may be found in the Appendix.

CHAPTER III
PRESENTATION OF DATA
PART ONE

The Status of the Teachers in the Three Types of Rural Schools in Pawnee County, Kansas.

There are forty-nine teachers in the forty-five rural schools of the county. In the "Ordinary" schools there are thirty-one, in the Standard schools there are eleven, and in the Superior schools there are six.

The purpose of this chapter is to present information on, and a comparison of the status of the teachers in the three different types of rural schools. This information was obtained from the records in the office of the county superintendent of Pawnee County and from the answers given by the teachers themselves on the inquiry blank sent from the county superintendent's office during March 1930.* This inquiry blank, which contained forty-three questions, was answered by each of the forty-nine teachers.

Training of the Teachers

Data were tabulated from the returned inquiry blanks to disclose the training of the teachers in the matter of the number of high school or secondary school units earned; normal school or teachers college credits in terms of semester hours; and the number of college or university credits earned in terms of semester hours.

*Copy of inquiry may be found in Appendix A.

In the Superior rural schools of the county, the six teachers in the five schools had an average of fourteen units of secondary school credit, or one unit less than the number usually required for graduation. Two of the teachers had seven and nine high school units respectively, while two other teachers of the remaining four had eighteen units of credit. Four of the six teachers in the Superior rural schools have attended a teachers college or normal school. The four teachers have an average of twenty-three and one-half semester hours of credit from such an institution. The maximum number of teachers college credits in residence was fifty-two semester hours. One of the six teachers in the Superior rural schools had university or college credit to the amount of ten semester hours. Three of the Superior school teachers had taken college work by correspondence, having six, eight, and thirty semester hours credit respectively. Three of the six Superior school teachers had a total of sixty semester hours of college credit or an equivalent of two years of college work. Two of them had no college credit, while one had fifteen semester hours, or an equivalent of one-half year's college work. The average amount of total college credit for the teachers in the Superior schools was thirty-two and one-half semester hours.

Ten of the eleven teachers in the nine Standard rural schools of Pawnee County were high school or secondary school graduates. The teachers in the Standard rural schools had an average of 16.5 high school units with a range of from fourteen to eighteen units of credit. Eight, or 72.7 per cent, of the eleven Standard rural school teachers had attended a teachers

college one summer or more. The average number of semester hours credit from a teachers college for the eight teachers who had attended was twenty-five. Three, or 27.2 per cent, of the Standard rural school teachers had attended a college or university. One had one year's work or thirty semester hours credit. Two of the teachers were college graduates with 126 and 148 semester hours credit respectively. The latter's college training included twenty-four semester hours of work in the Graduate School of the University of Chicago. Three, or 27.2 per cent of the teachers in the Standard rural schools had taken college work by correspondence to the extent of having earned three, four, and eight semester hours work respectively. None of the eleven had taken any college work by correspondence during the school term 1929-1930. Nine, or 90.9 per cent, of the eleven teachers in the Standard rural schools had earned college credit from some source. The range of credit for the nine teachers was from eight to one hundred forty-eight semester hours. Four, or 45.4 per cent, of the Standard school teachers had an equivalent of two or more years of college credit. This included the two who were college graduates. The average amount of total college credit for the eleven teachers in the Standard rural school of Pawnee County was 47.29 semester hours.

Training of the Teachers in the Ordinary Schools

Of the thirty-two teachers in the thirty-one Ordinary rural schools of Pawnee County, thirty or 93.7 percent, were secondary school graduates. The remaining two had eight and eight and one-half units of high school work respectively. One of the thirty teachers who were graduates had a total of twenty and one-half

high school units, having taken a year of post-graduate work. The average number of high school units to the credit of the teachers in the Ordinary rural schools was 16.5. Twenty-one, or 63.7 per cent, of the thirty-two teachers have attended a normal school or teachers college. The average amount of such credit for the teachers in the Ordinary rural school was nineteen and one-tenth semester hours. Five, or 15.6 per cent, of the thirty-two teachers have attended a college or university. The five teachers had an average of 61.8 semester hours credit from such institutions or an equivalent slightly more than two years of college work. Three, or 9.3 per cent of the Ordinary rural school teachers had taken college work by correspondence to the extent of two, three and five semester hours respectively. Eight, or 25 per cent, of the thirty-two teachers in the Ordinary rural schools have no college credit from any source.

The range of college credit of the Ordinary rural school teachers was from zero to one hundred twenty-six semester hours which gave a total average of twenty-eight and three tenths semester hours of normal school, teachers college, college, or university credit. Six or 18.75 per cent of the thirty-two teachers in the Ordinary school had college credit to the equivalent of two or more years' work, while an additional 28.1 per cent had an equivalent to one year of college credit, or a total of fifteen or 46.85 per cent of the teachers in the Ordinary rural schools of Pawnee County had one or more years of college work from some source.

TABLE 2

Showing the Types of Institutions in which the Teachers in the Three Types of Rural School Have Been Trained and the Average Amount of Training Earned in Each Institution.

Type of School	Type of Institution			Correspondence Credit Sem.Hrs.	Total Semester Hours
	High School Units	Teachers College Sem.Hrs.	College or University Sem.Hrs.		
Ordinary	16.5	19.1	9.64	.3	28.77
Standard	16.52	18.2	27.63	1.36	47.29
Superior	14	23.5	1.6	7.3	32.4

Read table thus; the figures in the first column on the left indicate the average number of high units per teacher. The figures in each succeeding column indicate the average number of semester hours per teacher earned from the source named at the head of each column.

Additional Types of Training of the Rural Teachers
of Pawnee County, Kansas.

Other types of educational training listed by the teachers on the inquiry blanks included for the teachers in the Superior rural schools, the following:

One of the six teachers has had a special music course in a fine arts institute and another had an art diploma as a result of a correspondence course. Thus two or 33 1/3 per cent of the Superior rural school teachers of the county have had additional training outside of that on a college level.

Among the eleven teachers in the Standard rural schools, one, or 9 per cent, has had a course in salesmanship and business efficiency from a commercial college; one had training of the following nature; junior standing credit from the Illinois Training School for Nurses, experience in the Cook County (Illinois) Hospital, and a course in the Illinois Institute of Art.

Three of the thirty-two teachers in the ordinary schools, or 3.1 per cent, reported additional training of the following nature; One had had the work prescribed by the Young People's Summer Sunflower Conference, one had had special training in voice and piano, and one reported supplementary training in commercial and music courses.

Summer School Attendance

An examination of Table 3 reveals the extent to which the rural teachers of Pawnee County attended summer school during the summer of 1929.

During the summer of 1929, none of the teachers who held positions in the Superior rural schools for the term 1929-1930 attended a summer session of a college.

Two of the eleven teachers, or 18.1 per cent, who taught in the Standard rural schools of the county during the term 1929-1930, attended a summer session of a teachers college.

Of the thirty-two teachers in the Ordinary schools, seven, or 21.8 per cent, attended a summer session of a higher institution to secure additional college training.

Of the forty-nine teachers in the rural schools of the county, nine, or 18.3 per cent, endeavored to secure additional professional training by securing credit from a college or teachers training institution during the summer of 1929. More than four-fifths, or 81.7 per cent of the total number of rural teachers in the county, did not attempt to improve themselves in this manner.

TABLE 3

Showing the Number of Teachers in the Three Types of Rural Schools of Pawnee County, Kansas, Who Attended a Summer Session of a Higher Institution during the Summer of 1929.

Type of School	Number of Teachers	Number Attending	Percentage Attending
Ordinary	32	7	21.8
Standard	11	2	18.18
Superior	6	0	0
Total	49	9	18.38

Read table thus: The figures in the first column indicate the number of each type of school, the figures in the second column indicate the number who attended summer school, and the figures in the third column indicate the percentages of teachers who attended summer school.

TABLE 4

Professional Interest as Measured by the Number of Professional Magazines Read by Teachers of Pawnee County 1929-1930.

	Ordinary School	Standard School	Superior School	Total
Subscribed by Teachers	67 2.6	28 2.5	11 1.83	106 2.2
Furnished by Board	10 .33	6 .66 2/3	10 2	27 1.33
Total	2.93	3.46	3.83	2.81

Read table thus: The figures in the columns from left to right show the total and average Number of Professional Magazines Subscribed for by the Teachers and Furnishes by the Board in the Type of School at Head of the Column.

Table 4 shows that the teachers in the Ordinary and Standard rural schools subscribe for an average of nearly one more professional magazine than the teachers of the Superior rural schools. The Superior rural teachers have access to an average of two professional magazines furnished by the school board under a requirement for the accrediting of Superior rural schools. The school board of the thirty Ordinary rural schools reporting furnish magazines for teacher use in ten schools or in one-third of them, while six magazines are furnished by the school board in the nine Standard rural schools or an average of $66 \frac{2}{3}$ of a periodical per school.

The total number of magazines available as a measure of professional interest shows that the Superior rural teachers have an average of 3.94 magazines to read while the teachers in the Standard and Ordinary rural schools have 3.46 and 2.93 magazines, respectively.

TABLE 5

Showing the Number of Teachers in the Three Types of Rural Schools of Pawnee County, Kansas, Who Reported They Were Doing Work to Secure a Better Type of Teaching Certificate.

Type of School	Number of Teachers	Number working on better type of certificate	Percentage working on better type of certificate
Ordinary	32	17	53.1
Standard	11	8	72.7
Superior	6	2	33.3
TOTAL	49	27	65.1

Read table thus; Column 2 indicates the number of teachers with the status named at the head of the column; column 3 indicated the percentage of teachers with status listed above.

The table on the previous page shows that 53.1 per cent of the teachers in Ordinary rural schools of the county reported they were working toward a better type of certificate. Eight, or 72.7 per cent of the eleven teachers in the Standard rural schools reported they were endeavoring to obtain a better certificate. Two, or $33 \frac{1}{3}$ per cent of the Superior rural teachers reported they were working toward better certification. Of the forty-nine rural teachers of the County, twenty-seven, or 65.1 per cent stated they were working to obtain a better type of certificate.

It is interesting to note the differences in Tables 5 and 3 of the percentage who were working toward a better type of a certificate and the percentages of the teachers who attended summer school during 1929. It is also interesting to note the small amount of college credit which has been earned by correspondence as given in Table 2.

Certification of Teachers

Eight types of certificates were held by the forty-nine rural teachers of Pawnee County during the school term 1929-1930. Six of the different kinds of certificates were issued by the State of Kansas and two were issued by Pawnee County.

The six types of state certificates were as follows:

(1) Three Year Certificates Renewable for Life, (2) Life Certificate, (3) Three Year Certificate Renewable for Three Year Periods, (4) Three Year Certificate, (5) Normal Training Certificate, and (6) Permanent Normal Training Certificate.

The bases upon which the above state certificates are issued are:¹ (1) Three Year Certificates Renewable for Life may be issued upon graduation from a four year college or university under regulations of the state department of education and may be renewed for life under certain regulations of the state department. (2) Life Certificates may be issued to persons completing two years of work prescribed by the faculty of certain institutions such as teachers colleges under certain regulations of the state board of administration. (3) Three Year Certificates Renewable for Three Year Periods may be issued to persons who have completed two years of work in a college recognized and accredited by the state board of administration and subject to the regulations thereof, in matters of renewal. (4) Three Year Certificates are issued to persons completing the freshman courses of certain higher institutions such as teachers

¹ Revised School Laws of Kansas, 1927, Article 1, Chapter V, "State Certificates", pp. 24-29.

colleges under regulation of the faculties of those institutions and other regulations prescribed by the state board. (5) Normal Training Certificates may be issued to high school graduates who have successfully completed the prescribed normal training course of the secondary school and have met certain specified requirements of the state board of education. (6) The Permanent Normal Training Certificates are no longer issued, but were formerly granted to the holders of Normal Training Certificates who had taught four consecutive years and had met the requirements of the state board of education.

The county Certificates are of two grades, First and Second grade.² Those of the Second grade are issued by the county examining board in the name of the county, to persons complying with state regulations who have met the required standard in an examination over sixteen subjects. First Grade County Certificates are issued from the same source after complying with additional regulations and successfully passing an examination in two additional subjects.

² Revised Schools of Kansas, 1927, Article 2, Chapter V, "County Certificates", pp. 30-33.

TABLE 6

Number and Kinds of Certificates Held by Teachers in Three Types of Rural Schools in Pawnee County, Kansas.

TABLE 6

Type of School	Ordinary Percentage	Standard Percentage	Superior Percentage	Total Percentage
Total	32 100	11 100	6 100	49 100
Second Grade County	2 6.2%	1 9%	0 0	3 6.1%
First Grade County	4 12.5%	3 27.2%	3 50%	10 20.4%
Permanent Normal Training	1 3.1%	0 0%	0 0	1 2%
Normal Training	10 31.2%	3 27.2%	0 0	13 26.5%
Three Year Certificate	6 18.75%	1 9%	0 0	7 14.2%
Three Year Certificate Renewable 3 Year Periods	7 21.9%	0 0%	0 0	7 14.2%
Life Certificate	2 6.2%	2 18.1%	3 50%	7 14.2%
Three Year Certificate Renewable for Life	0	1 9%	0 0	1 2%

Read table thus: Each column reading from left to right indicates the number and percentage of teachers in the three types of rural schools which hold the type of a certificate named at the head of the column.

Certification of the Teachers in the
Pawnee County Rural Schools

In the Superior rural schools of the county (see table 6) three of the six teachers (50 per cent) are holders of Life Certificates based upon requirements of two or more years of prescribed college work, the remaining three teachers (50 per cent) are teaching on First Grade County Certificates the issuance of which is not dependent upon any college credit.

Of the eleven teachers in the Standard rural schools of the county, two (18.1 per cent) possess Life Certificates, one teacher (9 per cent) has a Three Year Certificate Renewable for Life, one (9 per cent) has a Three Year Certificate, three teachers (27.2 per cent) hold Normal Training Certificates, three (27.2 per cent) hold First Grade County Certificates, and one (9 per cent) has a Second Grade County Certificate. Three (27.2 per cent) of the eleven teachers in the Ordinary rural schools are teaching under certification requiring two or more years of college work, while an additional one has a certificate requiring one year of college credit, making a total of four or 36.3 per cent of the teachers holding certificates requiring one or more years of college training. The remaining 63.6 per cent of the teachers in the Ordinary schools were holders of certificates requiring less than one year's college training or no college training.

In the Ordinary rural schools of Pawnee County, two teachers or 6.2 per cent of the thirty-two, hold Life Certificates; seven, or 21.8 per cent, are holders of Three Year Certificates Renewable for Three Year Periods; six, or 18.75 per cent, of

the teachers were certified by Three Year Certificates; ten, or 31.2 per cent, were teaching under Normal Training Certificates; one, or 31.1 per cent, holds a Permanent Normal Training Certificate; four, or 12.5 per cent, hold First Grade County Certificates; and two, or 6.2 per cent, hold Second Grade County Certificates. Thus nine, or 28 per cent, of the teachers in the Ordinary rural schools of the county hold certificates requiring two or more years of college training; six additional teachers hold certificates requiring at least one year of college work. Thus a total of fifteen, or 46.75 per cent, of the Ordinary rural school teachers were certified under regulations requiring one or more years of college training. The remaining seventeen teachers in the Ordinary schools, or 53.25 per cent of the thirty-two, are teaching on certificates representing less than one year of college work.

Of the forty-nine teachers in all the rural schools of Pawnee County, one holds a certificate which requires a college or university degree; fourteen, or 28.6 per cent, have certificates requiring two or more years of college training. This gives a total of fifteen, or 30.6 per cent of the rural teachers of the county who are teaching on certificates issued on two or more years of college training. A total of twenty teachers, or 44.9 per cent of the rural teachers of the county were certified by certificates requiring one or more years of college credit, while the remaining twenty-seven teachers, or 55.1 per cent of the forty-nine were teaching under certification regulations requiring less than one year of college work to fulfill.

Experiential Status of Pawnee County

Rural Teachers

Data were gathered from the rural teachers of Pawnee County to ascertain their experience status. Part IV of the inquiry on teacher status asked six questions as to the experience of the teachers. (See copy of inquiry in the Appendix.)

All of the six teachers in the Superior rural schools of Pawnee County are experienced teachers. The range of teaching experience for these teachers is from six to twenty-two years with an average of ten and one-half years. Two of the teachers in the Superior rural schools, or $33 \frac{1}{3}$ per cent, have been in their present positions one year; one, or $16 \frac{2}{3}$ per cent, has held her present position for two years; two, or $33 \frac{1}{3}$ per cent of the teachers, have been in their schools three years, while one, or the remaining $16 \frac{2}{3}$ per cent, of the Superior rural school teachers, has been in her position for four years. The average tenure for the Superior rural school teachers of Pawnee County in their present schools is two and two-thirds years. The longest time taught in any one school by any of the teachers in the Superior rural schools is five years. The tenure period in any one school for the Superior rural school teachers ranges from two to five years with an average for the six teachers of three and one-half years. The rural school experience of the teachers in the Superior schools of the county ranges from one to sixteen years, with an average of six and two-thirds years for each of the women who hold positions in the above type of schools.

The experience of the teachers in the Superior rural schools other than that in rural schools ranges for the six teachers from zero to nine years. The average years of teaching experience exclusive of that in rural schools is three and one-half. One teacher has had two years of experience in a village school; one of the six has taught two years in a consolidated school, and another has taught one year in a village school and three years in a consolidated school; one of the six has taught two years in a consolidated school, five years in village schools and two years in city schools; one teacher in the superior schools has been a primary teacher in a consolidated school for a period of five years.

All of the eleven women teaching in the Standard rural schools of Pawnee County during the term 1929-1930 were experienced teachers. The number of years of teaching experience for the eleven teachers ranges from two to nineteen. The average teaching experience for all of the Standard school teachers is 5.23 years.

Seven, or 63.6 per cent of the teachers in the Standard rural schools, are in their present positions for the first time. Three, or 27.2 per cent of the teachers, have been in their school two years and only one, or 9 per cent of the teachers in the Standard School, has held her position for four years. The average length of tenure for the eleven teachers of the Standard schools is one and fifty-four hundredths years.

The longest time that any one of the teachers in the Standard schools has taught in any school exclusive of their present positions was three years. Six, or 54.5 per cent of the eleven teachers, have been in another school for a period of two years.

Four of the teachers in the Standard schools, 36.3 per cent of the eleven, have not returned for a second year's work to any school in which they have taught. The average length of tenure of the eleven teachers in any one position is 1.72 years.

The teachers of the Standard schools have a range of from one to fifteen years of rural school experience. The average length of rural school experience is 4.1 years.

Six of the eleven teachers in the Standard school, or 54.5 per cent, have taught in schools which were not rural. One of the teachers has taught one year in a village school; another has taught two years in a village school; one has had two years of city school experience; one teacher has previously taught two and one-half years in a city in addition to two years of work in a consolidated school; and the remaining teacher of the six has had four years of teaching experience in a consolidated school. The average amount of teaching experience other than that in rural schools for the teachers in the Standard schools is 1.4 years.

Twelve, or 37.5 per cent of the thirty-two teachers in the Ordinary rural schools of Pawnee County are teaching their first term of school. The number of years the teachers have taught ranges from one to sixteen years. Three, or 9.3 per cent, of the teachers in the Ordinary rural schools have taught ten years or more. The average number of years of teaching experience for the thirty-two teachers is 3.81.

The length of time taught in the present schools in which the teachers are working ranges from four months, or one-half year, to five years. Seventeen, or 53.1 per cent of the thirty-

two teachers are teaching in their present positions for the first time. Ten, or 31.2 per cent or nearly one-third of the teachers in the Ordinary rural schools are teaching in their present positions a second year. Three, or 9.3 per cent of the teachers have been re-elected to their present positions twice. That is, they have had three years tenure in their present schools. Table 7 shows that the average length of time that the teachers in the Ordinary rural schools have taught in their present positions is 1.69 years. This is slightly more than the length of time the teachers in the Standard rural schools have taught in their present positions, but the teachers in the Superior rural schools have taught almost three-fourths of a year or six months longer in their present positions than the teachers in the Ordinary rural schools. The longest time taught in any one school by the teachers in the Ordinary rural school ranges from one year by thirteen of the teachers to five years by one teacher. Thus, thirteen or 40.6 per cent of the total number of teachers in the Ordinary rural schools have a maximum tenure of one year in any school in which they have taught. Three or 9.3 per cent of the teachers have taught four years in the same school. The number of years taught by the thirty-two teachers in the Ordinary rural schools in a rural school ranges from one to sixteen years. The thirty-two teachers have an average of 3.15 years experience in rural school.

The teachers in the Ordinary rural schools have had but little teaching in other than rural schools. Only four of them have taught in a village, consolidated, or city school. Such experience for the four teachers ranges from three-fourths of a year to two years. They have a total of 4.5 years of such ex-

perience which gives an average of only .15 for the thirty-two teachers in the Ordinary rural schools.

TABLE 7

Showing the Percentage of Teachers Teaching Their First School Term and the Average Number of Years of Various Types of Teaching Experience of the Teachers in the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	Type of Experience					
	First Year of Teaching	Years in Present School	Years in Any One School	Years of Rural School Experience	Years in Other Types of School	Total Number of Years Taught
Ordinary	37.5%	1.69	1.94	3.15	.15	3.81
Standard	0%	1.54	1.72	4.1	1.4	5.23
Superior	0%	2.3	3.5	6.6	3.5	10.5

Read table thus; The column to the left indicates the percentage of teachers with one year experience. The figure in each of the other columns indicates the averages number of years experience under the condition named at the head of the column.

An examination of the above Table shows that the beginning rural teachers of Pawnee County are located in the Ordinary rural schools. The length of tenure in any one school for the Ordinary rural school teacher is 1.94 years, for the Standard rural teachers 1.72 years, and for the Superior rural teachers 3.5 years. Thus the teachers in the Superior rural schools of the county hold their positions over one year longer than the teachers in the other two types of rural schools. The above Table also shows that the experience of the Ordinary rural teach-

ers in schools other than rural is almost nil, while the teachers in the Standard rural schools have an average of 1.4 years of such experience, and the Superior rural teachers have 3.5 years of such teaching experience, which indicates a shift of the teachers from positions in village, city, consolidated or graded schools to positions in the Superior rural schools.

The teachers in the Superior rural schools have taught 10.5 years on the average, or nearly three times as long as the teachers in the Ordinary rural schools, and twice as long as the teachers in the Standard rural schools.

Salaries of the Rural Teachers of
Pawnee County

The salaries of the forty-nine rural teachers of Pawnee County, as revealed by Table 8, for the school term 1929-1930 ranged from \$85 to \$155 a month with a median of \$105 and an average of \$108.46.³ The lowest salary in the county was paid in an Ordinary rural school and also the highest was paid in that type of school.

The salaries of the six teachers in the Superior rural schools ranged from \$115 to \$145 monthly, with a median salary of \$140 and an average of \$134.16 per month.

In the Standard rural schools the salaries for the eleven teachers ranged from \$90 to \$125 monthly with a median of \$110 and an average of \$108.18 per month.

The salaries of the thirty-two teachers in the Ordinary rural schools of the county ranged from \$85 to \$155. per month with a median salary of \$100 and an average of \$103.75 per month.

All the rural schools of Pawnee County with the exception of one in district number 54, a Standard grade school, and one in district number 12, a Superior school, which had nine-month terms, were eight month schools.

³Bertha Marymee, Annual Directory of the Pawnee County Schools, pp. 11-13.

TABLE 8

Showing the Monthly Salary of the Teachers in the Three Types of Rural School of Pawnee County, Kansas and the Number of Teachers Receiving the Salaries.

Monthly Salary	Type of School			Total
	Ordinary	Standard	Superior	
\$75-79				
80-84				
85-89	1			1
90-94	6	1		7
95-99	4			4
100-104	10	2		12
105-109	2	2		4
110-114	3	2		5
115-119	1	3	1	5
120-124				
125-129	3	1	1	5
130-134	1			1
135-139				
140-144			3	3
145-149			1	1
150-154				
155-159	1			1
Total	32	11	6	49
Average	\$103.75	\$108.18	\$134.16	\$108.46

Read table thus: The figures in the column below each type of school indicate the number of teachers whose monthly salary is that which is listed in the column to the extreme left opposite the figures.

MARITAL STATUS

Eleven or 22.4 per cent of the forty-nine teachers of the rural schools in Pawnee County are married. Two of the five men teachers, or 40 per cent, are married. These men hold positions in the Ordinary rural schools. Of the forty-four women teachers of the county, nine, or more than one out of every five, are married.

One-half of the six teachers in the Superior rural schools are married women. Two, or 18.1 per cent of the teachers in the Standard rural schools are married. All of the teachers in the Standard and Superior rural schools of the county are women.

Three of the eleven married teachers of the county report that marriage is a handicap to securing an equal or better position. Three of these are women, two of whom hold positions in the Superior rural schools, and one in an Accepted school which is herein classified as a Standard rural school.

It is evident that married women who wish to continue in the teaching profession are locating in the rural schools, for two of three reporting marriage a handicap to securing equal or better positions have taught in city schools.

Maintenance of Homes

Twelve, or 24.4 per cent of the forty-nine teachers in the rural schools of Pawnee County maintain their own homes or live in teacherages.

Five of the eleven teachers, or 15.6 per cent, in the Ordinary rural schools have their own homes, all of which are located outside the district in which they teach.

Three of the eleven, or 27.2 per cent, of the teachers in the Standard rural schools maintain their own homes. One of the three lives in the district where she is teacher, and the remaining two women have homes outside the districts in which they teach.

Two of the six Superior rural school teachers live in a teacherage, and three maintain their homes. One of them has a home in the district, and two maintain homes outside the district. Thus, 83.3 per cent of the Superior rural school teachers live in a teacherage provided by the school district, or maintain their own homes.

Seventeen, or 53.1 per cent, or more than one-half of the teachers in the Ordinary rural schools maintain their own homes or live with parents. Five, or 45.4 per cent of the teachers in the Standard schools either have a home of their own or live with parents.

Living Expenses

Living expenses such as room and board range from fifteen dollars a month to thirty dollars per month for the rural teachers of Pawnee County. Two teachers of the forty-nine of

the county rent their rooms separately as an item of living expense. One teacher in an Ordinary rural school pays \$6.00 per month room rent and another teacher in a Standard school pays her parents \$5.00 per month for a room.

The common price charged the rural teachers of the county for room and board is \$20.00 per month. Fourteen of the forty-nine, or 28.4 per cent of the rural teachers of the county pay this amount.

The average amount paid for board and room by the teachers in the Superior schools is \$25.00 per month; by teachers in the Standard rural schools the average is \$24.20; and the teachers in the Ordinary rural schools pay an average of \$20.31 per month for room and board.

The teachers who room and board do not change their rooming and boarding places to any noticeable extent. Of the seventeen teachers in the Ordinary rural schools, only one teacher has roomed in more than one place during the present school year. Only one of the teachers in the Standard rural schools who rooms and boards has changed her place of residence in the district during the present school year.

The extent to which the houses in which the rural teachers of the county live are modern is indicated thus:

Nine, or 53 per cent, of the seventeen teachers who are teaching in the Ordinary rural schools live where their rooms are heated during the winter months. Seven of the homes, or 4.1 per cent, are equipped with bathrooms.

Four of the teachers of the Ordinary rural schools, or 38.3 per cent, report that they live in homes where their

rooms are heated, and five, or 45.4 per cent, live in homes equipped with bathrooms.

The single teacher of the Superior rural schools who rooms and boards lives in a home where her room is not heated, but is equipped with a bathroom.

Biographical Facts Concerning the Rural Teachers of Pawnee County, Kansas

Part V of the inquiry concerning the status of the teachers of Pawnee County was composed of questions in regard to the sex, place of birth, where reared, marital status, and the health of the teachers.*

Of the forty-nine rural teachers in the county, forty-four are women and five are men. That is, there are nearly nine women rural teachers to every one who is a man. There are no men teaching in the Superior and Standard rural schools of the county.

*See Part V of the Inquiry Concerning Teacher Status, the Appendix.

TABLE 9

Showing Certain Biographical Facts of the Teachers in the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	No. of Teachers	Sex		Number and % Born in Kansas	Number and % Born in Pawnee Co.	Number and % Reared in the country.
		Male	Female			
Ordinary	32	5 15.6%	27 85.4%	22 68.7%	10 31.2%	22 68.7%
Standard	11	0 0%	11 100%	10 90.9%	5 45.4%	8 72.7%
Superior	6	0 0%	6 100%	5 83.3%	2 33.1/3%	6 100%
Total	49	5 10.2%	44 89.8%	37 75.5%	17 34.7%	36 73.4%

READ TABLE THUS: The first column shows the type of schools, the second column the number of schools, and each succeeding column gives the number of teachers and percentage of teachers with the status indicated at the head of each column.

An examination of Table 9 reveals that thirty-seven or 75.5 per cent were born in Kansas. Of the thirty-two teachers in the Ordinary rural schools, twenty-two or slightly more than two-thirds are natives of Kansas. Ten of the eleven teachers in the Standard rural schools were born in the State, while five of the six teachers in the Superior rural schools, or 83.3 per cent, are native Kansans.

That the rural teachers of Pawnee County have had direct contact with rural life is revealed by the fact that seventeen of the forty-nine rural teachers or more than one-third were born in the county in which they teach, and that thirty-six of the total of forty-nine, or nearly three-fourths, report that they were reared in the country. All of the teachers in the five superior rural schools report that they lived in the country during their early life. Eight of the eleven teachers in the Standard rural school, or 72.7 per cent were brought up in the country, while twenty-two or more than two-thirds of the thirty-two teachers teaching in the Ordinary rural schools have made their homes in the country since early childhood.

Health Status

The condition of the health of the rural teachers of Pawnee County is determined from the reports given by each of the forty-nine teachers on statements in regard to their opinions of health ranking, and the number of days which have been missed from school on account of illness during the past two terms of school.

A tabulation of the returns shows that ten of the forty-nine teachers in the rural schools of the county missed a total

of forty-three and three-fourths days on account of illness during the school term 1929-1930. During the previous school year, 1928-1929, the total number of days missed on account of illness by the teachers who were then teaching in the county was sixteen and six-tenths by six of the teachers.

During the present school term, four or 12.5 per cent of the thirty-two teachers in the Ordinary rural school were absent on account of sickness. During the previous school year, 1928-1929, the same number and same per cent of the teachers in the Ordinary rural school lost some time on account of illness.

In the Standard rural schools, four or 45.4 per cent of the eleven teachers were not present at school every day it was scheduled to be in session on account of illness during the present school term. None of the teachers now teaching in the Standard rural schools were absent because of illness during the previous school year.

Two, or $33 \frac{1}{3}$ per cent of the Superior rural school teachers were absent because of illness to the amount of one and one-fourth days during the present school term. One woman, or $16 \frac{2}{3}$ per cent of those teaching in the Superior rural school was absent to the amount of four days the previous school term because of ill health.

Tabulation of the returns on how the rural teachers of Pawnee County rank their health as to whether the condition is Excellent, Good, or Fair, reveals that 53.1 per cent of the teachers in the Ordinary rural schools, or seventeen of the thirty-two, regard their health as Excellent, thirteen or 40.6 per cent as Good and two or 6.3 per cent as Fair. The eleven teachers in

the Standard rural school report their health as Excellent in five or 45.4 per cent of the cases, four or 36.3 per cent report their health condition as Good, and two or 18.1 per cent rate their health condition as Fair. One-third of the six Superior rural teachers report the condition of their health as Excellent and two-thirds, or four, rate their health status as Good.

Residential Status of the Teachers

Part III of the Inquiry concerning the status of the teachers deals with facts in regard to their residence.* Each of the forty-nine rural teachers of Pawnee County contributed to the information in regard to where they are living, the distance they travel to school, the extent to which they remain in the district in which they are teaching over the week-ends, the cost of living in the community, and facts concerning certain conditions in the home where they room or board.

Only three, or 6.1 per cent of the forty-nine rural teachers of the county, report that they live at home and teach the home school. Two of these teachers hold positions in the Ordinary rural school and the remaining one teaches in a Superior rural school.

Sixteen, or 50 per cent of the thirty-two teachers in the Ordinary rural schools, leave the district each day. That is, their homes are outside of the district. Four, or 36.3 per cent of the eleven teachers of the Standard rural schools live outside of the district in which they are teaching, while two, or 33 1/3 per cent of the six women in the Superior rural schools, are in

*See Part III of the Inquiry on Teacher Status in the Appendix.

and out of the district each day.

Two of the six teachers, or $33\frac{1}{3}$ per cent of those teaching in the Superior rural schools, report they board and room in the district and leave over the week-ends. In answering the same question, four or 36.3 per cent of the Standard school teachers and thirteen or 40.6 per cent of the thirty-two teachers in the Ordinary rural schools report they room and board in the district but leave over the week-ends.

Distance Traveled to School

The distance traveled to school, one way, each day by the forty-nine rural teachers of Pawnee County ranges from less than one-eighth of a mile or "about a block" to twenty-two miles. Eleven of the forty-nine teachers, or 22.4 per cent or nearly one-fourth of the total number, travel five or more miles to school one way each teaching day. The average distances which the thirty-two teachers in the Ordinary rural school travel to school, one way, each day is 3.72 miles. The eleven teachers in the Standard rural schools travel on the average, three miles one way to school, while the teachers of the Superior schools average slightly less than two miles in traveling one way to school each day.

The extent to which the rural teachers of Pawnee County board and room in the district in which they teach and remain over the week-ends is comparatively small; that is, unless their permanent home is in the district. Only one, or $16\frac{2}{3}$ per cent of the teachers in the Superior rural school; 1 or 9 per cent of the teachers in the Standard rural school; and two, or 6.3 per cent of the teachers in the Ordinary rural schools, report that

they room and board in the district and remain over the week-ends.

TABLE 10

Showing the Part of the Week-ends which the Rural Teachers in the Three Types of Rural Schools of Pawnee County, Kansas, Leave the Districts in Which They are Teaching.

Type of School	No. of Teachers	Part of the Week-ends					Totals
		0	1/4	1/2	3/4	All	
Ordinary	32	0 0%	0 0%	3 9.3%	6 18.75%	23 71.9%	32 100%
Standard	11	1 9.1%	0 0%	0 0%	1 8.1%	9 81.8%	11 100%
Superior	6	1 16.2/3%	1 16.2/3%	0 0%	1 16 2/3%	3 50%	6 100%

Read Table thus; The first column indicates the type of school, the second column the number of schools, and each succeeding column from left to right indicates the number and percentage of teachers leaving the district for the parts of week-ends indicated at the head of each column.

An examination of the above table indicates that the rural teachers of Pawnee County do not in the main remain over the week-ends in the districts in which they are employed. One teacher in the Standard schools, and one in the Superior rural school do not leave the districts in which they are teaching. Only one teacher of the six, or 16 2/3 per cent, who is teaching in the Superior School reports that she remains in the district three weeks out of every four. Three of the teachers in the Ordinary rural school, or 9.3 per cent of the thirty-two, remain in the district one-half of the week-ends. One of the six teachers in the Superior rural schools remains in the district one week-end out of every four and three, or 50 per cent of the teachers leave

the district every week-end. In the Standard rural schools one, or 9.1 per cent, is absent from the district three week-ends out of every four and nine of the eleven, or 81.8 per cent, leave the district every week-end. In the Ordinary rural schools, six of the thirty-two teachers remain in the district one week-end out of every four, and twenty-three, or 71.9 per cent, are absent from the district in which they are employed every week-end.

Extra Curricula Activities and Community
Relationships of the Rural Teachers of
Pawnee County, Kansas.

Part II in the inquiry, concerning the status of the teachers in the three types of rural schools of Pawnee County, deals with the extra-curricular and social work of the teachers in the communities in which they are employed.*

Table Number 11 deals with the religious activities of the teachers.

*See Part II of the Inquiry Concerning Teacher Status in the Appendix.

TABLE 11

Showing the Extent and Form of Religious Activities Engaged in by Teachers in the Three Types of Rural Schools in Pawnee County, Kansas.

Type of School	No. of Teachers	Teach- ing Sunday School	Other Church Work	Both S. S. and Church	Not Indi- cated	Total
Ordinary	32	7 21.8%	5 15.6%	7 21.8%	13 40.6%	32 100%
Standard	11	1 9%	5 45.4%	0 0%	5 45.4%	11 100%
Superior	6	0 0%	3 50%	0 0%	3 50%	6 100%
Total	49	8 16.3%	18 36.7%	7 28.5%	21 42.9%	49 100%

Read Table thus: Each column, reading from left to right, indicates the number and percentage of teachers engaging in the activity stated at the head of the column.

The foregoing Table shows that slightly more than one-fifth, or 21.8 per cent of the thirty-two teachers in the Ordinary rural schools of the county teach Sunday School classes. Less than one-tenth, or 9.1% of the eleven teachers in the Standard rural schools, participate in church work by teaching a Sunday School class and none of the Teachers in the Superior rural schools report that they teach in a Sunday School.

Five, or 15.6% of the teachers in the Ordinary rural schools, engage in some religious activity connected with a church. Of the thirty-two teachers in the Ordinary rural schools, 21.8% carry on both Sunday School teaching and other church work. Five, or 45.4% of the eleven teachers in the Standard rural schools engage in some type of church work, while one-half, or three of the six teachers in the Superior rural schools participate in church work.

It is interesting to note that 40.4 per cent, or slightly over two-fifths of the teachers in the Ordinary rural schools do not indicate that they engage in any religious activity. Five, or 45.4% of the eleven teachers in the Standard rural schools do not indicate they engage in any type of organized religious activity, while three, or 50 per cent of the teachers in the Superior rural schools report they engage in no type of church work.

Extent of Club Work in the Community and
Farm Meeting Activities of the Rural Teachers

The extent to which the rural teachers of Pawnee County engage in club work and farm meeting activities in the communities in which they are employed is shown in the Table below.

TABLE 12

Showing the Extent to which the Teachers in the Three Types of Rural Schools of Pawnee County, Kansas, Participate in Club Work in the Community and in Meetings of Interest to Farmers.

Type of School	Number of Teachers	Activities		
		Boys' and Girls' Club Work	Farm Bureau or Farmers Meetings	Community Club Work
Ordinary	32	2 6.2%	1 3.1%	1 3.1%
Standard	11	3 27.2%	0 0%	0 0%
Superior	6	3 33.1/3%	3 33 1/3%	0 0%
Total	49	8 16.3%	4 8.1%	1 2%

Read Table thus: Each column from left to right indicates the number and percentage of teachers engaging in the activity listed at the head of the column.

Table 12 shows that Boys' and Girls' Club work is carried on by only eight, or 16.3% of the forty-nine rural teachers of the county. Two, or 6.2% of the thirty-two teachers in the Ordinary rural schools engage in the activity compared with three or 27.2% of the Standard school teachers and three or 33 1/3% of the teachers in the Superior rural schools who do such work as an extra-curricula activity.

Four, or 8.1 per cent of the rural teachers of Pawnee County participate in the Farm Bureau and other types of Farmers' meetings which may be held in the community. Three of these are teachers in the Superior rural schools and one is teaching in an Ordinary rural school.

Community club work is carried on by one teacher in the rural schools of the county. This teacher is employed in an Ordinary rural school.

Other extra-curricular activities in the nature of club work are participated in by one teacher in a Superior rural school, and by another in a Standard rural school. The latter teacher reports she is a member of three clubs in the community.

Plays and Entertainments

The extra-curricular activity of providing plays and entertainments for the pupils and patrons of the community is engaged in by forty-two of the forty-nine teachers in the rural schools of Pawnee County. This number is 85.7 per cent of the total.

Literary Societies in the Rural

Schools

Of the forty-five rural schools of Pawnee County, six re-

port they are connected with a Literary society. This is only 13.3 per cent of the total number of rural schools. Two or 6.4 per cent of the Ordinary rural schools are connected with a Literary society, three or $33 \frac{1}{3}$ per cent of the Standard rural schools, and one or 20 per cent of the Superior rural schools.

Seven of the forty-nine teachers, or 14.2 per cent, report that they have given no plays or entertainments up to the first of March of the current school year.

The range of the number of plays and entertainments given by the thirty-two teachers of the Ordinary rural school is from zero to four. Two of the teachers in the Ordinary rural school have provided four plays or entertainments, seven of the teachers have had three such functions in their schools, and eight, or one-fourth of the teachers in such schools have furnished one play or entertainment during the school year. The average number of plays or entertainments given in the thirty-one Ordinary schools is 1.96.

The number of plays or entertainments given in the nine Standard rural schools ranges from three, in three, or $33 \frac{1}{3}$ per cent of the schools, to none in one of the schools. Two of the Standard rural schools have had two plays or entertainments during the current school year. The nine Standard rural schools have an average of 1.77 such activities or .19 less than the Ordinary rural schools.

The number of plays and entertainments given in the Superior rural schools ranges from one to three. Two of the schools have had three, one school has had two, and two schools have had one play or entertainment during the school year. The Superior rural

schools have an average of 1.8 play or entertainments. This is slightly less than the average number given in the Ordinary rural schools, and barely exceeds the average of 1.77 of the Standard rural schools.

Summary

1. The status of the rural teachers of Pawnee County, Kansas is ascertained chiefly through an examination of their voluntary answers to an inquiry to which each replied.
2. The extent to which the teachers are trained on the college level for their positions ranges from an average of 28.77 semester hours credit for the teachers in the Ordinary rural schools to 47.29 semester hours for those teaching in the Standard rural schools. The teachers in the Superior rural schools with an average of 32.4 semester hours college credit have slightly more college work than the teachers of the Ordinary rural schools while the teachers of the Standard rural schools exceed those in the Superior rural schools by nearly fifteen semester hours or the equivalent to one-half year's college credit.
3. Summer school attendance by the rural teachers of the county is comparative small as only 18.3% of the forty-nine teachers or less than one fifth reported summer school attendance. The Standard school rural teachers have 21.8% in attendance while the Superior rural school teachers have none.
4. Eight types of certificates are held by the rural teachers of the county. Regarding two years college credit as a standard for issuance of a certificate on the elementary level, it is noted that 50% of the Superior rural teachers fulfill this standard while the Standard and Ordinary rural school have 27.1% and 28.1% respectively of their teachers meeting the above standard. However, it is interesting to note that 50% of the Superior rural teachers are teaching on county certi-

ificates which require no college credit while slightly more than one-fourth of the teachers in the Standard and Ordinary rural schools are holders of county certificates.

5. All of the beginning rural teachers hold positions in the Ordinary rural schools. The tenure of the teachers in the Ordinary and Standard rural schools is less than two terms while the Superior rural school teachers have an average of 3.5 terms. The Superior rural school teachers have an average of 3.5 years work in types of schools other than rural, those in the Standard school, 1.4 years of such experience, while teachers in the Ordinary rural schools have had no other type of teaching experience.
6. In comparing the total number of years taught, the teachers in Superior rural schools have much more than those of the other two types. They have an average of 10.5 years which is nearly three times as long as that of the teachers in the Standard schools and nearly five times as long as the amount of teaching experience of those teaching in the Ordinary rural schools.
7. The average salary of \$134.16 per month for the teachers in the Superior rural schools exceeds that of the teachers in the Ordinary rural schools by slightly more than \$30.00 per month and that of the standard rural teachers by \$26.00 per month. It is interesting to note that the increase in salary per month is only slightly more than \$4.00 for each additional year of experience of the Superior rural teachers above that of the teachers in the Ordinary rural schools.
8. The rural teachers of the county are not in general residents of the district in which they teach during the school year.

Fifty per cent of the teachers in the Ordinary rural school leave the district each day while more than one-third of the teachers in the Standard and Superior rural schools do likewise. The "Better Roads to Better Schools" movement is reflected by the mileage traveled one way to school each day which ranges from an average of more than two miles for the teachers in the Superior rural schools to three and three-fourths miles for the Ordinary rural school teachers.

9. The rural teachers of the county do not remain in the district in which they teach over the week-ends as one-half of the teachers in the Superior rural schools leave every week-end, and nearly three-fourths of the Standard rural teachers and four-fifths of the Superior rural teachers do likewise.
10. Extra-curricula activities are participated in by one-third of the Superior rural teachers by slightly more than one-fourth of the Standard rural school teachers, and by only one out of every sixteen teachers in the Ordinary rural schools. The effect of the amount of times the teachers of the county are absent from their districts over the week-end is reflected here.
11. Religious activities are engaged in by one-half of the Superior rural teachers, forty-five per cent of the teachers in the Standard rural schools and by 21.8 per cent, or slightly more than one-fifth of the teachers in the Ordinary rural schools. This apparently shows that participation in religious activities is not demanded by the patrons of the districts as usually supposed.

12. Biographical facts concerning the rural teachers of the Pawnee County schools revealed that nearly nine of every ten teachers are women, and that three fourths of the teachers were born in Kansas and were reared in the country.

PART II

THE STATUS OF THE PUPILS IN THE THREE TYPES
OF RURAL SCHOOLS OF PAWNEE COUNTY, KANSAS

The Tables on the following pages shows the character of the enrollment in the three types of rural schools of Pawnee County, Kansas, at the close of the first school month of 1929-1930. It is noted that the total enrollment of the forty-five rural schools is 665. In the thirty-one schools classified as Ordinary, there are 228 boys and 192 girls, or a total of 420.

In the Standard rural schools, of which there are nine, there is an enrollment of 79 boys and 66 girls, or a total of 145.

The Superior rural schools have an enrollment of 100 pupils, 46 of which are boys and 56 are girls.

AGES AND GRADES OF PUPILS

In Table No. 13 there is presented the ages and grades of the 665 pupils enrolled in the forty-five rural schools of Pawnee County. The age range runs from five years to sixteen. There are no pupils in the rural schools of Pawnee County over sixteen years of age. There are seventeen boys and girls who are five years old enrolled in the first grade.

Fifty pupils, twenty-eight boys and twenty-two girls, or 7.52 per cent of the total, are enrolled in the eighth grade. This indicates that one out of every thirteen pupils in the rural schools of Pawnee County is in the eighth grade.

The zigzag lines in Table 13 indicate the normal age for

each grade. For instance, the pupils of normal age in the first grade are six and seven years of age; those of the second grade are seven and eight, etc. This table was constructed from the reports made to the county superintendent at the close of the first school month.

The "under age" pupils are the ones to the left of the zigzag enclosure, and the "over age" pupils are to the right of the zigzag enclosure.

The most common degree of "underageness" is one year; however, five girls who are age eight are enrolled in the fifth grade and are therefore two years accelerated in their grade classification. The most common degree of "overageness" is one year; however, seven boys and four girls are two years "overage" for the grades in which they are enrolled, and one boy and one girl are three years over age for their grade. The greatest degree of "overageness" is indicated by a sixteen year old girl who is enrolled in the third grade. She is seven years over age.

Of all the 665 pupils in the forty-five rural schools of the County, 10.4 per cent, of 79 pupils, are overage; 68.5 per cent, or 452, are of normal age for their grade, and 20.1 per cent, or 134, are "underage" for the grades in which they are enrolled.

TABLE 13

Showing the Ages of the 665 Pupils in the 45 Rural Schools of Pawnee County, Kansas, and Grades in which They are Enrolled.

Grades	Sex	Age															Total	
		5	6	7	8	9	10	11	12	13	14	15	16					
1	B	4	26	5														35
	G	13	27	6	2	1												49
2	B	7	23	5	1													36
	G	3	22	3														28
3	B	15	20	12		5					2							54
	G	7	25	4	2		1									1		40
4	B	7	19		3					1								41
	G	11	25	5	1													42
5	B	1	10	21		4				1								52
	G	5	7	27	5	1												46
6	B			11	19	6				7								43
	G			4	12	11							1					28
7	B			10	19	15				12								63
	G			18	20	13				7								58
8	B			1	11	8				6								28
	G			3	9	5				4								22
Over Age	B			1	5	3				7								53
	G			2	1	2				1								26
Normal Age	B	26	28	25	31	31	33	25		26								233
	G	27	28	28	29	32	17	31	22	5								219
Under Age	B	4	7	15	8	10				1								66
	G	13	3	7	16	7				4	15							68
Total Age	B	4	33	43	33	42				47	46	33	35	21	10	5		352
	G	13	30	35	46	37				38	34	35	22	13	8	2		313

Read table thus: The numbers within the enclosure of the zigzag lines indicate the number of boys and girls who are of normal age for the grade indicated at the left. The numbers to the left of the zigzag lines indicate the boys and girls who are underage. The numbers at the left of the zigzag lines indicate the number of boys and girls who are overage.

Refer to Table 14 to see the names of the 665 pupils.

TABLE 14

Showing the Age-Grade Classification of the 240 Pupils in the Ordinary Rural Schools of Pawnee County, Kansas. The extent of Normal "Ageness," "Overageness," "Underageness," and Median Ages for each grade.

Grades	Sex	Age											Median Age	Total				
		5	6	7	8	9	10	11	12	13	14	15			16			
1	B	1	19	2														22
	G	9	18	4														31
2	B	5	14	3														22
	G	2	9	1														12
3	B	8	18	8							1							37
	G	4	17	4													8.5	26
4	B	6	13	5							3							28
	G	7	12	3							1						9.	23
5	B	1	6	10							7							26
	G	3	6	19							4						1	34
6	B	8	13	4							13							28
	G	4	7	8							7						6	19
7	B	9	13	10							8							46
	G	8	13	6							8							33
8	B	1	7	4							1							19
	G	2	5	4							2							14
Over Age	B	2	3	7							3							37
	G	1	1	5							1							15
Normal Age	B	19	16	21	22	15	20	14	17	4								147
	G	18	13	18	16	22	12	20	9	4								132
Under Age	B	1	5	8	7	6	8	8	1									44
	G	9	2	4	10	6	4	8	2									45
Total	B	1	24	24	28	27	25	31	18	24	13	9	4					228
	G	9	20	17	28	22	27	21	23	9	9	6	1					192
Grand Total---																	420	

Note: Read table 14 in the same manner as table 13.

TABLE 15

Showing the Age-Grade Classification of the 145 Pupils in the Standard Rural Schools of Pawnee County, Kansas.

Grades	Sex	Age													Med. Age	Total		
		5	6	7	8	9	10	11	12	13	14	15						
1	B	2	5	3														10
	G	3	7	2	1	1												14
2	B		2	5	1	1												9
	G			5														5
3	B		5	5	2	3	1											11
	G		2		7		1										8.3	10
4	B				1	3	2				1							7
	G				4	7											9.4	11
5	B				2	3	3	2			1							16
	G								5	1							10.4	8
6	B								2	5	3	1						11
	G									2	3						11.8	5
7	B								2	2	2	3	2					9
	G									2	4	1	3	1			12.5	11
8	B										1	4	1					6
	G											2					14.25	2
Over Age	B				1	1				1	2	2	3	1				10
	G				1	1				1		3	1					7
Normal Age	B		5	8	3	6	9	8	5	4	4							52
	G		7	7	7	7	5	3	7	3								46
Under Age	B	2	2	5	1	3	2	2	0									17
	G	3	0	2	6	0	0	2	0									13
Total	B	2	7	13	4	10	12	10	7	6	7	1						79
	G	3	7	9	14	8	5	6	7	3	3	1						66

Note: Read table in same manner as table 13.

TABLE 16

Showing the Age-Grade Classification, the Extent of Normal Agencies, Over-agencies, Underagencies, and Median Ages of the 100 Pupils in the Superior Rural Schools of Pawnee County.

Grades	Sex	5	6	7	8	9	10	11	12	13	14	15	16	Median Age	Totals
1	B	1	2												3
	G	1	2	1											4
2	B		4	1											5
	G	1	3	2											11
3	B	2	1	1			2		1						6
	G	1	1	1			1				1			9	4
4	B			3			3							9.6	6
	G			1			2								8
5	B			1			4		1					10.7	10
	G			1			3								4
6	B			1			1		2			1		11.5	4
	G						2		1						4
7	B						4		4		2	1		12.8	8
	G						5		3		6				14
8	B								1		4	1		13.5	3
	G														6
N.	B	2	4	1	4	7	7	5	6	5	1				34
	G	2	8	3	6	5	2	4	4	10	1				41
O.	B						2		2		1				6
	G			1			1					1			4
U.	B	1	2	1	1	1	1								5
	G	1	1	1			5	1	1						10
Total	B	1	2	6	1	5	10	5	8	5			1		45
	G	1	3	9	4	7	6	7	5	10	2	1	1		55

O., Overage; N., Normal; U., Underage.

Note: Read table in same manner as Table 13. (The numbers within the enclosure of the zizzag lines indicate the number of boys and girls who are of normal age for the grade indicated at the left. The numbers to the left of the zizzag lines indicate the boys and girls who are underage for the grade indicated at the left. The numbers at the left of the zizzag lines indicate the number of boys and girls who are overage for the grade in which they are enrolled.)

rolled in the third grade. She is seven years over age.

Of all the 665 pupils in the forty-five rural schools of the County, 10.4 per cent, of 79 pupils, are overage; 68.5 per cent, or 452, are of normal age for their grade, and 20.1 per cent, or 134, are "underage" for the grades in which they are enrolled.

TABLE 17

Showing the Number of Pupils and Percentage which are of Normal Age, Overage, and Underage, in Each of the Three Types of Rural Schools of Pawnee County.

Type of School	Enrollment	Number Over Age	Number Normal Age	Number Under Age
Ordinary	420	52 10.2%	279 68.6%	89 21.2%
Standard	245	17 11.7%	98 60.8%	30 27.5%
Superior	100	10 10%	75 75%	15 15%
Total	665	79 10.4%	452 68.5%	134 20.1%

Read table thus: The numbers in the columns reading from left to right indicate the total enrollment, number and per cent of pupils overage, normal age and underage in the type of school indicated at extreme left.

An examination of the above table reveals that there is but little difference in the percentage of overageness of the total enrollments of the three types of rural schools. The Ordinary rural schools have only .2 per cent more pupils over age than the Superior rural schools, and have 1.5 per cent less pupils under age than the pupils in the Standard rural schools. The percentage of pupils at normal age for the grades in which they are classified in the Superior rural schools is 75, or three-fourths. This is 11.4 per cent higher than the pupils in the Ordinary rural schools, and 14.2 per cent higher than the percentage of normal ageness in the Standard rural schools.

The Superior rural schools have only 15 per cent of the enrollment under age as compared with 21.2 per cent of the pupils

of the Ordinary rural schools, and 27.5 per cent of the Standard rural school pupils who are under age.

Thus, a total of 85 per cent of the pupils in the Superior rural schools are at or over age for the grades in which they are enrolled; 72.5 per cent of the pupils of the Standard schools are at or above age for their grade, and 78.5 per cent of the pupils in the Ordinary rural schools are at or above the age of their grade classification.

TABLE 18

Showing the Median Ages of the Pupils Enrolled in Grades from Three to Eight, inclusive, in Each of the Three Types of Rural Schools of Pawnee County Kansas.

Type of School	G R A D E S					
	3	4	5	6	7	8
Ordinary	8.5	9	10.5	11.5	12.9	14.3
Standard	8.3	9.4	10.4	11.8	12.8	14.25
Superior	9	9.6	10.7	11.5	12.8	13.5

The above table shows that the third grade pupils of the Ordinary rural schools have a median age of .5 of a year less than the pupils of the same grade of the Superior rural schools. In the Standard rural schools the median age of the third grade pupils is 8.3 years, or .7 of a year less than the third graders of the Superior rural schools who are nine years old.

There is little difference in the median ages of the pupils in the grades beyond the three with the exception of the eighth when the median ages of the three types of schools are compared. In the eighth grade the pupils in the Superior rural

schools have a median age of nearly one year younger than the pupils in the other two types of schools.

Table 18 shows that the median for the pupils of the eighth grade in the Superior schools is 13.5 years; in the Standard schools, 14.25 years; and in the Ordinary schools, 14.3 years.

The pupils of the Ordinary rural schools have lower median ages in grade four than the pupils of grade four in the other two types of school. In the sixth grade, the pupils of the Ordinary and Superior rural schools have the same median age of 11.5 years.

The pupils in the Standard rural schools have lower median ages in grades three, five, and seven than the pupils of the same grades in the other two types of rural schools. In the eighth grade only do the Superior schools have a lower median age than in the corresponding grades of Ordinary or Standard rural schools.

Status of Attendance of the Rural Pupils

Percentage of attendance in each of the three types of rural school was gathered from the last term reports from each of the rural schools of Pawnee County for the school term, 1928-1929.*

The records show that the per cent of average daily attendance for the Ordinary rural schools ranged from 83.33 in two schools to 98.62 in District number 2, in which no school is in operation during the present term.

The average per cent of daily attendance in the Ordinary

*Bertha Marymee, Office Files, Term Reports for Rural Schools, 1928-1929.

rural school for the term 1928-1929 was 87.83.

During the term 1928-1929, the Standard rural schools of Pawnee County had an average daily attendance which ranged from 65.58 per cent to 91.71 per cent.

The average daily attendance of the schools which were classified as Standard during the term 1928-1929 was 84.94. This is almost 3 per cent less than the average daily attendance in the Ordinary rural schools for the same period.

During the school term 1928-1929, the rural schools classified as Superior had an average daily attendance which ranged from 85.69 to 95.23. The average daily attendance for the pupils enrolled in the Superior rural schools was 89.69. This is 3.79 per cent higher than that of the Standard rural schools for the same period, and 2.26 per cent higher than the percentage of average daily attendance in the Ordinary rural schools of Pawnee County for the term 1928-1929.

Extent to Which the Rural School Graduates of Pawnee County Attend High School.

The teachers in the three types of rural schools reported on the number of eighth grade graduates their schools had produced over a period of four school terms, 1925-1929. Unfortunately, accurate records are not kept in the schools registers of the number of county diploma graduates and therefore the number of graduates herein listed is not absolutely correct.

The extent to which the county diploma graduates have attended high school was reported on, and likewise this report is inaccurate, but the information in the following table will

reveal something of the carry-over from an elementary education to a secondary one in each of the three types of rural schools of Pawnee County during four years.

TABLE 19

Showing the Number of County Diploma Graduates from Each of the Three Types of Rural Schools of Pawnee County and the Number of Years of High School Work over a Period of Four School Terms, 1925-1929.

Type of School	Number of Graduates	Years of High School Work				
		4	3	2	1	0
Ordinary	145	13 9%	29 20%	38 26.2%	36 24%	12 8.27%
Standard	51	6 11.7%	10 19.8%	14 27.4%	14 27.4%	9 17.8%
Superior	39	6 15.4%	7 17.7%	8 23.1%	7 17.7%	10 25.6%

Read table thus: The columns reading from left to right indicate the number and percent of the graduates who have attended high school for the number of years indicated at head of the column.

The most significant and the most accurate part of the above table is the number and percentage of the county diploma graduates who did not enroll in high school. Of the 145 listed graduates of the Ordinary rural schools, 12 or 8.27% of them did not enroll in high school. Of the fifty-one county diploma graduates listed for the Standard rural schools, nine or 17.8 per cent did not enroll in high school. In the Superior rural schools, which graduated ten pupils in four years, ten or 25.6 per cent did not enroll in high school.

Ranking of County Diploma Graduates

An inspection of the Record Book of Common School Graduates of Pawnee County# shows that of the common school grades at the close of the term 1928-1929, first, third, and fifth places went to pupils enrolled in the Union School districts. Second place with an average grade of 94.83 per cent was made by a pupil in a Standard Rural School, and fourth place, with an average grade of 94.63 per cent, was made by a pupil in a Superior rural school.

Of the eighth grade pupils who graduated June 4, 1930,* grades for the twelve highest pupils show that second place was made by a pupil in an Ordinary rural school, with an average of 95 3/4 per cent. Sixth place was made by a pupil enrolled in an Ordinary rural school who made an average of 93 per cent. Eighth place was made by a pupil in an Ordinary rural school with an average of 91 5/8 per cent.

Of the county diploma graduates for 1930, first, third, fourth, and fifth places were made by pupils enrolled in the Union Schools of the county. Ninth and twelfth places were won by pupils enrolled in the Superior rural schools, and tenth place was won by a pupil enrolled in a Standard rural school.

Percentage of Failures

The teachers of the forty-five rural schools reported the enrollment of the schools during the eighth school months of the present school year, and listed the number of pupils they considered were doing failing work in at least two subjects.

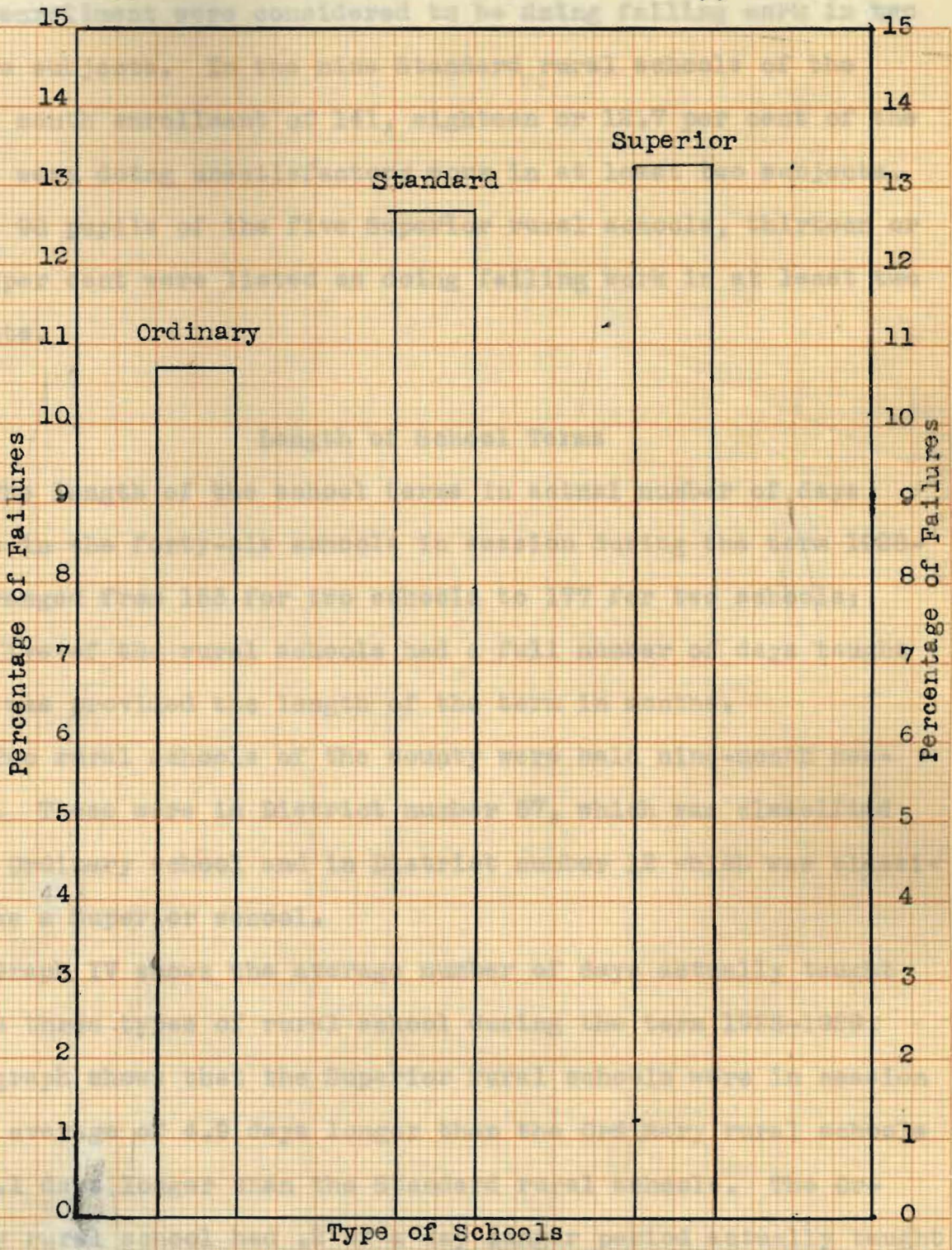
Graph III shows that of the thirty teachers reporting from

Bertha Marymee, Record Book, Common School Graduates, May 19, 29, pp. 84-86.

* Bertha Marymee, (Letter) June 9, 1930.

GRAPH III

Showing the Percentage of Pupils Reported to Be Doing Failing Work in at Least Two Subjects During the Eighth School Month in the Three Types of Rural Schools of Pawnee County, Kansas.



Read graph thus: The percentage of pupils doing failing work is indicated by length of the column representing each type of rural school.

the Ordinary schools, forty-one or 10.64 per cent of the eighth month enrollment were considered to be doing failing work in two or more subjects. In the nine Standard rural schools of the eighth month enrollment of 141, eighteen or 12.7 per cent of the pupils were doing unsatisfactory work in at least two subjects. Of the 98 pupils of the five Superior rural schools, thirteen or 13.26 per cent were listed as doing failing work in at least two subjects.

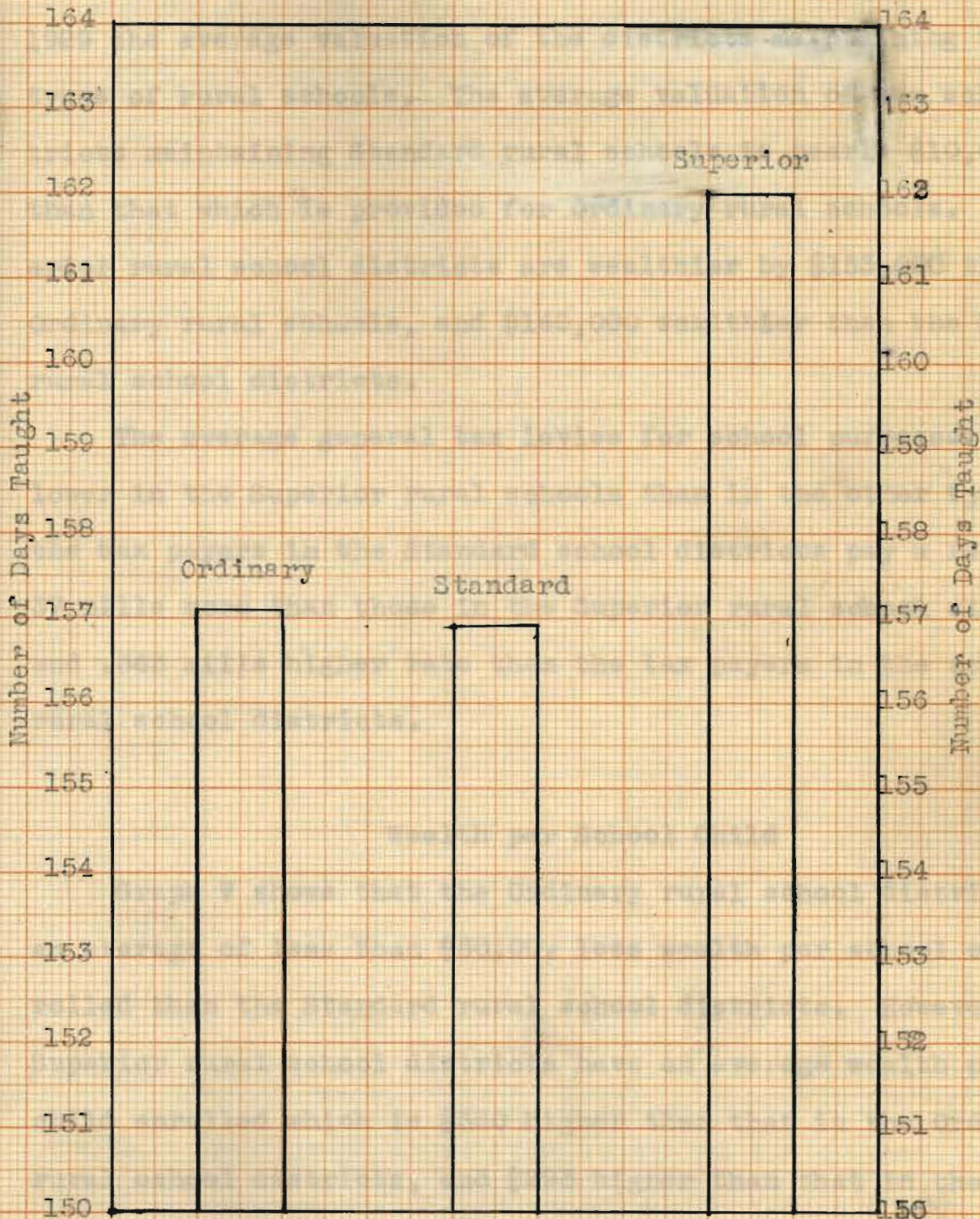
Length of School Terms

The length of the school terms in actual number of days taught in the forty-six schools in session during the term 1928-1929 ranged from 153 for two schools to 177 for two schools: Only five of the rural schools had a full number of days taught which was provided the length of the term in months.

Two rural schools of the county were held nine-month sessions. These were in District number 57, which was classified as an Ordinary school and in District number 12 which was classified as a Superior school.

Graph IV shows the average number of days actually taught in the three types of rural school during the term 1928-1929. This graph shows that the Superior rural schools were in session on an average of 4.9 days longer than the Ordinary rural schools and 5.1 days longer than the Standard rural schools. The Ordinary rural school had .2 of a day longer period actually taught than the Standard rural schools.

Showing the Length of the School Term, 1929-1930, in the Number of Days Actually Taught in the Three Types of Rural Schools of Pawnee County, Kansas.



Type of Schools

Read graph thus: The length of the column representing each type of rural school indicate the number of days listed at the side of graph that school was actually in session.

Financial Conditions of the Three Types of
Rural Schools of Pawnee County, Kansas and Their
Relationship to the Pupils.

An examination of Table 20 reveals for the school term 1928-1929 the average valuation of the districts maintaining the three types of rural schools. The average valuation of the school districts maintaining Standard rural schools is nearly \$10,000 more than that which is provided for Ordinary rural schools. The Superior rural school districts are wealthier by \$153,000 than the Ordinary rural schools, and \$143,000 wealthier than the Standard rural school districts.

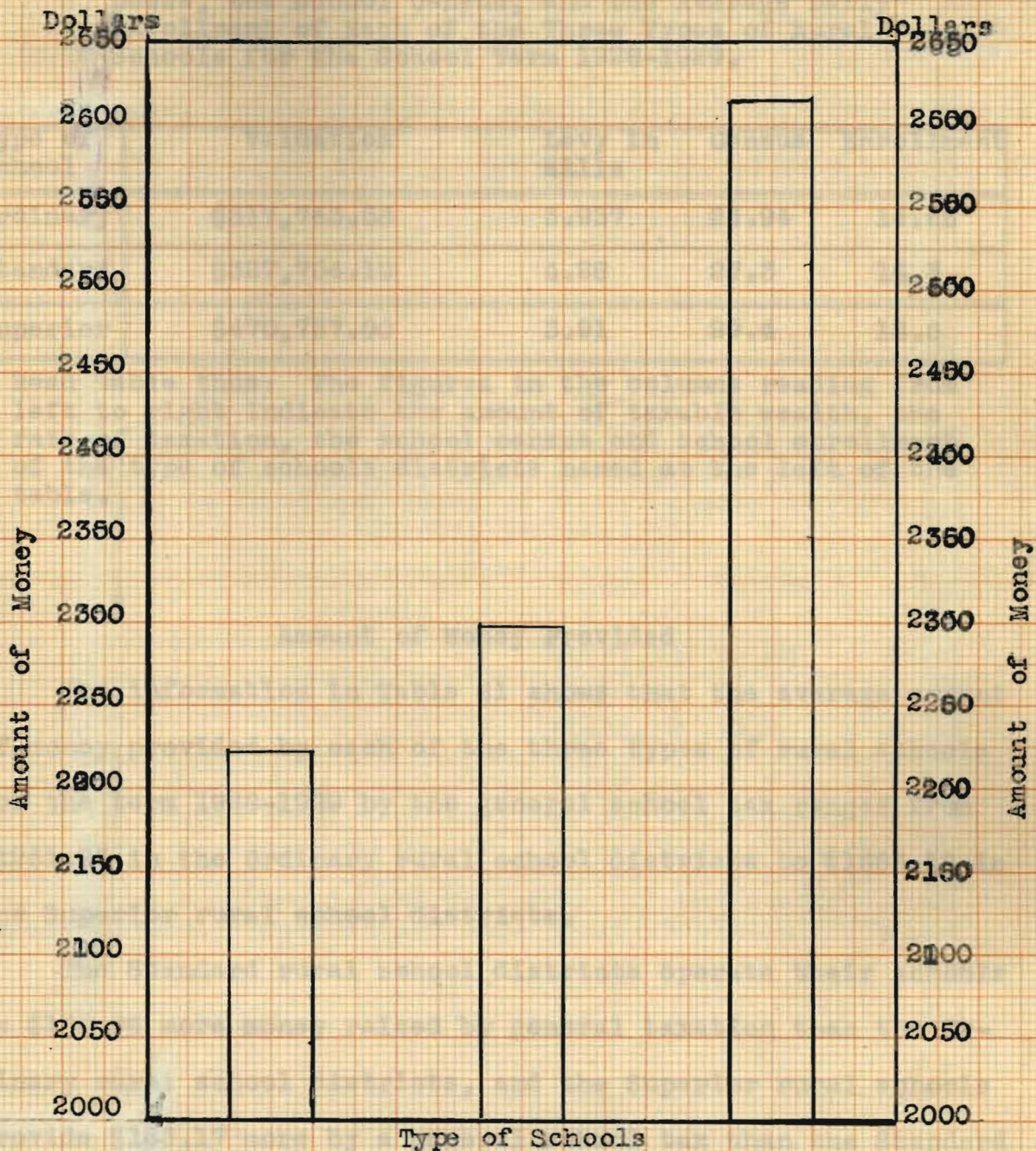
The average general tax levies for school purposes are lower in the Superior rural schools than in the other types, but the tax payers in the Standard school districts pay a rate of 37 mills more than those in the Superior rural school districts; and .343 mills higher rate than the tax payers in the Ordinary rural school districts.

Wealth per School Child

Graph V shows that the Ordinary rural school districts have an average of less than \$50.00. less wealth per school child enrolled than the Standard rural school districts. However, the Superior rural school districts have an average wealth per school child enrolled which is \$380 higher than that in the Ordinary rural school districts, and \$293 higher than that in the districts maintaining Standard rural schools.

GRAPH V

Showing the Average Wealth Per School Child in Attendance Enrolled in the Three Types of Rural Schools of Pawnee County, Kansas During the School Term, 1929-30.



Read graph thus: The length of the columns representing each type of school indicate the average wealth per school child indicated by the figure at the left of the graph.

TABLE 20

Showing the Averages of Valuation of the School Districts, the General Tax Levy for School Purposes, the School Census, and the Average Daily Enrollment of Each of the Three Types of Rural Schools for the School Term 1928-1929.

Type of School	Valuation	Levy in Mills	Census	Enrollment
Ordinary	\$317,743.53	3.937	24.94	14.28
Standard	\$327,734.10	4.28	27.3	14.3
Superior	\$470,737.00	3.91	29.4	18.6

Read table thus: The figures in the columns reading from left to right indicate the amount of taxable wealth, the rate of taxation, the school census and school enrollment of the type of schools districts named at the left of the table.

Amount of Money Provided

The information in Table 21 shows that the average amount of money provided by each of the three types of rural schools for the term 1928-1929 by the general school tax ranges from \$1251.95 in the Ordinary rural school districts to \$1565.18 in the Superior rural school districts.

The Standard rural school districts operate their schools on \$150.96 more money raised by general taxation than the Ordinary rural school districts, and the Superior rural schools provide \$163.17 more by a general school tax than the Standard rural school districts, and \$314.23 more than that provided for by the Ordinary rural school districts.

The Cost per School Child

An examination of Table 21 shows that the revenue per sch-

ool child enrolled ranges from \$84.15 in the Superior rural school districts to \$98.10 in the Standard rural districts. The Ordinary rural school districts provide \$3.52 more revenue per school child than the Superior rural school districts, and the Standard rural school districts provide \$11.43 more revenue per school child enrolled than the Ordinary rural schools and \$13.95 more than the Superior rural school districts.

TABLE 21

Showing Amount of Money Provided for General School Tax, the Average Enrollment and the Cost per School Child in the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	Number of Schools	Column I	Column II	Column III
Ordinary	32	\$1251.95	14.28	87.67
Standard	10	\$1402.91	14.3	98.10
Superior	5	\$1565.18	18.6	84.15

Read Table thus; For each of the Three Types of Rural School in Pawnee County, Kansas, for the school term 1928-1929, there is listed in Column I the average amount of money provided by the general school tax; in Column II the average enrollment; and in Column III the average amount of money provided for each pupil enrolled.

Summary

1. The forty-five rural schools of Pawnee County, Kansas which are classified as Ordinary, Standard and Superior rural schools have an enrollment of 665 pupils. Of these pupils, 352 or 53% are boys and 313 or 47% are girls.
2. The ages of the pupils range from five to sixteen years. There are seventeen boys and girls who are five years old, and seven who are sixteen years old.
3. There is little difference in the percentage of pupils in the three types of rural schools who are overage for the grade in which they are enrolled. The extent of "overageness" ranges from 10% in the Superior rural schools to 11.7% in the Standard rural schools.
4. The extent of "normal ageness" varies from 60.3% in the Standard rural schools to 75% in the Superior rural schools. There are nearly 15% more pupils of normal age in the Superior rural schools than in the Standard rural schools, and nearly 8% more pupils of the Ordinary rural schools are of normal age than those of the Standard rural schools.
5. The degree of "under ageness" of the pupils in the three types of rural schools varies from 15% for the Superior rural schools to 27.5% for the Standard rural schools. Thus, the Standard rural schools have 12.5% of one-eighth more of their pupils who are underage than the Superior rural schools while the Ordinary rural schools have 16.2% more pupils under age for the grade in which they are enrolled than the Superior rural schools.

6. The median ages for the pupils in the three types of rural schools range from 8.3 years for the third grade pupils of the Standard rural schools to 14.3 years for the pupils in the eighth grade of the Ordinary rural schools.
7. There seems to be a degree of normal progress for the pupils in each of the three types of rural schools from one grade to the succeeding one in grades three to seven for the pupils are only a year and a small fractional part of another older than the pupils in the next grade below.
8. In the eighth grade the pupils of the Ordinary rural schools have a median age which is 1.4 years older than that of the pupils in the seventh grade, in the Standard rural schools the pupils have a median age that is 1.75 or almost two years above that of the pupils in the seventh grade, but in the eighth grade of the Superior rural schools the pupils are only .7 or less than a year older than those of the seventh grade.
9. There is no indication that the county diploma graduates of the Superior and Standard rural schools make higher average grades on the twelve school subjects in the county diploma examination at the close of the elementary school course than the pupils from the Ordinary rural schools.
10. Notwithstanding the unreliability of the returns on the extent to which the graduates from the three types of rural schools continue their education, a considerable smaller percent of the graduates from the Superior rural schools over a period of four years have one or more years high school work than the pupils in the other two types of schools.
11. In the Superior rural school 25.6% or slightly more than

one-fourth of the county diploma graduates over a period of four years did not enroll in high school, in the Standard rural school there are 17.8% of the pupils with the same status while in the Ordinary rural schools 8.27% or approximately one-twelfth of the county diploma graduates have not continued their education.

12. More pupils in the Superior rural schools were regarded to be doing failing work in at least two subjects by their teachers than the pupils in the Standard and Ordinary rural schools who were regarded to be doing failing work by their teachers in two or more subjects. That is, the percentage for the Superior schools is 13%, for the Stand schools 12%, and for the Ordinary rural schools 10%.
13. The Superior rural schools maintain a longer school term in the number of actual days taught than the Standard or Ordinary rural schools. Such schools during the term 1928-1929 were in session 4.9 days longer than the Ordinary rural schools and 5.1 days longer than the Standard rural schools. Thus, a school year in the Superior schools is a week longer than in the other two types of schools.
14. The financial conditions of the three types of rural schools as applicable to pupil welfare show that the Superior rural schools have a lower average general tax levy for school purposes than that in the other two types of schools. The levy exceeds that of the Standard rural schools by approximately one-third mill. However, the Superior rural school districts have an evaluation which exceeds that of the other two types of school districts by an average of \$150,000.

15. The average wealth per school child in attendance in the Superior rural school districts exceeds that of the other two types of rural school districts by \$300, while the Standard rural school districts have an average of \$50. more wealth per school child than the Ordinary rural school districts.
16. The Standard rural school districts provide funds which exceed the average amount provided by the Superior and Ordinary rural school districts in cost per school child in attendance by \$13.95 and \$11.83 per school year respectively.

PART III
LIBRARY AND OTHER READING FACILITIES IN THE THREE
TYPES OF RURAL SCHOOLS OF PAWNEE COUNTY,
KANSAS.

The inquiry on library and reading facilities of the rural schools of Pawnee County, Kansas, was returned by forty-three of the forty-five teachers.*

Part I of the inquiry deals with the total number of bound volumes in the library. Table 22 shows the range of numbers of bound volumes in the library of each of the three types of rural schools. The smallest number of bound volumes in any school was forty, and the largest number was four hundred.

The Ordinary rural schools have a median number of 73 bound volumes in the libraries, the Standard rural schools 162, and the Superior rural schools, 181. The average number of books in the twenty-nine Ordinary rural schools reporting was 176.2. In the nine Standard rural schools the number of bound volumes was 176.2, and in the five Superior rural schools, 294.

The Superior rural schools have an average of 175.4 more bound volumes than the Ordinary rural schools, and 117.8 more than the Standard rural schools. The Standard rural schools have nearly twice as many bound volumes as the Ordinary rural schools.

* See Inquiry II, Library Reading Facilities, in the Appendix.

TABLE 22

Showing the Range of Number of Books in the Libraries of the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	No. of Schools	Number of Books										Ave.	Median
		1 to 49	50 to 74	75 to 99	100 to 124	125 to 149	150 to 174	175 to 199	200 to 224	225 to 249	over 250		
Ordinary	29	2	6	7	3	3	1	5	1	0	1	118.6	73
Standard	9	1				3	1	3			1	176.2	162
Superior	5						2	1		1	1	294.	181

Read Table thus: The numbers in the columns from left to right indicate the number of libraries which contain the number of books within the range indicated at the head of the column.

TABLE 23

Showing the Means by Which Library Funds are Maintained and the Amount of Each in Each of the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	No. Reporting	Funds Provided by School Board	Funds Earned by Enter-tain-ments	Reserve Fund	Total Library Fund
Ordinary Ave. for School	29	\$356.89 12.39	\$23.85 82.2	\$10.39 .35	\$380.74 13.13
Standard Average	9	265.94 29.59	12.00 1.33		277.94 30.89
Superior Average	5	130.43 26.08	0 0	14.80 2.90	130.43 26.08
Total Average	43	753.26 17.50	35.85 83.3	24.89 57.8	789.21 18.36

Read Table thus; The amount of money listed in the column from left to right indicates the total and average amount of library funds provided as indicated by method named at the head of the column.

The above Table reveals how funds are provided for the libraries in the three types of rural schools of Pawnee County. It is evident that practically all the funds through which books are purchased are provided by the school boards.

The Kansas School Laws, Revised, 1927, provides that not less than \$5.00 must be expended annually for the purchase of library books by the school district board for each teacher employed.*

The amount of money provided by the school district boards in all of the forty-three schools reporting was \$753.26 or an average of \$17.50 for each school.

The twenty-nine Ordinary schools reporting had an average of

* Revised School Laws of Kansas, 1927, Section 627.
(L. 1925, Ch. 226, Sec. 1.)

\$12.39 set by the school district boards for library purposes; the Standard rural schools \$28.59; and \$26.08 in the Superior rural schools. Thus the school district boards in the Standard rural schools provide \$2.51 more on the average for library purposes than the Superior rural schools, and \$16.20 more on the average than the school district boards of the Ordinary rural schools.

Table 23 also reveals that very little money earned by plays and other entertainments given was expended to improve the rural school libraries of the county. In all of the forty-three schools reporting, a total of \$35.85 raised by such means was used for library purposes, or an average of 83.3 cents per school.

The Ordinary rural schools averaged 82.2 cents, which was expended for improving the library. The Standard rural schools averaged \$1.33 in funds earned by entertainments which was used for library purposes; while the Superior rural schools had no library funds which were earned by plays or other entertainments.

Three of the forty-three schools reporting, or 6.9 per cent of the total, have library funds in reserve. One Superior rural school had \$14.00, no Standard rural school reported any, and two Ordinary rural schools reported \$9.24 and \$1.15 respectively of a reserve library fund.

The total library funds reported by forty-three schools was \$789.21, or an average amount of \$18.36. The total average amount of library funds for the Ordinary rural schools is \$13.13; for the Standard rural schools \$30.84; and for the Superior rural schools \$26.08. Thus the Superior rural schools spend twice as much on the school libraries as the Ordinary rural schools, but \$4.81 less

than the Standard rural schools.

TABLE 24

Showing the Number and Average Number of Books Added this Year, the Number and Average Number of Books Checked out of the Libraries by Others than Pupils, and the Number and Average Number of Useless Books in the Libraries of the Three Types of Rural Schools of Pawnee County, Kansas

Type of School	Average Number Added this Term	Number of Books Checked Out By Patrons	Number of Useless Books (Teacher Opinion)
Ordinary	288	77	192
Average--	10	2.7	6.6
Standard	119	22	86
Average--	13.1	2.4	9.5
Superior	63	16	87
Average--	12.6	3.2	17.6
Total	470	115	265
Average--	10.9	2.6	6.1

Read Table thus; The figures in the columns reading from left to right indicate the total number and average number of books in the Libraries of the rural school subject to statements at the head of the column.

An examination of the above table reveals that 470 books were added to the libraries of the forty-three rural schools of Pawnee County reporting. This was an average of 10.9 new books per schools. The Ordinary rural schools added 10 new books to the libraries during the present school year. The Standard rural schools average 13.1 new books, and the Superior rural schools average 12.6 new books.

The total number of books regarded as useless for school use was 265, or the average rural school library of Pawnee County contains 6.1 books which are regarded as virtually useless for school purposes. The Ordinary rural schools had 192 books, or an average of 6.6 which were regarded as useless by the teachers. The nine

Standard rural schools had 86 such books, or an average of 9.5 for each school; and the Superior rural schools have a total of 87 books, which averages 17.6 useless books in the Superior rural school libraries. The percentage of useless books in the Ordinary rural school libraries to the average number of bound volumes is 5.2 per cent; for the Standard rural schools, 5.4 per cent; and in the Superior rural schools, 6 per cent.

TABLE 25

Showing How Library Books are Selected.

Type of School	No. of Schools	Books Selected By					Total
		I	II	III	IV	V	
Ordinary	29	3 10.3%	15 55.2%	10 34.3%	5 17.2%		29 100%
Standard	9	1 11.1%	3 33.3%	4 44.4%	1 11.1%		9 100%
Superior	5		2 40%	1 20%	1 20%	1 20%	5 100%
Total	43	4 9.3%	21 48.8%	15 34.8%	7 16.2%		

Read Table thus; In Column I, books are selected by school boards; Column II, by teachers; Column III, Teacher and older pupils; Column IV, Teacher and School Board; Column V, Teacher and County Superintendent.

Table 25 shows by whom the books which are added to the libraries of the rural schools of Pawnee County, Kansas, are selected.

The teacher of the school is the chief personage who selects the books in the greater number of cases. In 21 cases of 43 reporting, 49% or nearly one-half the total, the teacher alone selects the new books. In the Ordinary rural schools 15 or 55.2 per

* Four schools reported selecting books by at least two of the above listed methods.

cent of the 29 schools reporting, the books are selected by the teacher. In the Standard rural schools, $33\frac{1}{3}$ per cent or one-third of the cases, and in the Superior rural schools in 40 per cent or in two schools of the five, the books are selected by the teacher. School board members select the books in only one Standard school, in one of the Superior schools, and in three of the twenty-nine Ordinary rural schools reporting. The teacher and older pupils select the new library books in more than one-third of the total cases in the rural schools of the County. In the Ordinary rural schools, the older pupils assist the teacher in selecting the books in 10 out of 29 cases reported, or more than one-third of the schools. In 4 of the 9 Standard schools, or 44.5 per cent, the teachers and pupils select new books; and in one, or 20 per cent of the Superior rural schools.

The school board assists the teachers in only seven of the 43 schools reporting in the selection of new books. Only one school, a Superior one, reported that the new books added to the library were selected by the teacher and the County Superintendent.

TABLE 26

Showing Number and Averages of Certain Types of Books in the Libraries of the Three Types of Rural School of Pawnee County, Kansas

Type of School	Number of Schools	Type of Books			
		Informa- tional	Fiction	Profes- sional	Supple- mentary Readers
Ordinary Average--	29	721 25.75	107 38.46	48 1.71	608 21.71
Standard Average--	9	348 38.6	553 61.33	18 1.63	290 32.2
Superior Average--	5	162 32.4	537 107.4	14 2.4	267 53.4

Read Table thus; The figures in the columns reading from left to right indicate the total and average number of books in the libraries with the classification named at the head of the column.

The above table reveals the totals and average number of different types of books in the libraries of the rural schools of Pawnee County.

The Ordinary rural schools have an average of 25.75 books of an informational type; the Standard rural schools have 38.6 books of this type; and the Superior rural schools average 32.4 books of an informational classification. In the 29 Ordinary rural schools reporting, there is an average of 38.46 books of fiction in the libraries. The Standard rural schools average 61.33 and the Superior rural schools have 107.4 such books.

The Ordinary rural schools have 20.7 more books of fiction on the average, than books of an informational character; the Standard rural schools have an average of 22.33 more books of fiction than informational; and the Superior schools have an average of 107.4 books of fiction, or over three times as many as there are books of an informational classification.

The number of supplementary readers in the rural school li-

braries for grades from one to four, inclusive, ranges from none in two schools of the Ordinary type, to 101, in a Superior rural school.

The Ordinary rural schools have an average of 21.71 supplementary readers in the twenty-nine schools reporting; the nine Standard rural schools have 32.2 supplementary readers; and the five Superior rural schools have an average of 53.4 supplementary readers for the first four grades.

The reports on the number of reference books in the rural school libraries of Pawnee County are incomplete and inaccurate. Three of the twenty-nine Ordinary rural schools reporting on the status of the library did not report on reference books, and one school reported having "three sets" of reference books. The range of the number of reference books reported by the Ordinary rural schools is from eight to fifty-five.

Of the nine Standard rural schools, one school did not report on the number of reference books and one school reported having "two sets." The range of the number of reference books reported in the Standard rural schools is from four to fifty-four.

Of the five Superior rural schools reporting on the number of reference books in the school library, one reported having "four sets." The range for the four remaining Superior rural schools is from twenty-five to thirty-four reference books in the library.

The number of professional books on teaching methods available in the rural school libraries is comparatively small. Table 26 shows that there are only 77 books of this type in the 45 rural school libraries. The Superior rural school average of 2.4 books is less than one more than the average for the Standard rural

schools which have an average of 1.63 such books and of the Ordinary rural schools which have an average of 1.71 professional books.

Magazines Furnished by the School-District Boards
in the Three Types of Rural Schools of Pawnee County.

In twenty of the thirty Ordinary rural schools of Pawnee County from which reports were received, no magazines were furnished by the School Boards. This number is $66 \frac{2}{3}$ per cent of the total. In the Standard rural schools, only 3 out of 9 schools had magazines furnished by the School Board, but in all of the Superior rural schools of the County, magazines were provided for by the Board of Education. Of course, this is a requirement of the State Department of Education. (See Table 4.)

Professional Magazines Subscribed for by Teachers
in the Three Types of Rural Schools of Pawnee
County, Kansas.

The average number of magazines, as shown by Table 4, for which the rural school teachers subscribe and presumably read varies from an average of 2.6 in the Ordinary schools to 1.83 in the Superior rural schools. The difference between the schools is probably due to the fact that the school boards of the Superior rural schools are required to furnish magazines for their schools. Therefore the teachers do not subscribe for so many.

Types and Kinds of Magazines Subscribed for
by the Rural Teachers of Pawnee County

The magazines subscribed for by the rural teachers reported under the head of professional magazines range from a large number which are of a timely professional type in the field of elementary education to regular trade magazines.

The NORMAL INSTRUCTOR and PRIMARY PLANS is the most popular one for which the rural school teachers subscribed. Thirty-two or more than 65 per cent of the forty-seven teachers reporting subscribe for it. Sixteen teachers of the County, or nearly one-third, subscribe for American Childhood. Thirteen, or 28.5 per cent of the rural teachers subscribe for the PATHFINDER.

Summary

1. The rural school libraries of Pawnee County, Kansas contain a range of from less than fifty volumes each to four hundred volumes.
2. The Superior rural schools possess libraries which average 294 volumes. This number is more than twice the number in the Ordinary rural school library and more than 100 volumes than in the Standard rural school library.
3. The total amount of funds provided for library purposes is highest in the Standard rural school where the average amount is \$30.89 per school for a period of a year. The \$26.08 provided as an average amount in the Superior rural school is twice that which is provided for the Ordinary rural school.
4. The Standard rural school libraries are enlarged by an average of 13.1 books per year which exceeds the Superior rural schools by one book and the Ordinary rural schools by two books per year.
5. Patrons of the rural school districts make a negligible use of the school libraries as an average of only 3.2 books are checked out annually from the Superior rural school libraries. This number slightly exceeds the average number of books checked out from the libraries of the Standard and Ordinary rural schools.
6. The teachers, or the teachers and the older pupils, are the chief agencies through which the new books are selected to be added to the libraries in each of the three types of rural schools.
7. The number of books classified as "fiction" greatly exceeds those classified as "informational" in the libraries of each of

the three types of schools. For example, the Superior rural schools have three times as many classified as "fiction" as are classified as "informational" by the teachers.

8. The number of books classified as "professional" in the libraries of each of the three types of rural schools ranges from less than an average of three in the Superior rural schools to less than two in the other types of schools.
9. The Superior rural school libraries contain many more supplementary readers for the first four grades than the libraries of the other two types of rural schools. The Superior rural schools have an average of 53.4 such readers per school which is 21 more than the average Standard rural school library contains and nearly two and one-half times the number in the average Ordinary rural school library.
10. The rural school district board members do not subscribe for magazines to be used for school purposes in two-thirds of the Ordinary and Standard rural schools. However, the teachers in the Ordinary rural school subscribe for an average of 2.6 professional magazines which is one more than the number subscribed for by the Superior rural school teachers.

CHAPTER IV

EDUCATIONAL ACHIEVEMENT

The purpose of this chapter is to bring together the results obtained from the educational testing program conducted by the writer in the three types of rural schools of Pawnee County, Kansas, during the period March 31 to April 10, 1930.

The pupils were tested in three subjects: spelling, arithmetic, and reading by the use of three standardized achievement tests. The three tests were given to the pupils present on the day of visitation in grades three to eight, inclusive. The pupils' achievement in reading in each of the three types of rural schools was tested by the use of Monroe's Standardized Silent Reading Test Revised. Test I, Form III was given to the pupils in grades three to five, inclusive. Test II, Form III was given in grades six to eight, inclusive. This reading test is designed to measure the achievement in the two major factors which determine reading ability. First, it tests for comprehension or a correct understanding of the paragraphs read in the allotted time of four minutes. Second, it tests for rate or speed of reading in terms of the number of words read per minute over a period of four minutes. The instructions for taking the test are the same for Tests I and II. Therefore, the two tests were administered at the same time to grades three to eight, inclusive.

The reading ability of a pupil is of great consequence to him during his school years and in later adult life. A pupil's success in the other tool subjects depends largely upon the extent or limitations of his reading ability. Reading is therefore

regarded as one of the fundamentals. To test the pupils' achievement in this fundamental, Monroe's tests were chosen because they are well adapted for use in a comparative survey. To measure the present achievement in addition, subtraction, multiplication, and division in the three types of rural schools, the Woody-McCall Mixed Fundamentals; Form IV, was chosen. This test is designed to measure accuracy in the four fundamental operations which are essential factors in the mastery of arithmetic. The test consists of thirty-four problems in addition, subtraction, multiplication and division. It begins with very simple problems and advances to more difficult ones. The time limit for taking the test is exactly twenty minutes. The test was administered to all pupils present in grades three to eight, inclusive. Definite grade standards have been established for each grade. To determine whether or not the pupils in each of the three types of rural schools have attained satisfactory standards in the above stated essentials, the Woody-McCall Mixed Fundamentals; Form IV, arithmetic test, is well designed since the actual achievement of the pupils in the fundamental operations can be stated in definite terms as discovered by the test.

How well the pupils in the three types of rural schools of Pawnee County are being taught to spell may be best ascertained by giving each individual child in those schools a spelling test that has been standardized and is so constructed that it will give results which may be considered as a good measure of the pupil's ability to spell. In addition to measuring his ability to spell, the test should measure the extent of his development in ability

to spell as he progresses from grade to grade. For this purpose fifty words were pronounced to the pupils in grades three to eight, inclusive, from Column R of Buckingham's Extension of the Ayres Spelling Scale. Twenty-five words were taken from the list compiled by Ayres and twenty-five from that part known as Buckingham's Extension. Different norms have been worked out for each grade. The list of words is regarded as having an approximately equal difficulty. The words were written in a list by the pupils after each word was pronounced by the examiner twice and illustrated in simple sentences. From the scores on the papers it may be found how well the pupils in each grade in the three types of rural schools can spell the fifty words pronounced and by comparison with the grade norms find out how well they should spell in order to be at the level for their grade.

In administering the three standardized tests above, uniform directions were followed closely in giving the tests in each rural school of the three types. Approximately one hour was spent in administering the three tests in each school visited. Ten to twelve minutes were required to give the reading test. The minimum time in which the arithmetic test could be given was twenty-five minutes. The time required for giving the spelling test was approximately twenty minutes. The teacher in each school assisted in the distribution of tests and facilitated matters by checking over the information in the blanks filled by the pupils. Care was taken to see that the pupils' ages and the grades in which they were enrolled were correct.

Copies of the standardized tests which were used in the sur-

vey together with the samples of the scoring sheets upon which the scores were distributed and the medians calculated may be found in the Appendix.

Results in Arithmetic

Table 27

Showing the Number of Pupils in Each Grade in the Three Types of Rural Schools Who Were Given the Woody-McCall Mixed Fundamentals: Form IV, Arithmetic Tests.

Type of School	Number of Pupils in the Grades						Total
	III	IV	V	VI	VII	VIII	
Ordinary	53	46	45	44	63	31	282
Standard	20	16	21	15	20	8	100
Superior	8	12	14	5	19	8	66
Totals	81	74	80	64	102	47	448

Read Table thus; Each column indicates the number of pupils in each grade stated at the head of the column.

The table above indicates that a total of 448 pupils took the Woody-McCall Mixed Fundamentals: Form IV, Arithmetic test. Two hundred eighty-two of these pupils were in the Ordinary schools, one hundred in the Standard schools, and sixty-six in the Superior schools.

Table 28 gives the median score or the median number of problems solved correctly by the pupils in the different grades in each of the three types of rural schools. The median standard scores given for each grade were adjusted by adding the accumulated increments incurring from October to April in accord with the instructions given on the scoring sheet for the Arithmetic test. The median scores for each grade indicate the median number of problems solved correctly of the thirty-four which comprise the test.

TABLE 28

Showing the Median Scores on the Woody-McCall Mixed Fundamentals; Form IV, Arithmetic Test Made by the Pupils in Grades Three to Eight, inclusive, in the Three Types of Rural Schools in Pawnee County, Kansas.

Type of School	Grades					
	III	IV	V	VI	VII	VIII
Ordinary	10.83	16.5	20.9	20.4	23.5	26.16
Standard	10.66	18.	20.62	23.25	24.5	28.
Superior	16.	20.	17.25	23.37	21.5	29.5
Standard Score*	10.04	15.68	20.32	23.94	27.9	29.

Read Table thus: The numbers in each column indicate the median number of problems solved correctly by the pupils in the grade stated at the head of the column.

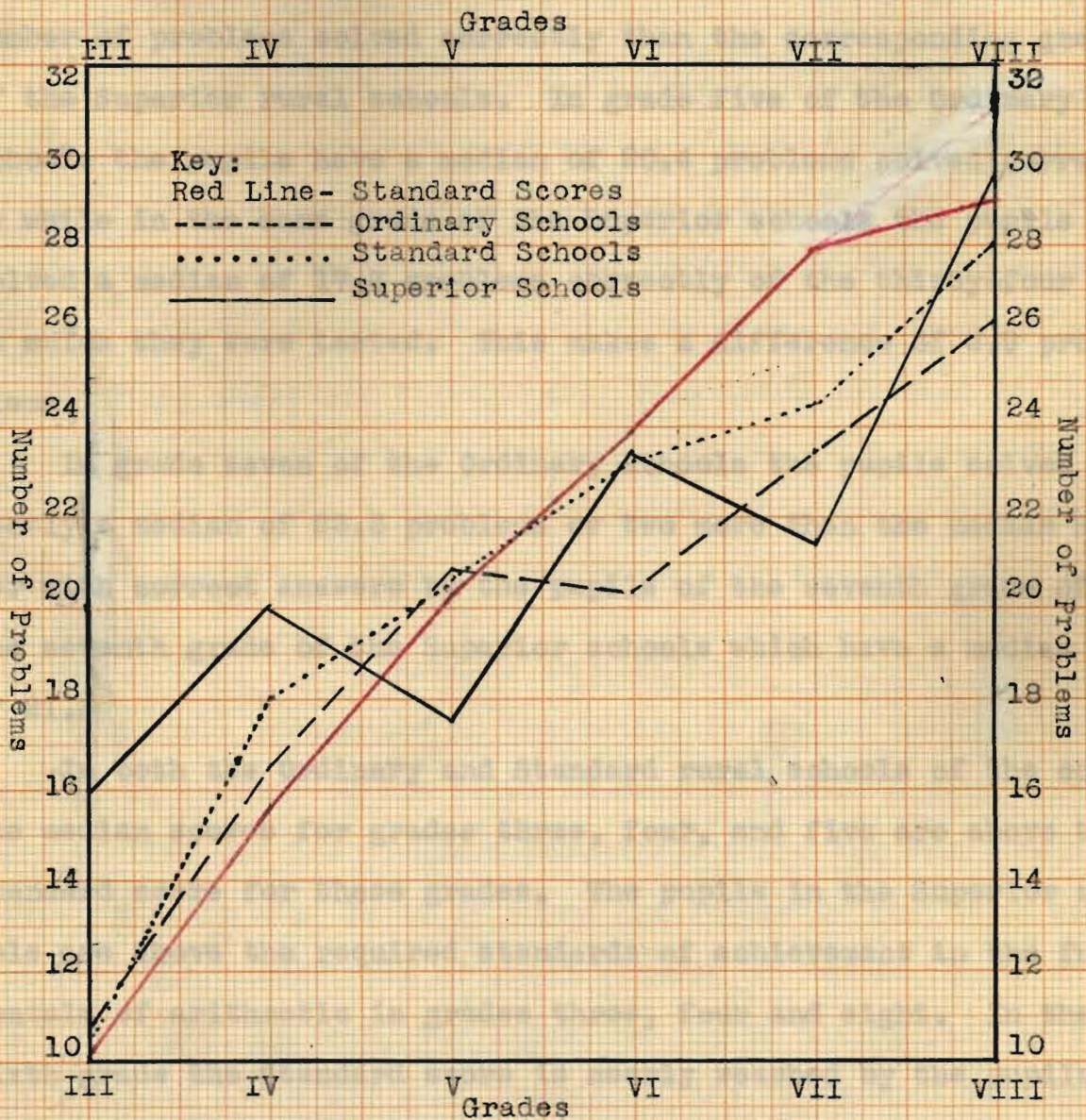
The median scores made in each grade from three to eight, inclusive, as given in Table 28 represents facts concerning the present achievement in the fundamentals of arithmetic by the pupils in these grades in the three different types of schools. The Woody-McCall Standard Scores for grades three to eight which are given in the above table may be considered as a definite end or goal to be attained by the pupils. Whether or not the pupils in grades three to eight in the different types of schools measure up to a desired standard may be determined by a study of the table.

Extent to Which the Standard Scores are Attained.

An examination of the scores as shown in Table 28 reveals many interesting facts concerning the achievement in the fundamentals of arithmetic and the degree of variation in certain grades

* See Sample of Woody-McCall Mixed Fundamentals Record Sheet in Appendix, for Median adjustments.

GRAPH VI
 Showing the Median Scores (Number of Problems Solved Correctly) on the Woody-McCall Mixed Fundamentals: Form IV Arithmetic Test of the Pupils in the Three Types of Rural Schools of Pawnee County, Kansas.



Read graph thus: The arabic numbers at the side of the graph indicate the number of problems solved. The Roman numbers indicate the grades. The irregular lines on the graph indicate the median number of problems solved by the pupils in each grade of the three types of rural schools.

in the types of rural schools of Pawnee County. It is interesting to note that grades three and four of the Ordinary, Standard, and Superior rural schools are above the Standard scores of 10.04 and 15.68. An examination of Graph VI reveals a great degree of variation in the scores made by the grades beyond the fourth in the three types of rural school. In grades five and seven of the Ordinary schools, the pupils have a higher median number of problems solved correctly than the corresponding grades of the Superior rural schools. In grade five of the Ordinary schools the pupils have a median of 20.4 problems solved correctly while in the same grade of the Superior schools the pupils solved a median of 17.5 problems correctly of the thirty-four upon which they were tested. This makes a difference of 2.9 problems.

In grade seven of the Ordinary schools the pupils solved correctly a median of 23.5 problems or two more than the median number with correct answers by the pupils of the seventh grade of the seventh grade of the Superior schools which have a median score of 21.5

In both the Ordinary and Standard rural schools of the county, the median scores for grades three, four, and five are above the Standard score for these grades. The pupils in the Superior schools are above the required standards of achievement in the fundamentals of arithmetic in grades three, four and eight. In the sixth grade the Standard score is nearly reached by the pupils in the Superior schools as they have a median score of 23.37 or only .58 of a problem under the standard score of 23.94.

Graph VI reveals that the Superior schools rank higher in

in the types of rural schools of Pawnee County. It is interesting to note that grades three and four of the Ordinary, Standard, and Superior rural schools are above the Standard scores of 10.04 and 15.68. An examination of Graph VI reveals a great degree of variation in the scores made by the grades beyond the fourth in the three types of rural school. In grades five and seven of the Ordinary schools, the pupils have a higher median number of problems solved correctly than the corresponding grades of the Superior rural schools. In grade five of the Ordinary schools the pupils have a median of 20.4 problems solved correctly while in the same grade of the Superior schools the pupils solved a median of 17.5 problems correctly of the thirty-four upon which they were tested. This makes a difference of 2.9 problems.

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In both the Ordinary and Standard rural schools of the county, the median scores for grades three, four, and five are above the Standard score for these grades. The pupils in the Superior schools are above the required standards of achievement in the fundamentals of arithmetic in grades three, four and eight. In the sixth grade the Standard score is nearly reached by the pupils in the Superior schools as they have a median score of 23.37 or only .58 of a problem under the standard score of 23.94.

Graph VI reveals that the Superior schools rank higher in

the fundamentals of arithmetic than either the Ordinary or Standard schools in grades three, four, six, and eight. However, in grades five and seven the Superior schools rank lower than the corresponding grades of the Ordinary and Standard rural schools. In only one grade, the fifth, do the pupils in the Ordinary schools have a higher median number of arithmetic problems solved correctly than in the corresponding grade of the Standard and Superior schools.

The lowest number of problems solved correctly was four, by two pupils in the Ordinary schools. One pupil in each of the three types of rural schools solved only five problems. No pupil correctly solved all thirty-four of the problems in the fundamentals of arithmetic. The highest number of problems with correct answers on any paper was thirty-two. This score was made by three pupils, one of which was in the seventh grade of a Standard rural school. The other two pupils were enrolled in the eighth grade, one in an Ordinary school and the other in a Standard rural school.

Results in Spelling

The words pronounced to the pupils in grades three to eight, inclusive, in each of the rural schools of Pawnee County which were visited and the standard percentage score for each grade are given in Table 29. Table 30 shows the number of pupils in each grade of the three types of rural schools of Pawnee County which took the spelling test, the number of pupils making certain scores, the standard score for each grade, and the difference between the median score for each grade and the standard score for each grade.

The returns show that the pupils in the Standard and Superior rural schools have a higher median score in spelling than the pupils

in the Ordinary schools in all grades except the sixth. The median score of the pupils in the Ordinary rural schools was 63.5 or 11.5 higher than the 52.5 median score made by the pupils in the sixth grade of the Standard rural schools, and 5.5 higher than the median score made by the sixth grade pupils in the Superior rural schools.

The spelling scores of the pupils in the Standard rural schools fall below the score of the pupils in the Ordinary rural schools in grades five, six, and seven.

In every grade the median spelling score of the pupils in the Superior rural schools excelled that of the pupils in the Standard rural schools, and also excelled in every grade except the sixth the median score made by the pupils in the Ordinary schools.

Only one grade equalled or excelled the standard median score for that grade. The eighth grade of the Superior schools has a median score in spelling of 98.5 which was 4.5 higher than the Standard median score of 94 for eighth grade pupils spelling words from Column R of Buckingham's Extension of the Ayres Spelling Scale.

The variation in spelling ability as indicated by the results tabulated in Table 30 is very great in every grade except the eighth. Nine of the 448 pupils of Pawnee County who took the test have perfect papers. Six of these pupils were enrolled in the Ordinary rural schools and three in the Superior rural schools. No pupil enrolled in the Standard schools spelled all the words correctly. Fourteen pupils missed every word in the list. Thirteen of these were in the third grade, and one was in the fourth grade. In the Standard and Superior schools all the pupils above the third grade spelled at least one word.

Pupils who complete the eighth grade should make a median

TABLE 29

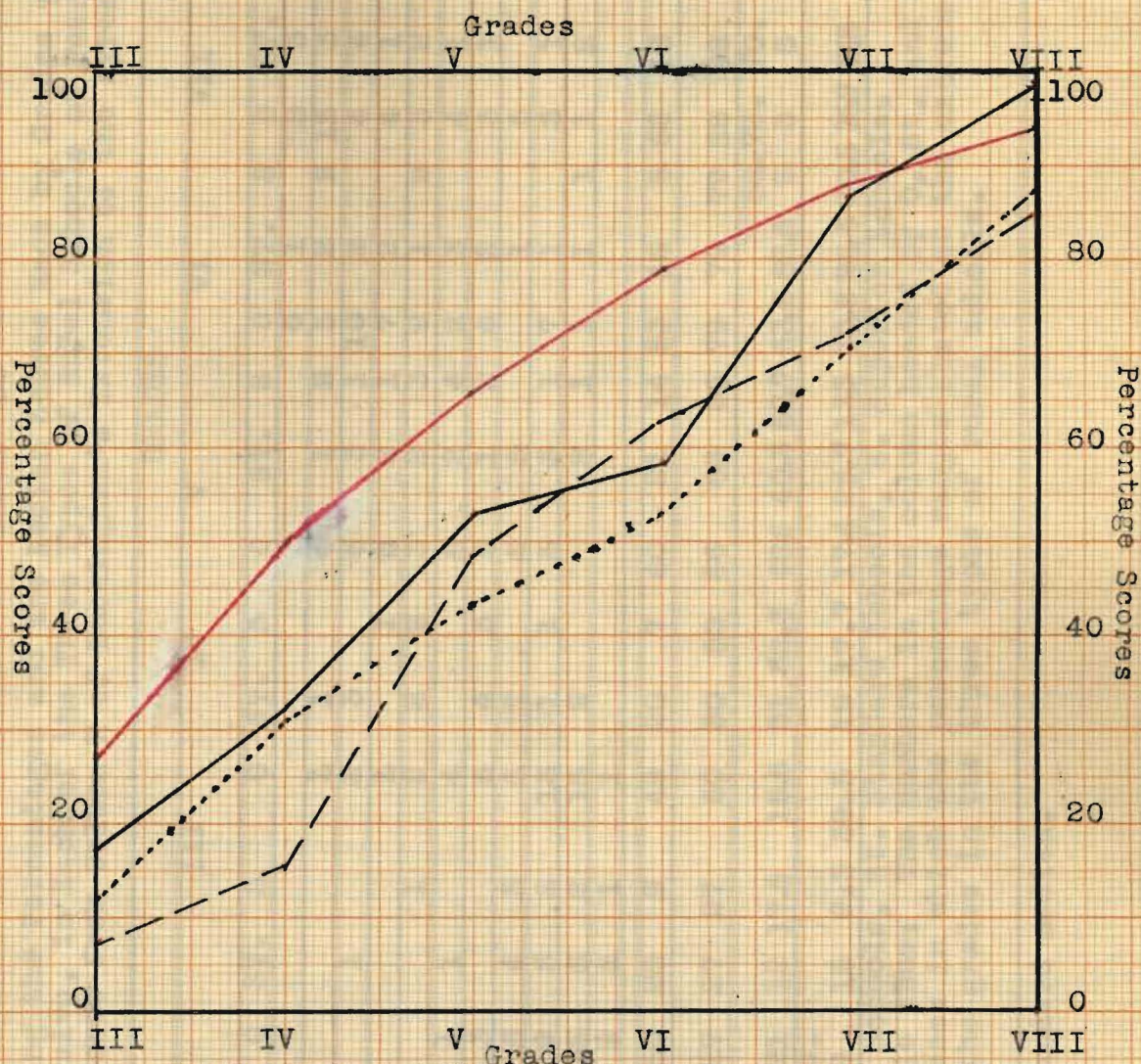
Showing the Grade Standards for Each Grade for the Words in Column R of Buckingham's Extension of the Ayres Spelling Scale and a List of the Words which were Pronounced from Column R.

Standard Grade Scores	The Words	
	Ayres' List	Buckingham's List
Third Grade (87%) Range 24% to 30% inclusive	1. forenoon 2. lose 3. combination 4. avenue 5. neighbor 6. weigh 7. wear 8. entertain 9. salary 10. visitor 11. publication 12. machine 13. toward 14. success 15. drown 16. adopt 17. secure 18. honor 19. promise 20. wreck 21. prepare 22. vessel 23. busy 24. prefer 25. illustrate	26. treason 27. tomato 28. tobacco 29. sword 30. stopping 31. soldier 32. sleeve 33. reveal 34. resign 35. release 36. prisoner 37. pickles 38. piano 39. pear 40. patient 41. lawyer 42. janitor 43. fierce 44. enemy 45. disaster 46. debts 47. collar 48. cocoa 49. choose 50. bargain
Fourth Grade (50%) Range 46% to 54% inclusive		
Fifth Grade (66%) Range 63% to 66% inclusive		
Sixth Grade (79%) Range 77% to 81% inclusive		
Seventh Grade (88%) Range 87% to 90% inclusive		
Eighth Grade (94%) Range 94% and 95%		

Read Table thus: The percentages given in the column at the left indicate the standard grade norms and range of grade norms on the words listed at the right.

GRAPH VII

Showing the Median Scores on the Fifty Words from Buckingham's Extension of the Ayres Spelling Scale Made by the Pupils in Grades Three to Eight, Inclusive, in the Three Types of Rural Schools of Pawnee County, Kansas.



Read table thus: The arabic numbers at the side of the graph indicate the scores in percentages. The roman numbers indicate the grades. The irregular lines on the graph indicate the median percentage score in spelling made by the pupils in each grade of the three types of rural schools.

TABLE 30

Showing the Percentages and the Median Scores Made by Grades Three to Eight, Inclusive, in Each of the Three Types of Rural Schools of Paunee County on the Words from Column R of Buckingham's Extension of the Ayres Spelling Scale.

Percent-ages	GRADES												Total					
	III		IV		V		VI		VII		VIII							
	0	ST.	0	ST.	0	ST.	0	ST.	0	ST.	0	ST.	0	ST.	0			
61-100					6	1	8	3	5	12	3	6	45					
51-80		1	1	4	1	2	5	2	2	15	3	4	16	3	2			
71-80	1		2	3	1	10	2	4	4	5	7	2	50					
81-70		1	1	5	2	1	7	2	4	1	1	3	28					
51-80		1	2	2	2	3	9	1	2	3	2	1	36					
61-80	1		4	5	2	4	2	3	4	1	2		29					
81-40	3		5	4	3	5	1	2	6	2	3	1	35					
21-80	6	4	3	6	7	5	1	1	5	5			43					
11-80	2	5	2	13	1	1	5	3	1	7	3	1	52					
1-10	35	6	2	15	2	2	1	1	1	1	1	2	62					
0	2	3	1										14					
Totals	50	20	9	49	20	7	40	21	14	53	16	5	52	18	35	8	8	446
Standard Score	27	27	27	50	50	50	66	66	66	79	79	79	88	88	88	94	94	94
Grade	7.21	12	17.5	15.5	31	32.3	43.6	40.3	52.7	63.5	52.5	5	3	5	87	5	87	5
Median	79	15	9.5	39.5	19	17.7	17.4	25.7	13.3	15.5	26.5	20.5	15.7	17.5	1	9.5	7	4.5
Difference	19.																	

* Above Standard median.

O. Ordinary Schools, St. Standard Schools, S. Superior Schools.
 Read table thus: The numbers in the column headed by O, St, and S indicate the number of cases in which the percentage ranges listed at the extreme left were made by each of the grades in the three types of rural schools.

score of 94 on the test which was given. What they actually did is as follows: In the Ordinary schools, the median score was 84.5 per cent or 9.5 per cent below the standard median. In the Standard rural schools, the median score was 87 per cent, or 7 per cent below the median standard. It is interesting to note that in the eighth grade of the Superior schools the median score was 98.5 per cent or 4.5 per cent above the standard median. (See Graph VIII.)

GRAPH VIII

Showing the Percentage of Pupils at or Above Grade in Spelling in Each of the Three Types of Rural Schools in Pawnee County, Kansas.

Grade	Type of School	Percentages						
		10	20	30	40	50	60	70
III	O.-----	*****17%						
	St.-----	*****25%						
	S.-----	*****44.4%						
IV	O.-----	*****16.6%						
	St.-----	*****30%						
	S.-----	*****42.8%						
V	O.-----	*****42.5%						
	St.-----	*****40.3%						
	S.-----	*****29.1%						
VI	O.-----	*****28.3%						
	St.-----	*****31.25%						
	S.-----	*****40%						
VII	O.-----	*****25%						
	St.-----	*****16.6%						
	S.-----	*****49.4%						
VIII	O.-----	*****34.2%						
	St.-----	*****37.5%						
	S.-----	*****75%						

Key-

O. Ordinary School
 St. Standard School
 S. Superior School

Read Graph thus: The lines representing each type of rural school indicate the percentage of pupils at or above grade. (Seventeen per cent of the third grade pupils in the Ordinary Schools, are at or above grade in spelling, and so on.)

The percentage of pupils in each grade in each of the three types of rural schools as shown in Graph VIII which are at or above grade in spelling varies greatly in the different grades. The range is from 16.3 per cent in grade four of the Ordinary schools to 75 per cent in the eighth grade of the Superior schools. In the fifth grade a greater per cent of the pupils in the Ordinary school were at or above their grade than the pupils in the corresponding grade of the Standard or Superior schools. The percentage at or above grade in the Ordinary schools was 42.5 or 2.17 more than the pupils in the Standard schools which had a percentage of 40.3 at or above grade. When compared with the percentage at or above grade in the Superior schools, the fifth grade of the Ordinary schools has 12.36 per cent more pupils at or above grade than the Superior schools which had only 29.14 per cent of the fifth grade pupils at or above grade in spelling.

The Standard school had a greater percentage of pupils at or above the grade standard in grades three, four, six, and eight than the Ordinary schools had in these grades.

In every grade, with the exception of the fifth, the Superior schools have a greater percentage of pupils at or above grade in spelling than either the Ordinary or Standard schools.

Results in Reading

The extent to which the pupils in grades three to eight, inclusive, of the three types of rural schools of Pawnee County have a sufficient mastery of reading is shown in Table 31 in accord to certain grade standards from the results derived from Test I and II, Form III of Monroe's Standardized Reading Test Revised.

TABLE 31

Showing the Total Number of Pupils in Grades Three to Eight, Inclusive, Who Took the Monroe Silent Reading Test Revised, Tests I and II, Form III, in the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	No. of Schools	Number of Pupils in the Grades						Total
		III	IV	V	VI	VII	VIII	
Ordinary	29	59	49	44	44	68	31	295
Standard	9	19	12	20	12	12	6	80
Superior	5	9	13	13	5	21	8	69
Total	43	86	74	77	61	101	45	444

Read Table thus: The numbers in each column indicate the number of pupils who took the test in the grade listed at the head of the column.

The above table shows that a total of 444 pupils in the three types of rural schools in Pawnee County, Kansas, took either Test I or II, Form III, of the Monroe Silent Reading Test Revised. Two hundred ninety-five of the pupils were in the Ordinary schools, eighty were in the Standard schools, and sixty-five were enrolled in the Superior rural schools of the county.

The Monroe Standardized Silent Reading Test Revised measures both comprehension or understanding of reading materials and the rate or number of words read per minute.

In order to meet the comprehension requirements of the test the pupils must be able to read and understand what they have read. This degree of understanding is indicated by answers to the questions asked about the paragraphs which are to be read.

TABLE 32

Showing the Median Comprehension Scores on Monroe's Standardized Silent Reading Test Revised, Test I and II, Form III, Made by the Pupils in Grades Three to Eight, inclusive, in the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	Median Comprehension Score					
	Grades					
	III	IV	V	VI	VII	VIII
Ordinary	4.66	6.45	7.7	9.16	10.91	11.91
Standard	5.66	7.5	8.66	10.	10.5	11.5
Superior	4.83	6.75	8.75	7.5	11.5	14.5
Standard Median	5.8	7.7	9.8	11.7	13.3	14.6

Read Table thus: The numbers in each column indicate the median score made by the pupils in the grade listed at the head of the column.

The median scores made by each grade in each type of rural school which are tabulated in the above Table are to be compared with the standard median comprehension score for that grade. The standard median scores are based upon returns about equally distributed between rural schools and city schools. The median comprehension score for each grade shows how well the pupils in the different grades of the different types of schools understand the materials they read and a comparison with the Standard score for a particular grade will show whether the pupils are reading as well as they should.

An examination of Table 32 which gives the median comprehension scores in terms of the number of paragraphs read correctly in the allotted time of four minutes, reveals that only one of the grades from three to eight, inclusive, in any of the three types of rural schools of the county is up to the standard median score in comprehension or understanding of reading. In grade three the

Standard median comprehension score is 3.8. The median comprehension score for the pupils in the third grade of the Ordinary schools is 4.67 or .85 paragraphs above the Standard median. In the same grade of the Standard schools, the median comprehension score is 3.66 or .14 below the Standard median for the third grade. In the Superior schools the third grade pupils have a median comprehension score of 4.83 which means 1.3 paragraphs read above that required by the Standard comprehension score for that grade.

An examination of Graph IX shows that in all the other grades tested, four to eight, inclusive, that the standard median score for comprehension was not attained. The median comprehension score for the fifth grade pupils in the Ordinary schools was equal to that of the Standard median for the fourth grade. Thus the fifth grade of the Ordinary schools is one grade below standard in comprehension or understanding of reading materials. In grade six the pupils in the Ordinary rural school made a median score in comprehension of 9.16 or 1.66 above the median comprehension score of 7.5 for the pupils of the same grade in the Superior rural schools.

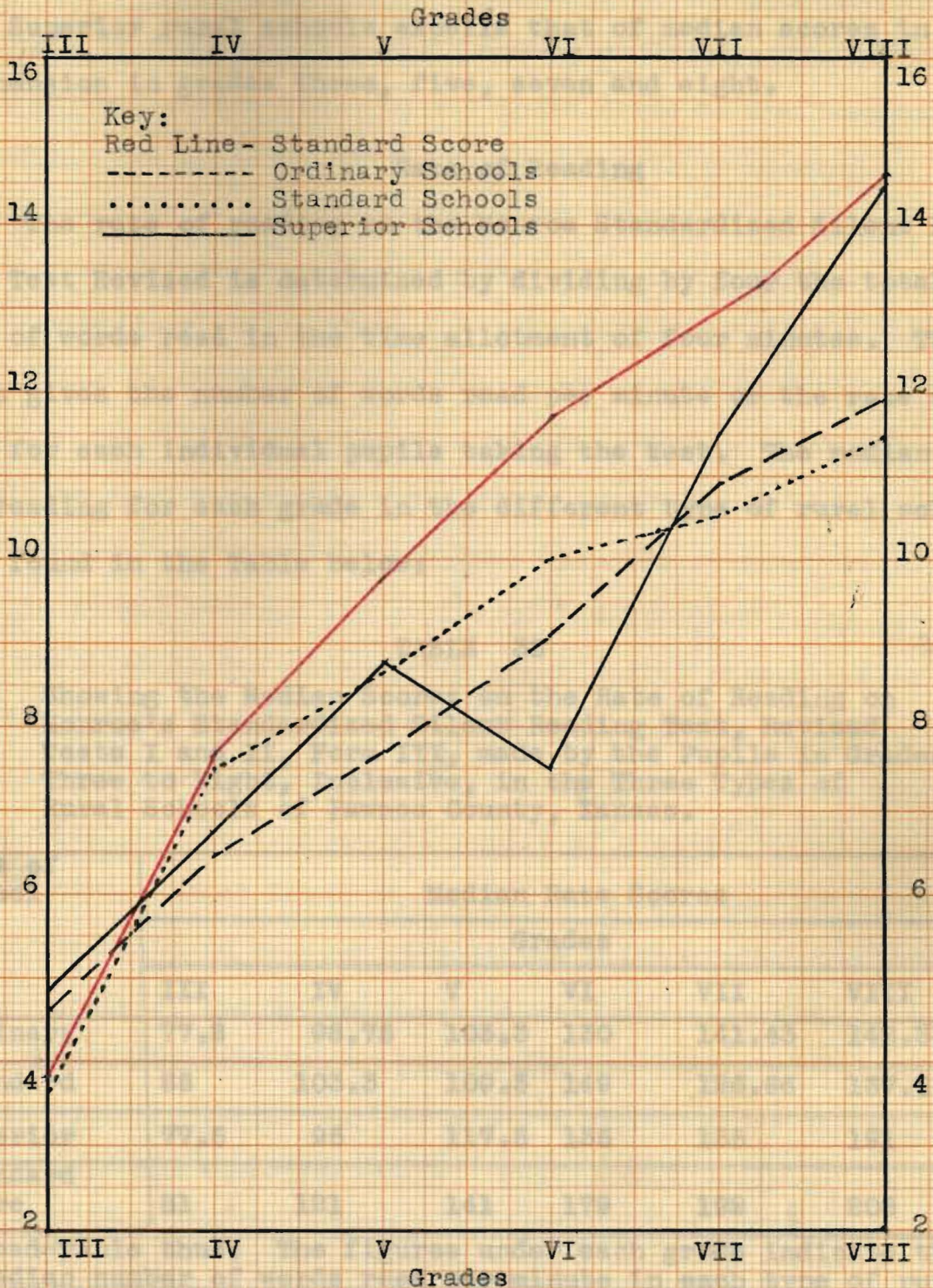
In grade six of the Superior schools, those who took Test II of Monroe's Standardized Silent reading revised were below the Standard median score of comprehension of the fourth grade in which Test I was given. The sixth grade of the Superior schools has a median comprehension score of only 7.5 which is 4.2 below the Standard score of 11.7 for that grade; and .2 below the Standard score of 7.7 for the fourth grade. Thus the Sixth Grade of the Superior schools is two grades below normal in reading comprehension or understanding of reading materials.

In grade seven of the Ordinary schools, have a higher median score in comprehension than was attained by the same grade in either

GRAPH IX

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Showing the Median Score in Comprehension of Monroe's Standardized Silent Reading Test Revised, Tests I and II, Form III, Made by the Pupils in Grades Three to Eight, Inclusive, in the Three Types of Rural Schools of Pawnee County, Kansas



Read Graph thus: The numbers at the side of the Graph indicate the number of paragraphs read. The Roman numbers indicate the grades. The irregular lines on the graph indicate the median score in comprehension of reading made by the pupils in each grade of each type of rural schools.

the Ordinary or Superior rural schools in grades four and six.

The median standard score in comprehension of the pupils in the Superior rural schools excels that of median scores in comprehension in grades three, five, seven and eight.

Rate of Reading

The rate of reading on the Monroe Standardized Silent Reading Test Revised is determined by dividing by four the total number of words read in the time allotment of four minutes. This result gives the number of words read per minute or the rate of reading for each individual pupils taking the test. The median rate of reading for each grade in the different type of rural schools are found in the Table below:

TABLE 33

Showing the Median Scores on the Rate of Reading on Monroe's Standardized Silent Reading Test, Revised Tests I and II, Form III, made by the Pupils in Grades Three to Eight, Inclusive, in the Three Types of Rural Schools of Pawnee County, Kansas.

Type of School	Median Rate Scores					
	Grades					
	III	IV	V	VI	VII	VIII
Ordinary	77.8	98.75	103.3	130	141.43	148.33
Standard	85	103.3	109.5	149	126.66	137.5
Superior	77.5	95	117.5	135	135	191
Standard Score	81	121	141	179	192	208

Read Table thus: The figures under each grade indicate the median number of words read per minute in each type of rural school and the standard median score for each grade.

An examination of Table 33 reveals that the median scores in reading rate are in the main, below that of the Standard scores for each grade. Only one grade equals or exceeds the Standard Median for that grade. That is the third grade of the Standard rural schools. The standard median score for rate of reading in the third grade is 81 and the median score for rate of reading in the third grade of the Standard schools is 84 which gives a rate of three words per minute above the Standard rate for that grade. Grade five in all three of the types of rural school is below that standard rate of reading for the fourth grade in which 121 words should be read per minute. The fifth grade read a median of 103.3 words or 16.7 words per minute less than the standard requirement for the fourth grade. The pupils of the Standard rural school who were enrolled in the fifth grade had a median rate score of 109.5 or 11.5 below the Standard rate score of the fourth grade. The Pupils of the sixth grade of the Superior rural schools read 3.5 words less per minute than the pupils of a standard fourth grade should read, Grade Seven of the Ordinary and Superior schools is below the standard reading rate of the fifth grade. The sixth grade pupils of the Ordinary school read eleven words per minute less than a standard fourth grade, and the pupils in the same grade of the Superior school are six words a minute under the standard requirement for the fifth grade. The seventh grade of the Ordinary school barely attains the grade rate standard for the fifth grade. The pupils in the sixth grade of the Standard rural school exceed the standard score for rate of reading of the fourth grade by only 6.66 words per minute. This makes the seventh grade of the Standard schools almost three grades under the standard median

score for the number of words which should be read per minute.

It is interesting to note that the reading rate of both the sixth and seventh grade of the Superior school is 135 words per minute. Thus the sixth grade is more than one grade under normal and the seventh grade is more than two grades under normal in the number of words which should be read in a minute.

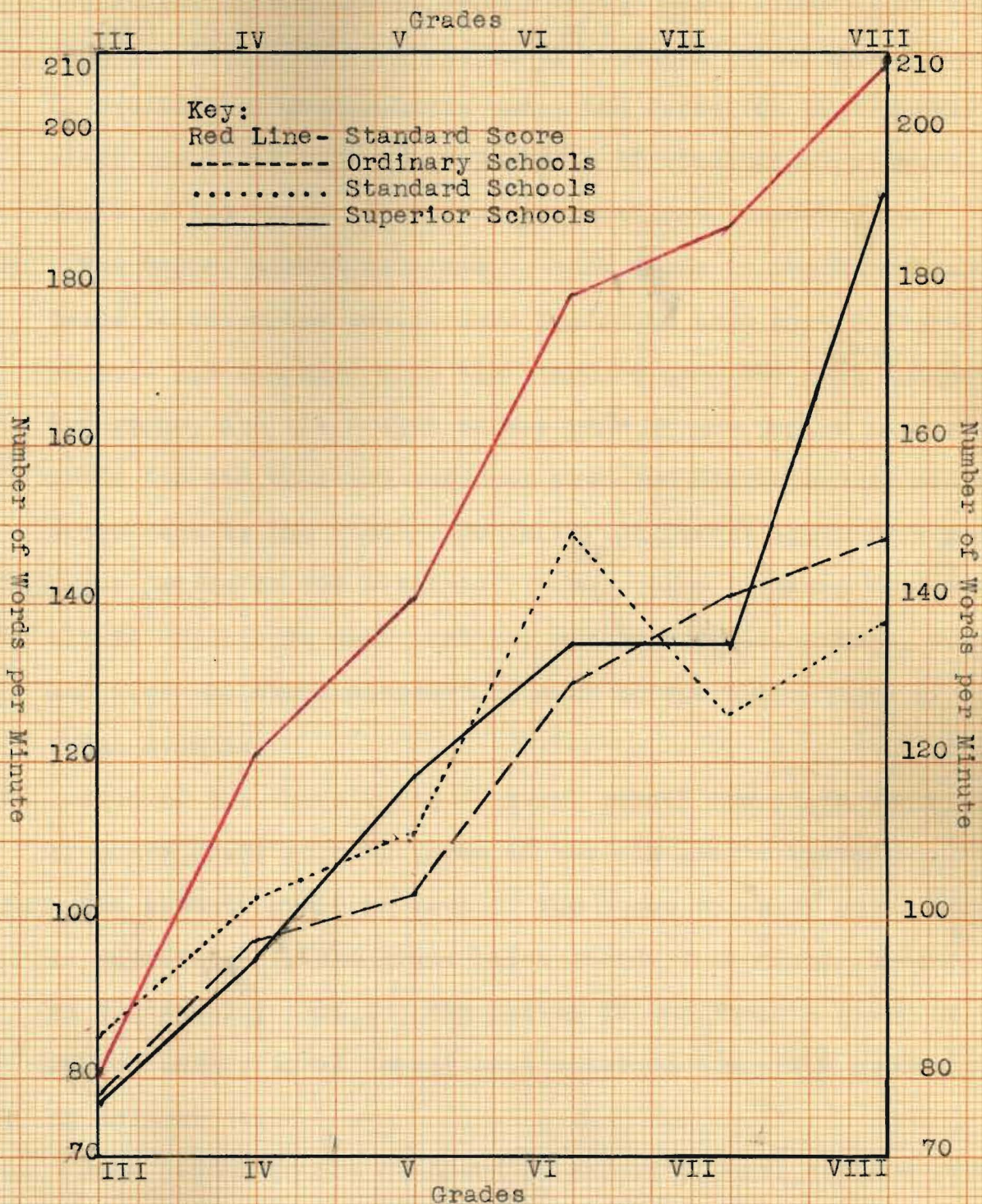
From a study of Table 33 it is evident that there is some progress made in each of the three types of rural schools from grade to grade, in the rate of reading. There is not a normal step of progress. However, there is a distinct progress from one grade to the next in the Ordinary rural schools. In the Standard schools there is a definite progress in rate of reading from one grade to the next, except in the sixth grade where the rate score is 23.66 below that of the fifth grade. Between the sixth and seventh grades of the Superior rural school no progress in rate of reading was made as both median rate scores stand at 135.

An examination of Graph X reveals that in no grade beyond the third are the grade standards for reading rate equalled or excelled by any of the three types of rural schools. The Ordinary schools ranked higher in reading rate in grade seven than the Standard or Superior rural schools. The Standard school ranked higher in reading rate in grades three, four, and six than either the Ordinary or Superior schools. The reading rate of the pupils of the Superior schools ranked higher in grades five and eight than either the Ordinary or Standard rural schools.

Thus the Ordinary rural schools of the County excell the other two types in one grade, the Standard rural schools excell the Ordinary and Superior rural schools in three grades, while

GRAPH X

Showing the Median Scores in Rate of Reading (Number of words per minute) on Monroe's Silent Reading Test, Revised, Tests I and II, Form III, of the pupils in the Three Types of Rural Schools in Pawnee County, Kansas.



Read Graph thus: The numbers at the side of the Graph indicate the number of words read per minute. The Roman numbers indicate the grades. The irregular lines on the Graph indicate the median scores made by the pupils in each grade of the three types of Rural schools.

the Superior rural schools excell the other two types of school in two grades in the median number of words read per minute on Monroe's Standardized Silent Reading Test Revised.

Summary

1. The standardized achievements test were administered by the writer in each rural school of the three types of Pawnee County. The tests were scored by students in college courses in educational measurements under the direction of a supervisor connected with the department of educational measurements of the Kansas State Teachers College, Emporia.
2. The median scores attained by each grade in the three subjects in which the pupils were tested in each type of rural schools are compared with the standard norm for that subject and grade, and the median scores made by the pupils in each grade and subjects are compared with the corresponding median score made by the same grade in the different types of schools.
3. The median scores attained by the pupils in mixed fundamentals in arithmetic show that the pupils in grades three, four, and five are above standard in each of the three types of rural schools.
4. Each of the three types of rural school are at or above the standard grade norm in three of the six grades tested.
5. The seventh grade in each of the three types of rural schools is approximately one grade below standard in mixed fundamentals in arithmetic, that is, the pupils of the seventh grade of the Pawnee county rural school have attained the sixth grade level in arithmetic.
6. Four grades in the Standard or Superior rural schools attained median scores in mixed fundamentals of arithmetic which are above the median score for the corresponding grade of the Or-

dinary rural schools while the Ordinary rural school excels the other two types of schools in two grades in the mixed fundamentals in arithmetic.

7. On the fifty words taken from column R of Buckingham's Extension of the Ayres Spelling Scale only one grade, the eighth in the Superior rural schools, equaled or excelled the standard grade norm in spelling.
8. The Superior rural schools have a greater percentage of pupils at or above grade in spelling in every grade, except the fifth, than have the other two types of schools in corresponding grades.
9. The median scores of the Ordinary schools in spelling exceed the median scores made in the Standard rural schools in grades three, six and seven. In no case do the median scores in spelling attained in the Standard Schools exceed those made by the corresponding grade in the Superior rural schools.
10. The Standard median comprehension score in reading which is accepted for Monroe's Standardized Silent Reading Test, Revised is attained by only one grade in one type of rural school. This grade is the third in the Superior rural schools.
11. The eighth grade of the Superior rural school also nearly attained the standard median score for comprehension in reading for the pupils attained a median score of only one-tenth of a point under the standard norm for that grade.
12. The Superior rural school excels the other two types of rural schools in reading comprehension in three grades but is excelled by the Standard rural schools in two grades and the Ordinary rural schools in one grade.

13. The seventh grade is below the sixth grade standard norm in reading comprehension in each of the three types of rural schools. Grade eight of the Ordinary and Superior rural schools barely reaches the six grade norm in reading comprehension. That is, this grade in the two types of schools is two grades below the standard in comprehension of reading.
14. The standard grade norm in rate of reading or the number of words read per minute on Monroe's Silent Reading Test, Revised is attained or excelled in only one grade in one of the three types of rural schools. This is in the third grade of the Standard rural schools.
15. Grade five in each of the three types of rural schools is below the standard norm in rate of reading for the fourth grade. That is, it is more than one grade below standard.
16. Grades six and seven are below or barely reach the standard norm of the fifth grade in rate of reading in each of the three types of rural schools. That is, the sixth grade is one year retarded in rate of reading and the seventh grade is two years.
17. The Superior rural schools do not to any great extent excell the Ordinary Standard rural schools in the rate of reading with the exception of grade eight. In grades three, four and seven the Superior rural school attained median scores in rate of reading that are even below the attainment of the corresponding grades in the Ordinary rural schools.
18. Apparently the seventh grade is the weakest in educational achievement of the grades tested, three to eight, inclusive, by standardized tests in each of the three types of rural schools. It is below the sixth grade norm for spelling in the Ordinary

and Standard rural schools, approximately at the sixth grade level in the mixed fundamentals of arithmetic in each of the three types of rural schools, one year retarded in the comprehension of reading in each type of rural schools, and at or below the fifth grade norm, or two years retarded, in rate of reading in each of the three types of rural schools.

CHAPTER V

SUMMARY AND CONCLUSIONS

The materials of this division will be a summary of the purpose of this study, a resume of the history of the standardization of rural schools movement, and a presentation of a brief account of the factual findings given at the close of Parts I, II, and III of Chapter III and of Chapter IV of this thesis. Conclusions and recommendations will also be drawn which have arisen from the findings of this study. The conclusions and recommendations will, at times, be of a subjective nature based on an analysis of the factual data and interpretation of which is the task of this thesis.

The conclusions and recommendations based on the factual data, which was secured from the sources hereafter enumerated, and the summaries are to be regarded as an interpretation of the data secured and are not to be arbitrarily accepted as final.

The purpose of this study is to determine the degree, if any, in which the Standard and Superior rural schools of Pawnee County, Kansas are better schools from the standpoint of teachers in service, pupil achievement, and in library facilities. The data collected was secured from the replies given to two questionnaires by the rural teachers of the county, the results of an educational testing program conducted by the writer, and statistical data in the office of the county superintendent of public instruction

As stated in the purpose of this study the factual data is limited to the teacher, pupil status and educational achievement, and the library facilities of the three types of rural schools of Pawnee County.

The history of the standardization of rural schools shows that the movement began in Minnesota in 1899, and that the plan grew in favor until in 1922 there were thirty-four states of the forty-eight which were conducting a program for the standardization of rural schools. At that time, thirty of the states set forth requirements for standardization in bulletins or score cards in which the general and specific rules and regulations deal largely with the improvement of buildings and grounds or the physical properties of the school plant.

The Standardization movement began in Kansas in 1915 through legal provisions which provided the State Department of Education might inaugurate a program for classifying the rural schools meeting certain requirements as Standard and Superior rural schools. The program set up by the State Department of Education expanded rapidly until the number of Standard and Superior rural schools in Kansas had increased to nearly 900 in 1930.

The Standardization movement began in Pawnee County in 1916 when three rural schools were standardized. During the past twelve years the number of Standard rural schools has not materially increased, but five rural schools have met the requirements which entitle each to the rating of a Superior rural school.

The remainder of this division of the thesis will be given over to a summary of the results, certain conclusions and recommendations based on the data tabulated and discussed in the same order as in the text of this thesis.

T E A C H E R S T A T U S

The forty-nine teachers in the forty-five rural schools of Pawnee County replied to the inquiry listing questions concerning themselves. The inquiry was divided into five parts and dealt with the following topics:

1. Education and Training
2. Experience
3. Residential Status
4. Extra-curricula and Social Work
5. Biographical Facts

The Educational Directory of the Schools of Pawnee County, 1929-1930 provided information for:

1. Types of certificates held
2. Types of rural schools and school district numbers
3. Salaries of the teachers

Data on teacher status was tabulated in accord to the types of rural schools in which the teachers were employed there being thirty-two Ordinary, nine Standard and five Superior rural schools.

The following conclusions are drawn in regard to teacher status:

1. The instructors in the Standard rural schools are better trained from the standpoint of secondary and college education than the teachers in either the Superior and Ordinary rural schools. Their mean average of one and one-half year's college credit represents one-half year's more collegiate work than that of the teachers in the Ordinary and Superior rural schools as the average instructor in the

Superior rural schools have slightly less than one year of such credit while those in the Ordinary rural schools have an average of slightly more than a year of college credit.

2. One-half of the teachers in the Superior rural schools are holders of certificates which represent adequate training while the other one-half are holders of certificates which require no collegiate training. The Standard and Ordinary rural schools employ teachers who have one-fourth of their number holding certificates based upon two years of college training.
3. The Superior rural school teachers are better qualified from the standpoint of teaching experience than those of the other two types of schools. They have taught three times as long as the instructors in the Standard rural schools and five times as long as the teachers in the Ordinary rural school districts.
4. The Superior rural school instructors have a much wider range of teaching experience for they have taught in town, consolidated or union schools on the average of three and one-half years while the teachers in the Standard rural schools have less than one and one-half year's of such work and those in the Ordinary rural schools have practically none.
5. The Superior rural school teachers command a monthly salary which exceeds that of those in the Standard rural schools by an average of \$26.00 and that of the Ordinary rural school teacher by \$30.00. Apparently this increase

in salary is not compensatable with the additional years of teaching experience.

6. The rural teachers in the three types of schools can not be regarded as residents in the school districts in which they are employed. They do not remain in the districts over the week-ends in the greatest number of cases. They travel a milage to school, one way, each day which greatly exceeds that of walking distance.
7. The teachers in the three types of rural school do not participate to any great extent in extra-curricula activities and social work in the school districts in which they are employed. This is probably due to the predominate number of times the teachers leave over the week-ends.
8. The small extent to which the rural teachers participate in or engage in religious activities seems to indicate that such participation is not now demanded upon the part of the community and school board members as formerly was supposed to be demanded.
9. There apparently is an opportunity for married women to secure positions in the rural schools which pay the best salaries as one-half of the Superior rural school instructors and nearly one-third of those employed in the Standard rural schools are married women.
10. The fact that there are nearly nine female to every male instructor in the rural school of Pawnee County shows that rural education in the county is dominated by a teaching corps who are women.
11. In the greatest number of cases the rural teachers of the

county are natives of Kansas and have been reared in the county in which they teach in three cases out of four.

One-third of them were born in Pawnee County.

12. The health of the rural teachers of the county can be regarded as good, if not excellent, as they average less than one day each in absences on account of illness for a school term.
13. There is a need for a thorough investigation of the status of the rural teachers of Kansas in accord to a classification as to the type of rural school in which they are teaching.

T H E P U P I L S

Factual data on the status of the pupils in the rural schools of Pawnee County, Kansas was secured from statistical reports and records in the office of the county superintendent of public instruction and from replies to an inquiry to which 43 of the 45 teachers contributed.

The pupil status is determined from:

1. Four age-grade tables, one compiled for all the rural schools and one for each type of rural school.
2. The official records on the county diploma graduates.
3. The replies of the rural teachers to an inquiry on:
 - a. Number of pupils doing failing work.
 - b. Number of graduates from each type of rural school who have continued their education beyond the elementary level.

The relationship of the financial conditions and support of

the school districts to the pupils in attendance is determined from:

1. The tax levies of the school districts
2. The valuation of the school districts
3. The amount of funds provided by the general tax level for school purposes.

The following conclusions are drawn with regard to pupil status:

1. Of the 665 pupils enrolled in the rural schools of Pawnee County there are a slightly greater number of boys than girls.
2. In the Ordinary, Standard and Superior rural school of the county the ratio of enrollment in each type of school is about 4 : 1.5 : 1.
3. There is but little difference in the extent of "overageness" in the three types of rural schools while the extent of "normal ageness" varies as well as the extent of "underageness" the range and degree of differences are probably not enough to have any marked effect on the educational achievement of the pupils.
4. The differences in the median ages of the pupils tested in the six grades, one to eight, inclusive, in the three types of rural schools are probably not marked enough to effect pupil achievement with the possible exception of the eighth grade.
5. The extent of pupil progress from grade to grade in each of the three types of rural school is nearly normal with the possible exception of the eighth grade.
6. The factual data and official records do not reveal that

the pupils of the Superior and Standard rural schools make higher grades than those pupils in the Ordinary rural schools on the examination given before graduation.

7. There seems to be a tendency for the pupils in the Ordinary and Standard rural schools to carry on their education to a greater degree beyond the elementary level than the pupils from the Superior rural schools.
8. There is but little difference between the teacher estimation as to the number of pupils who are doing failing work in the three types of rural schools.
9. The slightly superior financial support of the Standard and Superior rural school apparently does not have direct bearing on the status of the pupils as herein ascertained.
10. There is a need for further study and investigation of the pupils status in the three types of rural schools of Kansas in order that the requirements relative to the pupils in the standardization of rural schools may be better clarified and interpreted.

THE LIBRARIES

The factual data on the library facilities of the three types of rural schools of Pawnee county was secured from the replies of 43 of the 45 rural teachers to an inquiry on the library which was divided into the following headings:

1. Total number of books
2. Number of books added this year
3. By whom are the books selected
4. Methods of maintaining library funds
5. Types of books

6. Number of books checked out by patrons
7. Periodicals furnished by board
8. Periodicals furnished by teachers
9. Periodicals furnished by patrons of pupils.

The following conclusions are drawn with regard to the libraries of the three types of rural school of Pawnee County, Kansas.

1. The smallest libraries in point of the number of bound volumes are in the Ordinary rural schools while the larger libraries are in the Superior rural schools.
2. The average amount of money provided for library purposes in each type of rural schools is from more than twice the \$5.00 per teacher provided by law in the Ordinary rural schools to six times that amount in the Superior rural schools. The chief sources of library funds in the amount provided by the school district board.
3. There is little difference in the rate of which new books are being added to the libraries in the three types of rural schools.
4. School patrons of the community make very little use of the school libraries in the three types of rural schools.
5. In the greatest number of cases the new books which are added to the libraries are selected by the teacher or by the teachers and the older pupils.
6. Books classified as "fiction" seem to be the outstanding type of books in the libraries of the rural school of the county.
7. The number of professional books which have been added

- to the rural school libraries is almost nil.
8. From rather incomplete reports of "reference books" each rural school seems to be supplied with from one to four sets.
 9. The Superior and Standard rural school more than meet the requirements for supplementary readers in the first four grades.
 10. The rural school boards do not subscribe for magazines of a professional nature for school use except in the cases demanded under the requirements for standardization.
 11. The teachers in the schools where magazines are furnished by the school board apparently are not inclined to subscribe for additional magazines themselves. Therefore, there is but slight difference in the average number of professional magazines available in the three types of rural schools.
 12. There is a need for additional study of the types of books and materials in the rural school libraries of Kansas.
 13. In addition to a need for an investigation of the types of books, there is need for a study as to the extent to which the library materials in the rural school of the state are actually utilized.
 14. There should be studies on the relationships of the number of books in the libraries to the educational achievement of the pupils in the rural schools of Kansas.

E D U C A T I O N A L
A C H I E V E M E N T

The factual and measurable data on educational achievement of the pupils of the rural schools of Pawnee County, Kansas was secured by the use of the following standardized tests:

1. Buckingham's Extension of the Ayres Spelling Scale,
(50 words from Column R.)
2. Woody-McCall Mixed Fundamentals in Arithmetic: Form IV.
3. Monroe's Silent Reading Test, Revised, Form III, Tests I and II.

The tests were administered by the writer in the rural schools of the three different types. Approximately 1350 tests were given in grades 3 to 8, inclusive.

The following conclusions are drawn with regard to educational achievement:

1. More pupils are at or above standard in the mixed fundamentals in arithmetic in each of the three types of rural schools than those who attained or excelled the standard median scores on the other tests given. This condition is probably due to a tendency for the rural teachers to stress proficiency in the simple fundamental operations.
2. Grades 3, 4, and 5 are at or above the standard norm in arithmetic in each type of rural schools.
3. The Standard and Superior rural school have four grades above standard in the fundamental operations in arithmetic.
4. The rural school pupils of Pawnee county are below standard in written spelling as only one grade, the eighth of the

Superior rural schools equalled or excelled the median standard score for the grade.

5. The Superior rural schools have a greater percent of pupils at or above standard in spelling than the other two types of schools.
6. In three grades, the pupils in the Standard rural schools excell the spelling ability of the pupils in the Ordinary rural schools, and the pupils of the Ordinary rural school also excell the pupils of the Standard rural schools in the grades.
7. The pupils in the rural schools of Pawnee county are considerably below the standard grade norms for comprehension in reading or the degree of which they understand the paragraphs read silently in the tests.
8. Only one grade, the third, of the Superior rural schools attained the standard norm in comprehension in reading.
9. The Standard and Superior rural school pupils have not attained median scores in the comprehension of reading which excell to any marked extent the attainment of the pupils in the Ordinary rural schools, with the exception of the third and eighth grade of the Superior rural schools.
10. The standard grade norm for the rate of reading or the number of words read per minute is attained only by the third grade of the Standard rural schools.
11. Grades five and six in each of the three types of rural schools is one or grades below the standard in the rate of reading. The seventh grade in each of the three types of rural school is two years retarded in the rate of reading.

12. The Superior rural schools do not excell the other two types in rate of reading in any grade with the exception of the eighth which nearly attain the standard reading rate for that grade.
13. The seventh grade is apparently the weakest grade in the three types of rural schools of Pawnee county for it is one of more grades below standard in each of the tests given.
14. While there is some indication that the educational achievement is superior in the subjects in which the tests were given in the Superior rural schools than in the Standard rural school and that the achievement of the Standard rural schools is superior to that of the Ordinary rural school, such superiority is not consistent in the various grades or subjects. Superiority in a certain subject by particular type of school is not transferable to another subject which is shown by the fact that while the Superior rural schools excell in the mixed fundamentals of arithmetic they are inferior in comprehension and rate of reading.
15. There is not much indication that a large number of volumes or a large number of supplementary readers in the superior rural schools as physical property have a direct bearing on increased reading ability of the pupils.
16. Numerous years of teaching experience, or the possession of a higher type of a certificate apparently do not contribute materially to a superior state of educational achievement of the rural school pupils of Pawnee County, Kansas.

17. There is a need for additional study in the measurement of a large number of pupils in the rural schools of Kansas of the three types not only in arithmetic, reading and spelling but in other subjects.

C O N C L U S I O N S

It has been the purpose of this study to determine the degree, if any, in which the Standard and Superior rural schools of Pawnee County, Kansas are better schools from the standpoint of teachers in service, pupil achievement and in library facilities.

The following conclusions are drawn with regard to the basic findings of this study:

1. There is no indication that there is a great margin of superiority or points of merit on the part of teachers in service in the Superior and Standard rural schools over the teachers in service in the Ordinary rural school of the county.
2. Speaking more specifically, the Standard and Superior rural school teachers do not materially excell those in the Ordinary rural school from the standpoint of: education and preparation, participation in community work and extra-curricula activities, or in teaching results.
3. The degree to which the pupils in the Standard and Superior rural schools excell in educational achievement is not definite or outstanding enough to say that the type of school in which they are enrolled is a better school from the standpoint of educational achievement than the Ordinary rural schools.
4. While the libraries of the Standard and Superior rural school are larger in reference to the number of volumes which they contain than the libraries of the Ordinary rural schools ^{they} can not be said to contribute to the making of

of a better school outside of the enlargement of the physical equipment.

5. While the standardization movement of the rural schools of Kansas adheres to the plan acceptable to many other states in stressing improvement in buildings and grounds and the physical equipment there by adding to the degree of attractiveness in the community and to the comfort of the pupils and instructors, these factors bear no indication of contributing to securing teachers who are materially better or that the movement brings about conditions favorable to greater educational achievement.
6. Among the other problems worthy of study there is probably a need for the reorganization, a remuneration, and revaluation of points upon which the standardization program is carried on. These should be in terms of better teachers in service, better pupil achievement, and a new interpretation of library facilities and the utilization of library materials.

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A bulletin which defines standardization, listing the minimum requirements and suggests a plan for standardization of the schools of Nebraska.

7. Butterworth, Julian, C., Improving Rural School Building Facilities in One and Two Teacher Districts Through Measurements, New York State College of Agriculture, Cornell, Ithaca, New York, Extension Bulletin No. 52, June, 1922, p. 219.

An outline of the program of New York of improving the small school building and its grounds. A plan to develop the features of a good school plant, and methods of recording, specifically and uniformly facts regarding it.

8. Butterworth, Julian, E., Principles of Rural School Administration, The Macmillan Company, New York, 1926, 372 pages.

A book which deals with the improvement of rural schools

through reorganization of one-teacher schools where consolidation is impractical. A discussion of larger taxing units, and recognition of the farmers point of view.

9. Cavins, L.V., School Survey of Type Counties of West Virginia, State Department of Schools, Charlestown, West Virginia, 1923, 77 pages.

A study of the educational condition of the counties of West Virginia with particular stress on educational achievement instruction by the means of measuring variables. There are comments on the effects of supervision.

10. Collins, Ada, Giltner, Pawnee County Schools, Directory, 1928-1929, County Superintendent, Larned, Kansas, 1929, 15 pages.

A bulletin giving information concerning Pawnee County schools, 1928-1929, Lists the school board officers, district valuations, tax levies, types of rural schools, and salaries and certification of teachers.

11. Crandall, W.G., Public School Survey of Oconee County, South Carolina, Division of Education, Clemson Agriculture College, Clemson, South Carolina, 1923, 283 pages.

A report on the organization, the teachers, pupil status, the measurement of instruction, and the physical equipment of the schools of Oconee County.

12. Culter, Horace, M. and Stone, Julia, M., The Rural School, Its Methods and Management, Silver Burdett and Company, Boston, 1913, Chapter "The Standardization of Schools" p. 235ff.

A survey of the Standardization movement in various states and recommendations for a standardization program.

13. Davis, E.E., and Adams, F.J., A Study of the Rural Schools of Smith County, Texas, University of Texas Bulletin, No. 2339, October 15, 1923, University of Texas, Austin, 1923, 107 pages.

The fourth of a series of bulletins setting forth the results of educational studies in typical counties of Texas. Portrays the financial conditions, agricultural statistics, and gives pertinent information concerning the status of the rural teachers of the county.

14. Duggan, B. O., Survey of Union County, Tennessee, Extension Series, Vol. I, No. 2, University of Tennessee Press, Knoxville, 1924, 48 pages.

An economic and educational survey. A careful study of data with practical suggestions and recommendations for bringing about economic as well as educational improvement.

15. Freeman, George, W., Report of the Indiana Rural Education Survey Committee, March, 1926, State Department of Education, Indianapolis, 1926, 128 pages.

A study and discussion of the existing inequalities in educational opportunity of rural children, of factors determining the cost of education, and a means of stabilizing rural population.

24. Mohler, J.C., Twenty-sixth Biennial Report of the Kansas State Board of Agriculture, Vol. XXIX, 1927-1928, State Board of Agriculture, Topeka, Kansas, 1928, p. 392.

The report is a study in agricultural statistics for the 105 counties of the state, stressing farm economics and rural welfare.

25. National Education Association, Final Report of the Committee on Rural Education of the National Council of the National Education Association, July 1923, Department of Interior, Bureau of Education, Washington, D.C. 1923, Chapter on Standardization of Rural Schools, pp. ff.

A bulletin which presents a concise study of the conditions and needs of rural education. Includes a survey of the standardization movement in the rural schools throughout the nation.

26. O'Brien, F.P., The Conditional Value of a Longer School Year in the One-Teacher Schools, Bulletin of the University of Kansas, Vol. 27, No. 9, May 1926, The University of Kansas, Lawrence, 1926, 14 pages.

A discussion dealing with the relationship of rural school attendance to school achievement. Gives the results of standardized tests in an effort to measure such relationship. Shows that the value of school attendance is conditioned by other factors.

27. O'Shea, M.V., (Director), Public Education in Virginia, Report to the Educational Commission of Virginia of a Survey of the Public Educational System of the State, Superintendent of Public Printing, Richmond, 1928, Division I, pp. 69-116; p.273; pp.445-453.

Division I of the book deals with rural elementary education for white pupils. Deals with social factors of rural life, the quality of teaching in the rural schools, and the organization, administration and supervision of the same with recommendations for a program of rural education.

28. Pittman, M.S., (Director), A Report of the Oakland County Rural School Survey, Department of College Extension, Michigan State Normal School, Bulletin No. 1, Sept. 1923, 63 pages.

A survey on educational achievement, teacher status with the purpose of providing educational material and to set up large educational objectives for future educational development in the county.

29. Rarick, C.E., Complete Report of the State School Code Commission of Kansas, January 1929, Kansas State Printing Plant, Topeka.

A report made in accordance to the authorization by House Bill No. 664, State of Kansas, 1927. The report treats with historical beginnings, education as a function of the state, financial problems, the office of the county superintendent, preparation and certification of the teachers, extensive recommendation for providing more equal educational opportunity are made.

30. Wallace, Leslie, E., Ed., "County Shows 12% Increase in Population," THE TILLER AND TOILER, Vol. 28, No. 16, June 26, 1930, p.1. The Tiller and Toiler Press., Larned, Kansas, 1930.

A newspaper article given the final census report of the 1930 United States Census Report on Pawnee County, Kansas.

31. Whithouse, Maude, Letter of June 27, 1930.

A letter to the writer of this thesis from the county clerk of Pawnee County, Kansas, concerning population and agricultural statistics of the county.

32. Williams, J. Harold, Graphic Methods in Education, Houghton Mifflin Company, Boston, 1924, 316 pages.

A book which presents a large number of charts and graphs as illustrations of means of objectively clarifying thinking with reference to facts.

33. Worrell, Belle, (Mrs.), "Old Settlers of Pawnee County," THE TILLER AND TOILER, Friday, January 17, 1913, p. 2, a reprint from the LARNED WEEKLY EAGLE OPTIC, October 27, 1893. The Tiller and Toiler Press, 1913.

An article written by one of the two first school teachers of Pawnee county which describes the organization of the early schools of the county and how they were conducted.

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INSTRUCTIONS TO SCORERS

CLASSROOM MANAGEMENT

A-1. Score according to card unless temperature is beyond teacher's control, in this case the score = $\frac{X}{270} \times 130$

X= sum of scores for A-2, 3 & 4.

A-2. Enforce strictly, unless blizzard is blowing against windows.

B-7 Pupils should erase work from blackboard before returning to seats.

C-2 & 3. Due credit should be given for monitorial system.

D-1. Flag displayed on staff is approved.

D-4 & 5. Vases of flowers and growing plants should be listed and credited.

CLASSROOM PROCEDURE:

A-1. Count the number of pupils in the room when you enter the room; 10 minutes later count those active or attentive; count those working 30 minutes later. Estimate the percent active.

A-2. Count the pupils continuously active and estimate the per cent.

B-1. Negative interest is manifested in doing something prompted by a wrong motive. Zero interest includes all who are inactive. Passive interest is manifested by those who are active, yet show little or no enthusiasm. Strong interest is manifested by the enthusiastic pupils.

D. This item is self-explanatory for high school work and for upper grades. In lower grades, teacher shows wide knowledge of methods of instruction.

E. Teacher understands child psychology or child nature.

G. If the teacher's work reveals a plan, she may score high without written plan.

I. Well-timed assignment is one that grows out of the previous discussion—recitation grows into the assignment. Ample time—: some good teachers use from one-fourth to one-third of the period for assignment.

J. Organization and selection of subject matter is revealed in the well defined units or problems.

K. "That attack upon school work which seeks to make its tasks significant and purposeful to each child, by relating them to his childish experience, questions, problems, and desires is called motivation"—H. B. Wilson and G. M. Wilson.

L. Teacher helps individuals with problems and questions during study period.

M. Supervisor holds conference with teacher in which friendly suggestions for improvement of work are made.

CLASSROOM OUTCOMES:

B-1. Pupils like their work. This is evidenced in classroom through positive behavior.

B-2. It involves children's willingness to accept responsibility of different phases of work that are needed in classwork.

B-3. This is the attitude of sympathetic appreciation and understanding of one another.

B-4. This is the attitude of neatness and accuracy in the work and personal appearance.

B-5. This is the attitude of sharing the other fellow's point of view.

B-6. When there is no evidence of dishonesty or unfairness give full score.

B-7. This is the attitude of willingness to control oneself in the presence of others.

NAMES OF TEACHERS

1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

9.....

10.....

The Instructional Score Card

Interpretation of Rating Scale:
 4500 to 5000.....A
 3500 to 4499.....B
 Below 3500.....C

Name of Teacher
 Date
 Scores: Management
 Procedure
 Outcomes
 Total

Possible Score Actual Score

I. CLASSROOM MANAGEMENT:

	Possible Score	Teacher				Av.
		1	2	3	4	
A. TEMPERATURE, VENTILATION, AND LIGHT (400 points)						
1. Temperature of the room is between 64 & 72 degrees F.	130					
2. Windows on at least one side of the room are lowered at least four inches from the top. Score 0-35-70	70					
3. Window shades do not obstruct fresh-air inlet. Score 0-70	70					
4. Window shades are adjusted to allow maximum light without direct sunlight on pupils, or glare on the black board which is being used. Score 0-65-130	130					
B. CLEANLINESS AND ORDER (200 points.)						
1. Floor is clean and free from litter. Score 0-15-30	30					
2. Windows are clean. Score 0-10-20	20					
3. Pupils' desks or chairs are clean, and contents, if any, are well arranged. Score 0-10-20	20					
4. The teacher's desk is clean and in order. Score 0-20-40	40					
5. Chalk trays are clean; chalk and erasers are in tray. Score 0-10-20	20					
6. Cloakrooms, cabinets, and lockers are clean, and contents in order. Score 0-10-20	20					
7. Blackboard work not designed for future use is erased at the close of period. Score 0-10-20	20					
8. Desks, chairs, tables are in orderly arrangement. Score 0-15-30	30					
C. HANDLING AND ARRANGEMENT OF MATERIAL (100 points.)						
1. Materials for immediate use are in readiness at beginning of period. Score 0-40	40					
2. Teacher passes out materials from nearest pupil to rear. Score 0-15-30	30					
3. Materials are collected from rear toward teacher. Score 0-15-30	30					
D. AESTHETICS (100 points.)						
1. American flag displayed according to the rules approved by the American Legion. Score 0-40	40					
2. The schoolroom has at least three appropriate pictures.	20					
3. Specimens of pupils' work are neatly displayed	20					
4.	10					
5.	10					
E. MANAGEMENT OF PUPILS (200 points)						
1. Pupils pass into and from the room in orderly manner. Score 0-25-50	50					
2. Pupils move about room in orderly manner. Score 0-15-30	30					
3. Chairs and materials are handled without noise. Score 0-20-40	40					
4. Hats and wraps of pupils are in place provided. Score 0-15-30	30					
5. Pupils are seated so that they can sit erect with feet on the floor. Score 0-25-50	50					
CLASSROOM MANAGEMENT SCORES	1000					

II. CLASSROOM PROCEDURE:

ANALYSIS OF PUPIL ACTIVITY. Value (1000).

	Value	Teacher				Av.
		1	2	3	4	
A. ACTIVITY	400					
1. Score by ratio (Value 260.) Score 0-100-200						
Number: Total number in room..... Number active end of 10 minutes..... Number active end of 30 minutes.....						
2. Score by ratio (Value 100). Score 0-25-50-75-100						
Continuity: Estimated per cent continuously active in seat work and class participation (attention). (80 per cent continuous activity with long periods of close attention is defined as continuous activity)						
3. Score 0-25-50-75-100						
Quality: Underscore adjectives which apply. Double underscore strong points. Write in other descriptive terms; persistent, voluntary, purposeful, aggressive, pupil initiated, independent, good social quality, systematic.						
B. INTEREST (Purpose)	400					
1. Score by ratio (Value 300).						
Number of pupils whose interest in job in hand is negative..... Zero..... Slight..... Passive..... Strong.....						
2. Score 0-25-50-75-100.(Value 100). Centered on worthwhile goal (Following is a range of goals from low to high: to avoid punishment, to excel others, to please teacher, to manipulate things, to memorize text matter, to achieve standard norms, to solve a well-organized real problem).						
C. INDEPENDENCE AND SOCIAL EFFICIENCY OF ACTIVITY. Score 0-50-100-150-200	200					
Pupils correct errors.....; point out good things.....; contribute to the plan.....; organize their individual or group work.....; make original contributions.....; originate new problems.....; help one another in most effective manner.....						
ANALYSIS OF TEACHER ACTIVITY. (Value 1000).						
Score 0-25-50	50					
D. Teacher shows wide knowledge of, and thoroughness and facility in, subject matter. She does not suffer from "close horizon." This is not necessarily shown by much teacher talk but by suggestions, assignments, mention of interesting books or articles, etc.						
E. Teacher understands children. Score 0-25-50-75-100	100					
Seems really to like them.....; knows individual interest and attitudes (conference); knows details of each one's strength and weakness (conference)						
F. Purpose or aims. Score 0-25-50-75-100	100					
Recitation centers around well defined units or problems Purposes conceived in terms of abilities						
Teacher can tell without hesitation several specific goals she is trying to achieve in her different grades and subjects; holds purposes before pupils.....; purposes clearly visible to supervisor.....						
G. Daily preparation. Score 0-25-50-75-100	100					
Has work of day well in hand (teacher has carefully studied the lesson).....; has planned and arranged illustrative material.....; has written plan covering aims, material and procedures.....						

	1	2	3	4	Av.
H. Questioning and Teacher Talk. Score (0-40-75-100-150). Small number of questions (unless drill is aim).....; well phrased (adapted to level of child).....; thought provoking.....; interval for whole class to think.....; answers not repeated, avoids excessive use of "all right" and similar words, rephrased or accepted in manner of a judge.....; class discussion highly socialized.....; major questions prepared beforehand.....; estimated per cent of teacher talk.....; scolding and impromptu lecturing avoided.....; teacher speaks in clear well modulated, pleasant voice.....; English used.....	150				
I. Skill in assignment. Score (0-25-50-75-100) Well timed.....; proper time used.....; definite (concrete illustration used).....; worthy purpose made real to pupils, such stimuli as natural phenomena, books, bulletins, magazines, exhibit pictures, slides, charts, maps, and tools used.....; problem form.....; varied ways for overcoming pupil difficulties suggested.....; methods of study worked out.....; individual differences provided for.....; pupil suggestions used..... (Few assignments will yield to all these checks. Rate according to ratio of actual to potential assignment of unit).	100				
J. Organization and selection of subject matter. Score 0-25-50.... Does not confine activity to single text book.....; selects and lays varying emphasis on text matter.....; begins with psychological organization where possible.....; proceeds from known to related unknown.....; (Good planning, executing and judging procedure with genuine leading-on outcomes should rate high here.)	50				
K. Skill in motivating work. Score 0-25-50 This is judged mainly when the assignment is made but is noticeable and proper at any moment. See points under assignment. Note other points that appear to motivate.....	50				
L. Attention to individual needs. Score 0-25-50-75-100..... Skill in supervising study.....; work organized so pupils can proceed at individual rates.....; diagnostic data such as spelling, vocabularies, etc., kept by pupils and teachers.....; competent use of monitors in directing study.....; facility in directing several concurrent activities.....	100				
M. Conference with teacher. Score 0-50-100-150-200..... Teacher points out strong and weak points in the work just observed.....; teacher can analyze strong and weak points in terms of accepted principles of psychology, philosophy or pedagogy.....; teacher tells of systematic improvement program for her room which she has been following.....; teacher takes active interest in helping outline future program.....; teacher exhibits interest in professional growth by use of devices of recent publication or by telling of recent book or magazine articles.....	200				
CLASSROOM PROCEDURE SCORES	2000				

III. CLASSROOM OUTCOMES:

A. PRIMARY OUTCOMES (Knowledge, habits, skills).		
1. The pupils show, as a result of tests or examinations,* that they are equal to, or above the standard set as satisfactory ranking, for them, in the school studies.....	1200	
*Test will be a brief objective combination test of all subjects studied covering one quarter-year's work. A different test will be given each grade.		
B. CONCOMITANT OUTCOMES (Attitudes).		
Score each 0-25-50. (Total 800).....		Pupils Teacher
1. Pupils and teacher like their work. Teacher even tempered, sincere, enthusiastic.....	50	
2. Each pupil willingly cooperates with other pupils and the teacher in carrying forward the class activity and teacher wins cooperation	50	
3. A friendly relationship exists between each pupil and the teacher. Teacher is a positive stimulating personality	50	
4. Pupils and teacher take pride in their work and in their personal appearance. Teacher firm, enthusiastic, vigorous and systematic....	50	
5. Pupils and teacher respect the opinion of others as indicated by courtesy, tact, friendly criticism, etc.	50	
6. There is no evidence of dishonesty or unfairness present in the class activity. Teacher overtly fair and reasonable.....	50	
7. Pupils and teacher exercise self-control to the extent that they do not interfere with the rights of others	50	
8. Each pupil respects the rights of private property (of other pupils) and public property (of the school) in carrying on the class activity	50	
CLASSROOM OUTCOME SCORES	2000	

PERSONAL QUALITIES OF TEACHER Suggestive for scoring

teacher concomitant outcomes
Teacher appears to be:
Vigorous, average, weak,
Well-poised, average, nervous,
Neat, average, slovenly.
Uses good English, average, poor.

In her personal relation with the pupils she appears to:
Stimulate, average, depress,
Win cooperation, average, antagonize,
Be sympathetic, average, harsh,
Be strict, average, lax,
Be even-tempered, average, irritable,
Be reasonable, average, unreasonable,
Be encouraging, average, nagging,
Be firm, average, vacillating,
Be tactful, average, tactless,
Be enthusiastic, average, lifeless,
Be quiet, average, noisy,
Be systematic, average, disorderly,
Be resourceful, average, dependent.

SCORE CARD FOR RURAL SCHOOLS

GEO. A. ALLEN, JR., *State Superintendent.*

ELIZABETH WARNING AND J. H. HOUSTON, *Supervisors.*

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

Teacher or Superintendent..... 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. Barn or garage	5
8. Flag and pole	5
9. 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* .....	.....	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

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

	Supt's score	Possible score
29. Drinking facilities*	20
30. Washing facilities, thermometer, sweeping compound, etc.	15
31. Schoolroom flag	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

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

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

(Signed)..... *County Superintendent.*

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.....
9. 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 blackboard 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. (Name).....
23. Names of supplementary readers and number of each kind for each grade:

Grade I.....	Grade III.....
Grade II.....	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 Hemisphere, Western Hemisphere, Kansas. (Underscore maps 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.
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.....

SCORE CARD FOR GRADED SCHOOLS

GEO. A. ALLEN, JR., *State Superintendent.*

ELIZABETH WARNING AND J. H. HOUSTON, *Supervisors.*

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

Teacher or Superintendent..... 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. Barn or garage	5
8. Flag and pole	5
9. 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* .....	.....	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 .....	.....	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
	-----	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
	-----	100

ORGANIZATION

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

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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.....
 9. 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 blackboard 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.....
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 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 Hemisphere, Western Hemisphere, Kansas. (Underscore maps 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. Bubblers-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.
 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.....

STATE OF KANSAS



DEPARTMENT OF PUBLIC INSTRUCTION

ACCEPTED SCHOOL

Certificate of Award

_____ School

District No. _____, _____ County

THIS SCHOOL IS HEREBY RECOGNIZED AS AN
ACCEPTED SCHOOL FOR THE YEAR 19____-19____

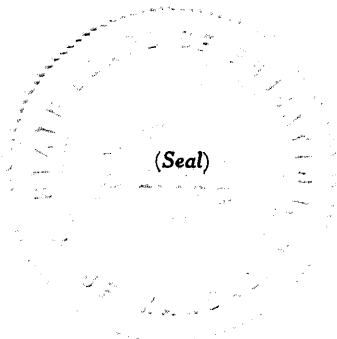
This school has reached the 850 points required for standardization but cannot be given that rank because of the type of building.

This rating is based on 1000 points, distributed as follows:

	POSSIBLE SCORE	ALLOTTED SCORE
Yard and outbuildings.....	100	_____
School building.....	200	_____
Equipment.....	250	_____
School.....	450	_____
Total.....	1000	_____

Issued at Topeka, Kansas, this _____

day of _____ 19____



State Superintendent.

State Supervisor.

County Superintendent.

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS, PAWNEE COUNTY, KANSAS

Dear Teachers:

I am sending you an inquiry regarding yourself which I hope will give me more complete information concerning the status of the rural teachers of this county.

Please read this inquiry carefully before attempting to answer it. Having read it, answer it completely and fully, and return it to my office at once. Answers to this inquiry are required in addition to your other regular reports. You will note that such a report may be required as stated in your contract.

Directions:

Encircle the correct answer or the most nearly correct answer in parts of the inquiry that give a choice of answers. Where there are blanks to fill, insert an answer that is truthful and fair to you. Some of the questions will not apply to every teacher, so you may ignore them, but be sure to answer every question or statement that does apply to you.

(Signed)

County Superintendent of Public Instruction.

I. Education:

1. If you have attended a high school or a secondary school, fill the blanks below.

1. Name of School	Location	Number of Units	Did you Graduate?
.....
.....

2. If you have taken a teacher's course in a normal school or teachers' college, fill in the following:

Name of School	Location	Number of Semester Hours	Diploma		Did you graduate?	
			Yes	No	Yes	No
.....	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
.....	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>

3. If you have attended a college or university, fill in the following:

Name of School	Location	Number of Semester Hours	Did you graduate?	
			Yes	No
.....	<u>Yes</u>	<u>No</u>
.....	<u>Yes</u>	<u>No</u>

4. What correspondence course, if any, have you taken?

Write names of courses below.	From where?	Hours credit?
.....
.....

.....

5. Did you attend summer school last summer? Yes No

6. Total number of college hour credits in terms of SEMESTER HOURS?

7. If you have had any other type of education training list below:

.....
.....
.....

8. What type of Certificate do you now hold?

.....
.....

9. Are you working for a better type of certificate? Yes No

If so, what kind?

10. Name in order of preference the three school subjects in which you feel the most proficient:

(a) (b) (c)

II. EXTRA CURRICULA AND SOCIAL WORK:

Check the extra-curricula and social activities in which you have engaged during the present school year.

1. Teaching Sunday School 2. Other church work

3. Boys' and Girls' club work, Yes No If "Yes" what?

4. Is your work sponsored by the County Farm Agent? Yes No

5. Box Suppers, Pie Socials, etc. List and give the date held.

6. Farm Bureau Meetings or other Farmers' organization?

7. What plays or entertainments have you given this year?
Name Date given

.....
.....
.....

8. Are you engaged in Community club work? Yes No

If so, what kind?

9. Is your school connected with a literary society? Yes No

.....
.....

10. List any other extra-curricula activities below.

.....

Encircle the statements below which indicate your residential status or fill blanks explaining the same.

1. Living at home and teaching the home school. Yes No
2. In and out of the district each day. Yes No
3. How far do you travel (one way) to school each day?
4. Board and room in the district, remaining over the weekends (not permanent home). Yes No
5. Board and room in the district, leaving over the weekends. Yes No
6. What part of the weekends do you leave the district? 1/4, 1/2, 3/4, all.

.....

(Signed)

.....

.....

.....

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS, PAWNEE COUNTY, KANSAS

Dear Teachers:

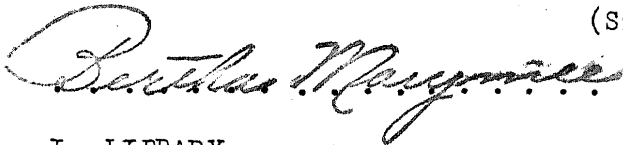
I am sending you a second inquiry regarding the schools of our county. I hope to secure more complete information concerning the status of the library facilities in our schools, and I am, also, interested in knowing what becomes of the county diploma graduates of the rural schools.

Please read this inquiry carefully before attempting to answer it. Having read it, answer it completely and fully, and return it to my office at once.

Directions:

Fill the blanks or place numbers or (X's) in the space provided that most truthfully replies to the statement, question or phrase. Be as accurate as possible.

(Signed)



County Superintendent of Schools.

I. LIBRARY:

1. Total number of books in the library (bound volumes) ()
2. Total number of books added this year ()
3. The library books added this year were selected by: (place X below).
 - a. School board ()
 - b. Teacher ()
 - c. Teacher and older pupils ()
 - d. Teacher and the school board ()
 - e. Teacher and the County Superintendent ()
 - f. School board and the County Superintendent ()
 - g. Teacher, school board and the County Superintendent ()
4. Library fund: (Write amount expended in the appropriate blank below.)
 - a. How much money provided by the school board this year? ()
 - b. How much money earned by entertainments was used in buying books ()
 - c. How much money was secured from other sources and used to buy books? ()
 - d. How much unexpended money do you have in the library fund? ()
5. Types of books in your library: (Write number in the blanks below.)
 - a. Informational (includes biography, historical books, etc. ()
 - b. Fiction ()
 - c. Method of teaching (Professional books) ()
 - d. Other reference books ()
 - e. Supplementary readers:

	Number of sets:	Number in each set:
(1) For first grade	. . . . .	. . . . .
(2) For second grade	. . . . .	. . . . .
(3) For third grade	. . . . .	. . . . .
(4) For fourth grade	. . . . .	. . . . .
 - f. Total number of supplementary readers ()
 - g. Number of books you regard as virtually useless ()
(Obsolete, out-of-date, missing pages, inappropriate for school use.)

6. How many books were checked out during this school year by persons not enrolled in the school? ()

7. List below the magazines furnished by the school board:

- a.
- b.
- c.
- d.

8. List below the magazines for which you subscribe that are aids in your teaching:

- a.
- b.
- c.
- d.

9. List below magazines and papers which are brought to school regularly by patrons and pupils for school use:

- a.
- b.
- c.
- d.

II. PUPILS:

1. How many eighth grade graduates has your school produced during the last four years? (Begin with school year 1925-1926) ()

- a. How many of the above number graduated from high school? ()
- b. How many of the above number attended high school for three years? ()
- c. How many of the above number attended high school for two years? . ()
- d. How many of the above number attended high school for one year? . ()
- e. How many of the above number did not enroll in high school? . . . ()

NOTE: The above questions will be difficult to answer correctly. Consult the Register for list of graduates. Confer with the older pupils and others in the community to ascertain the extent to which the eighth grade graduates continued their education.

2. How many of your pupils are doing failing work in at least two subjects this year? ()

3. What is your total enrollment at present? ()

WOODY-McCALL MIXED FUNDAMENTALS: FORM IV

Name..... Age..... Grade..... Building..... City.....

Get the right answer to as many examples as you can in 20 minutes. Do all work on the front or back of this sheet.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Add			Subtract		Subtract	Add	Add	Subtract
$\begin{array}{r} 4 \\ 1 \\ 3 \\ \hline \end{array}$	$5 \times 1 =$	$8 \overline{) 24}$	$\begin{array}{r} 9 \\ 3 \\ \hline \end{array}$	$4 \times 9 =$	$\begin{array}{r} 11 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ 27 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ 23 \\ 34 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ 47 \\ \hline \end{array}$

(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Multiply			Subtract		Multiply	Subtract	Add
$\begin{array}{r} 60 \\ 3 \\ \hline \end{array}$	$8 \overline{) 0}$	$26 + 52 =$	$\begin{array}{r} 50 \\ 35 \\ \hline \end{array}$	$7 \overline{) 4494}$	$\begin{array}{r} 1027 \\ 8 \\ \hline \end{array}$	$\begin{array}{r} 475362 \\ 204383 \\ \hline \end{array}$	$\begin{array}{r} \$.65 \\ 2.35 \\ .88 \\ \hline \end{array}$

(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
Multiply		Add	Multiply		Subtract		Multiply
$\begin{array}{r} 8976 \\ 9 \\ \hline \end{array}$	$60 \div 7 =$	$\begin{array}{r} \$6.00 \\ 2.49 \\ 6.32 \\ 5.57 \\ .99 \\ 4.61 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ 242 \\ \hline \end{array}$	$24 \overline{) 487}$	$\begin{array}{r} 95\frac{5}{6} \\ 53\frac{3}{4} \\ \hline \end{array}$	$\frac{1}{5} + \frac{1}{5} =$	$\begin{array}{r} 24 \\ 21\frac{1}{2} \\ \hline \end{array}$

(26)	(27)	(28)	(29)	(30)
	Add	Multiply		
$.003 \overline{) .0963}$	$\begin{array}{r} 4\frac{1}{2} \\ 5\frac{5}{6} \\ 7\frac{1}{3} \\ \hline \end{array}$	$\begin{array}{r} 7.15 \\ 2.3 \\ \hline \end{array}$	$75.25 \div 11\frac{1}{3} =$	$5\frac{7}{8} - 2\frac{3}{8} =$

(31)	(32)	(33)	(34)
	Subtract	Add	
$3\frac{1}{3} \times 5\frac{1}{3} =$	$\begin{array}{r} 10 \text{ yds. } 2 \text{ ft. } 3 \text{ in.} \\ 6 \text{ yds. } 2 \text{ ft. } 9 \text{ in.} \\ \hline \end{array}$	$\begin{array}{r} 2 \text{ ft. } 6 \text{ in.} \\ 3 \text{ ft. } 5 \text{ in.} \\ 4 \text{ ft. } 9 \text{ in.} \\ 6 \text{ ft. } 11 \text{ in.} \\ 15 \text{ ft. } 6 \text{ in.} \\ \hline \end{array}$	$3\frac{1}{4} \times 5\frac{1}{2} \times 2\frac{1}{3} =$

KANSAS STATE TEACHERS COLLEGE
EMPORIA.

Steps of Procedure in Finding Median

	F	Total F
30-64	i	45
55-59	ii	44
50-54	iii	42
45-49	iii	39
40-44	iiii	36
35-39	iiii i	32
30-34	iiii iiii	26
25-29	iiii i	17
20-24	iiii	11
15-19	iii	7
10-14	ii	4
5-9	i	2
0-4	i	1
N	45	

1. Determine the Half Sum

$$\frac{N}{2} \text{ or } \frac{45}{2} \text{ or } \underline{\underline{22\frac{1}{2}}}$$

2. Determine the Partial Sum.

Count up from bottom of the distribution to that interval whose cases, if added in, will make the sum greater than the half sum. 17.

17 Partial Sum

3. Determine the Assumed Median.

The assumed median is always determined by the partial sum. It is always just above the last interval used in partial sum. Assumed median is 30.

4. Determine the correction.

$$\text{Correction} = \frac{\text{Half Sum} - \text{Partial Sum}}{\text{Number of frequencies in interval in which assumed median falls.}} \times \frac{\text{Number of Units per Interval}}{1}$$

$$\text{Correction} = \frac{22\frac{1}{2} - 17}{9} \times \frac{5}{1} = \frac{5\frac{1}{2} \times 5}{9} = \underline{\underline{3.05}}$$

5. The True Median = Assumed Median + Correction.

$$\text{True Md.} = 30 + 3.05 = \underline{\underline{33.05}}$$

The only substitutions necessary to find First Quartile, Q_1

1. Use quarter sum instead of half sum. $\frac{N}{4}$ instead of $\frac{N}{2}$
2. Use assumed quartile, Q_1 , instead of assumed median.
3. Use true quartile (true Q_1) instead of true median.

$$\text{True } Q_1 \text{ of above problem} = 25.21$$

Substitution necessary to find 3rd decile.

1. Use 3/10 sum. $\frac{3N}{10}$
2. Use assumed 3rd decile.
3. Use true 3rd decile.

$$\text{True 3rd decile of above problem} = 27.08$$

You should work out the median, Q_1 , and 3rd decile of the above problem. These examples should give you the method of procedure. Work out the following: (a) 3rd quartile (or Q_3); (b) Q_2 ; (c) 8th decile; (d) 23rd percentile; (e) 30th percentile; (f) 3rd quintile.

Correct answers: (a) = 42.19 (b) = 33.05 (c) = 45
(d) = 24.19 (e) = 45 (f) = 35.83