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JUNE, 1937

EMPORIA, KANSAS

Vol. 17, No. 6

STUDIES IN EDUCATION NUMBER
(Thirteenth of the Series)



A STUDY OF THE EIGHTH GRADE
DIPLOMA SITUATION
IN KANSAS

By **MARTIN EBERT LITTLE**



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Studies in Education has been discontinued as a separate publication, for economy reasons. Hereafter Studies in Education will appear as numbers of Kansas State Teachers College of Emporia Bulletin of Information.

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EDITOR'S INTRODUCTION

In the study presented on the following pages, Mr. Little has attempted to throw some light on the problem which has been with us these twenty-five years—that of promotion to high school from the eighth grade. Believing that improvement in any given situation depends first of all on knowing exactly what that situation is, the author has attempted to survey the problem for Kansas and to present his information for the school people of the state in as clear a way as possible.

Because they work with the problem of promotions from the rural schools and from certain types of village schools to the high schools, Mr. Little has consulted first of all the county superintendents of Kansas. These school officials have told him rather definitely whether they approved of or were opposed to the present plan; what they believe is wrong with the present plan when the officials believe the plan is bad; and what they like in the present plan when the officials are reasonably certain the plan is a justifiable one. He has outlined the program that is in use in neighboring states, and has secured the opinions of state school executives on the plan in use in these states.

Because he believed that the training of the teacher should have much to do with freeing the teacher from restrictions in the matter of promotion of her pupils to the nearest high school, Mr. Little has carefully analyzed the professional training of the teachers in his home county—Sumner. Although this investigation is for but one of the one hundred five counties in Kansas, there is much reason to believe that the training status of the teacher differs little from Sumner in other counties.

To the various officials, both in county and state offices, who have made their files and records available to Mr. Little, *Studies in Education* takes this means of expressing appreciation for their courtesy.

EDWIN J. BROWN, *Editor*.

A Study of the Eighth Grade Diploma Situation in Kansas

CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

The taking of the state diploma examinations has long been a problem to the elementary classroom teacher and the parents of elementary school children as well as to the children themselves. It has presented a problem in several ways. The principal concern of all of these groups has been that of fear. Parents have been afraid that their children would not pass, and have goaded the children to efforts sometimes beyond their capacity. The teacher has been filled with a fear concerning her job. It is her realization that she is depended upon by the community to get the children past the examinations. The very word "examinations" fills the child so full of fear that his year-long concern is that of passing the examinations at the expense of everything else.

Often, the writer has been asked by parents and board members, "Why do our children have to cram for these county examinations?" The writer has heard, also, from the lips of teachers, such statements as "Oh, if I could only be free to teach!"

On the other hand, many administrators and teachers on the secondary school level believe that the tests are necessary as an administrative measure and as an assurance that the child will be ready for secondary work. Many of these proponents of the diploma examination feel that fear of promotion is desirable to promote best efforts.

In view of the foregoing statements, it would appear that there is a real difficulty involved in the question of the state diploma examinations.

Hence it is the purpose of this study to attack the problem from several angles and to try to glean a concensus of opinion in a critical but impartial manner. The study naturally takes the form of the question, "Shall we do away with the state diploma examinations?"

HISTORY OF THE DIPLOMA EXAMINATION

The Kansas legislature passed the common-school-diploma law in 1913. The law requires an average grade of eighty percent in all subjects and no grade below sixty percent. The subjects in which examinations were required are: Reading, writing, grammar, spelling, Kansas history, United States history, civil government, agriculture, arithmetic, geography, physiology, and classics. During these twenty-four years the law has remained the same. First- and second-class cities have never given the examinations, and in recent years some county superintendents have allowed certain third-class city elementary schools, if they are connected with senior high schools and are under the same

supervision, to do their own promoting. But the majority of schools still concentrate their efforts upon preparing children in the seventh and eighth grades for the diploma examinations. The examinations have changed somewhat in form, and during the past two years during the process of change in the state course of study, the examinations have been changed, also, in content, but they have remained of a factual nature. The state course of study has become flexible, allowing for the inclusion of work to fit particular community needs, while the test is the same for all pupils everywhere.

PREVIOUS STUDIES

A study of this field shows that there have been no careful studies of the problem, and very little information is available on the subject.

The *Kansas Teacher*¹ conducted an open forum discussion on the subject. Five county superintendents of schools were asked to make suggestions from their observations. Contributing superintendents were Arlone Richardson, Council Grove, Kan.; M. A. Callahan, Marquette, Kan.; Mrs. Edna L. Cobb, Dodge City, Kan.; Howard O. Stone, Westmoreland, Kan.; S. Robert Knight, Mound City, Kan.

E. E. Stonecipher² has compiled data in regard to county school supervision or helping teachers in addition to the county superintendent. The meaning of helping teachers is explained and a program of supervision is outlined. The helping teacher would supplant the diploma examinations. In this study statistical data on teacher qualifications and preparation are given.

METHOD OF PROCEDURE

This study has been made in an attempt to present facts that will either strengthen the cause of the present state diploma examination and its method of administration, or will lend impetus to the ever increasing sentiment against the present system. The writer's plan has been to give the facts and opinions as they were found. Then it has been his plan to summarize these points and to make recommendations leading toward a better system if he felt the evidence warranted such recommendation.

As the problem was studied it was found that certification of teachers, as well as the examinations themselves, was involved in the problem. Consequently, a study of the relation of teacher preparation in regard to the examinations was made. Sumner county was used as a sample county.

The bulk of the study had to come from the opinion of educators, based upon their observations and experiences. Working from this angle, letters were sent to each county superintendent in the state.³ The letters asked for an unconditional answer as to whether the examination should be abolished, as well as a general statement explaining the reason for the answer.

The second group of opinions were received from the state departments of education of Nebraska, Missouri, Iowa, Oklahoma, and Colorado.⁴ These

1. "Should the Eighth-grade County Examinations be Supplanted by Some Other System?" in the *Kansas Teacher*, Vol. 42, No. 3, pp. 12-15 (March, 1936).

2. E. E. Stonecipher, *The Elimination of Diploma Examinations Through the Employment of Helping Teachers for Kansas Rural Schools*. (Kansas Congress of Parents and Teachers, May, 1936, Bulletin.)

3. See appendix for letters asking for opinions.

4. See appendix for letters asking for opinions and material from state superintendents.

states were selected because of their similarity in types of schools as judged by their similarity in types of communities.

The tests, themselves, were studied and compared with former tests.⁵

TYPES OF DATA COLLECTED

The following types of data were received from sources previously mentioned:

1. An unconditioned "yes" or "no" from 97 of the 105 county superintendents in regard to the abolition of the diploma examinations.
2. Opinions of county superintendents as to what is wrong with the present system.
3. Opinions of county superintendents as to why the present system is justified.
4. Material outlining the plans used in neighboring states.
5. Opinions of state superintendents and state elementary school supervisors of neighboring states.
6. The certification, hours of college credit and number of failures per type of certificate among teachers in Sumner county.
7. Samples of tests.

5. See appendix for samples of the diploma tests.

CHAPTER II

DOES CERTIFICATION OF TEACHERS HAVE ANYTHING
TO DO WITH THE PROBLEM?

Since teacher preparation is basic to the problem of changing the promotion plan for rural eighth-grade graduates to high school, an attempt was made to find out just what the educational qualifications of teachers are. Sumner county was used as a sample county, and the teachers were grouped as to certification, which in most cases is based on college credit in hours. The tables speak for themselves in indicating the pertinent items regarding teacher preparation.

Table I presents the twelve teachers holding the *Life Certificate*, while Table II shows the thirty-nine teachers holding the *Three-year State Certificate*. Table III and Table IV show the status of the eighty-seven teachers holding the *First-grade* and *Second-grade County Certificates*, respectively. Table V presents the six teachers holding the *Normal Training Certificate*. Table VI summarizes the first five tables and Tables VII and VIII present data concerning the city and village schools of the county.

TABLE I.—The number of college hours, and years of teaching experience of LIFE CERTIFICATE teachers in Sumner county rural schools, 1935-1936, together with the number of eighth-grade students taking the county examinations, and the number of failures.

TEACHER No.	Certificate (type).	College hrs.	Years of experience.	Examinations.	
				Number taking.	Number failing.
1.....	Life (A. B.).....	154	0	1	0
2.....	Life.....	60	3	1	0
3.....	Life (B. S.).....	143	13	1	0
4.....	Life.....	68	5	6	0
5.....	Life.....	72	3	2	0
6.....	Life (A. B.).....	125	1	2	0
7.....	Life.....	68	6	1	1
8.....	Life.....	60	9	0	0
9.....	Life.....	77	9	3	0
10.....	Life (B. S.).....	125	1	1	1
11.....	Life (A. B.).....	133	4	0	0
12.....	Life.....	69	4	2	1

Read table thus: One teacher with a *Life Certificate*, holding an A. B. degree, based on 154 college semester hours of credit, without teaching experience, had one pupil take the county examination for promotion to high school. There was no failure. Read in like manner for other teachers.

TABLE II.—The number of college hours, and years of teaching experience of THREE-YEAR STATE CERTIFICATE teachers in Sumner county rural schools, 1935-1936, together with the number of eighth-grade students taking the county examinations, and the number of failures.

TEACHER No.	Certificate (type).	College hrs.	Years of experience.	Examinations.	
				Number taking.	Number failing.
13.....	3 Yr. St.*.....	54	4	0	0
14.....	3 Yr. St.....	30	1	1	0
15.....	3 Yr. St.....	31	1	1	0
16.....	3 Yr. St.....	48	2	4	0
17.....	Jr. 3 Yr. 3.....	109	3	0	0
18.....	Jr. 3 Yr. 3.....	66	1	2	2
19.....	Jr. 3 Yr. 3.....	63	1	1	0
20.....	Jr. 3 Yr. 3.....	60	1	1	0
21.....	Jr. 3 Yr. 3.....	63	1	2	0
22.....	Jr. 3 Yr. 3.....	120	3	1	0
23.....	Jr. 3 Yr.....	60	3	3	0
24.....	Jr. 3 Yr. 3.....	88	9	0	0
25.....	3 Yr. St.....	60	1	2	0
26.....	3 Yr. St.....	60	1	4	0
27.....	3 Yr. St.....	60	1	1	0
28.....	3 Yr. St.....	64	10	2	0
29.....	3 Yr. St.....	86	1	1	0
30.....	Jr. 3 Yr. 3.....	62	2	2	0
31.....	Jr. 3 Yr. 3.....	62	1	1	0
32.....	3 Yr. St.....	38	5	3	0
33.....	Jr. 3 Yr. 3.....	70	1	2	0
34.....	Jr. 3 Yr. 3.....	61	1	1	0
35.....	3 Yr. St.....	68	5	2	2
36.....	3 Yr. St.....	30	1	2	0
37.....	3 Yr. St.....	61	1	1	1
38.....	3 Yr. St.....	70	5	1	0
39.....	3 Yr. St.....	60	1	2	0
40.....	3 Yr. St.....	31	2	0	0
41.....	3 Yr. St.....	30	1	3	1
42.....	3 Yr. St.....	60	2	3	0
43.....	Jr. 3 Yr. 3.....	65	1	2	0
44.....	Jr. 3 Yr. 3.....	65	1	1	0
45.....	3 Yr. St.....	76	2	2	0
46.....	3 Yr. St.....	69	4	1	0
47.....	3 Yr. St.....	100	2	0	0
48.....	3 Yr. St.....	46	9	2	0
49.....	Jr. 3 Yr. 3.....	60	1	0	0
50.....	3 Yr. St.....	38	1	0	0
51.....	3 Yr. St.....	58	1	0	0

Read table thus: Teacher number 13 holds a *Three-year State Certificate*, has fifty-four college-credit hours, has taught four years, had no students taking the eighth grade county examination for promotion to high school and had no failures. Read in like manner for other teachers.

* A "three-year state" certificate is the certificate issued by the state teachers' colleges at the successful completion of a prescribed one-year college course. "Jr. 3 Yr. 3" is a certificate issued by four-year colleges and junior colleges upon the basis of a prescribed two-year, sixty college-credit hour, course.

TABLE III.—The number of college hours, and years of teaching experience of holders of FIRST-GRADE COUNTY CERTIFICATES in Sumner county rural schools, 1935-1936, together with the number of eighth-grade students taking the county examinations and the number of failures.

TEACHER No.	Certificate (type).	College hrs.	Years of experience.	Examinations.	
				Number taking.	Number failing.
52	1st Gr. Co.	0	20	3	0
53	1st Gr. Co.	0	16	1	0
54	1st Gr. Co.	0	21	2	0
55	1st Gr. Co.	16	7	0	0
56	1st Gr. Co.	11	5	2	0
57	1st Gr. Co.	20.5	11	3	0
58	1st Gr. Co.	8	4	2	0
59	1st Gr. Co.	0	30	3	0
60	1st Gr. Co.	8	4	3	0
61	1st Gr. Co.	0	2	0	0
62	1st Gr. Co.	0	6	2	0
63	1st Gr. Co.	0	5	0	0
64	1st Gr. Co.	33	15	1	0
65	1st Gr. Co.	16	4	1	0
66	1st Gr. Co.	0	6	1	0
67	1st Gr. Co.	0	4	1	0
68	1st Gr. Co.	0	5	3	0
69	1st Gr. Co.	26	13	0	0
70	1st Gr. Co.	8	7	3	0
71	1st Gr. Co.	20	10	2	0
72	1st Gr. Co.	0	17	0	0
73	1st Gr. Co.	0	4	0	0
74	1st Gr. Co.	0	7	2	0
75	1st Gr. Co.	68	4	4	0
76	1st Gr. Co.	11	4	1	0
77	1st Gr. Co.	32	4	1	0
78	1st Gr. Co.	4	3	1	0
79	1st Gr. Co.	0	2	1	0
80	1st Gr. Co.	18	4	2	0
81	1st Gr. Co.	8.5	5	0	0
82	1st Gr. Co.	35	4	3	0
83	1st Gr. Co.	0	2	0	0
84	1st Gr. Co.	8	4	0	0
85	1st Gr. Co.	49	3	1	0
86	1st Gr. Co.	0	2	1	0
87	1st Gr. Co.	8	4	0	0
88	1st Gr. Co.	62	5	0	0
89	1st Gr. Co.	20	7	2	0
90	1st Gr. Co.	8	9	0	0
91	1st Gr. Co.	8	3	3	0
92	1st Gr. Co.	8.5	9	1	0
93	1st Gr. Co.	0	2	2	0

Read table thus: Teacher number 52 holds a *First-grade County Certificate*, has no college hours, has taught twenty years, had three students taking the county examination for promotion into high school and had no failures. Read in like manner for other teachers.

TABLE IV.—The number of college hours, and years of teaching experience of holders of SECOND-GRADE COUNTY CERTIFICATES in Sumner county rural schools, 1935-1938, together with the number of eighth-grade students taking the county examinations and the number of failures.

TEACHER No.	Certificate (type).	College hrs.	Years of experience.	Examinations.	
				Number taking.	Number failing.
94	2d Gr. Co.	0	1	0	0
95	2d Gr. Co.	0	1	2	0
96	2d Gr. Co.	32	8	0	0
97	2d Gr. Co.	39	1	0	0
98	2d Gr. Co.	33	10	1	0
99	2d Gr. Co.	0	25	0	0
100	2d Gr. Co.	0	1	2	0
101	2d Gr. Co.	0	1	2	0
102	2d Gr. Co.	9	3	3	0
103	2d Gr. Co.	32	3	4	0
104	2d Gr. Co.	0	6.5	0	0
105	2d Gr. Co.	0	1	3	1
106	2d Gr. Co.	0	1	2	0
107	2d Gr. Co.	0	1	2	1
108	2d Gr. Co.	30	5	0	0
109	2d Gr. Co.	0	7	3	0
110	2d Gr. Co.	0	1	1	0
111	2d Gr. Co.	8	2	0	0
112	2d Gr. Co.	0	1	2	0
113	2d Gr. Co.	8	1	2	0
114	2d Gr. Co.	0	1	1	0
115	2d Gr. Co.	0	4	0	0
116	2d Gr. Co.	0	1	0	0
117	2d Gr. Co.	8	2	1	0
118	2d Gr. Co.	0	1	0	0
119	2d Gr. Co.	8	9	1	1
120	2d Gr. Co.	16	6	2	0
121	2d Gr. Co.	30	1	0	0
122	2d Gr. Co.	35	7	2	0
123	2d Gr. Co.	0	1	1	0
124	2d Gr. Co.	30	1	0	0
125	2d Gr. Co.	0	1	0	0
126	2d Gr. Co.	8	3	3	0
127	2d Gr. Co.	0	1	1	0
128	2d Gr. Co.	0	10	2	0
129	2d Gr. Co.	0	1	2	0
130	2d Gr. Co.	0	1	2	0
131	2d Gr. Co.	0	1	1	0
132	2d Gr. Co.	4	1	2	0
133	2d Gr. Co.	0	5	2	0
134	2d Gr. Co.	0	6	0	0
135	2d Gr. Co.	32	1	0	0
136	2d Gr. Co.	0	1	0	0
137	2d Gr. Co.	36	4	1	0
138	2d Gr. Co.	0	4	2	0

Read table thus: Teacher number 94 holds a *Second-grade County Certificate*, has no college hours, has taught one year, had no pupils taking the county examination for promotion into high school and had no failure. Read in like manner for other teachers.

TABLE V.—The number of college hours, and years of teaching experience of holders of NORMAL-TRAINING CERTIFICATES in Sumner county rural schools, 1935-1936, together with the number of eighth-grade students taking the county examinations and the number of failures.

TEACHER NO.	Certificate (type).	College hrs.	Years of experience.	Examinations.	
				Number taking.	Number failing.
139.....	Nor. Tr.....	33	10	0	0
140.....	Nor. Tr.....	60	12	1	0
141.....	Nor. Tr.....	68	2	2	0
142.....	Nor. Tr.....	24	8	0	0
143.....	Nor. Tr.....	40	10	1	0
144.....	Nor. Tr.....	8	1	2	0

Read table thus: Teacher number 139 holds a *Normal-training Certificate*, has thirty-three hours of college credit, has taught ten years and had no students taking the county examination for promotion into high school. Read in like manner for other teachers.

TABLE VI.—A summary of data contained in Tables I to V, showing the certification, years of experience and number of college hours, together with the total number of pupils and the number of failures in the rural schools of Sumner county, 1935-1936.

CERTIFICATE (type).	Number in group.	Average number of college hours.	Average number years of experience.	Examinations.		Percent of failures.
				Number taking.	Number failing.	
Life.....	12	95.6	4.83	20	3	15
3 Yr. St.....	39	59.02	2.41	57	6	10.52
2d Gr. Co.....	45	8.66	3.4	55	3	5.45
1st Gr. Co.....	42	12.45	7.21	58	0	0
Nor. Tr.....	6	38.83	7.16	6	0	0

Read table thus: There were 12 *Life Certificate teachers* teaching in Sumner county, Kansas, in 1935-1936, with an average of 95.6 college-credit hours, an average teaching experience of 4.83 years, a total of 20 students taking the county examination for promotion into high school, and a total of three failures, making fifteen percent failing.

TABLE VII.—The certification, number of college hours, years of teaching experience, number of eighth-grade pupils and the number of failures in third-class cities and two-teacher schools in Sumner county, 1935-1936

SCHOOL No.	Certificate (type).	College hours.	Years of experience.	Number pupils.	Number failures.
1.....	3 Yr. St.....	103	16	21	0
2.....	Life.....	64	10	19	2
3.....	Life.....	72	16	21	0
4.....	Life (A. B.).....	164	2	16	9
5.....	Life.....	82	7	13	0
6.....	1st Gr. Co.....	39	10	15	0
7.....	Life (B. S.).....	150	7	32	0
8.....	1st Gr. Co.....	12	7	9	0
9.....	Life.....	67	15	11	1
10.....	1st Gr. Co.....	0	15	6	0
11.....	1st Gr. Co.....	54	9	3	0
12.....	3 Yr. St.....	100	6	3	0
13.....	2d Gr. Co.....	8	2	2	0

Read table thus: School number 1 employed a teacher with a *Three-year State Certificate*, with 103 college-credit hours and sixteen years of teaching experience. She had twenty-one pupils taking the county examination for promotion into high school with no failures.

TABLE VIII.—A summary of data contained in Table VII, showing the average number of hours, and years of experience, together with the total number of pupils and the number of failures.

CERTIFICATE (type).	Number in group.	Average number of college hours.	Average number years of experience.	Examinations.		Percent of failures.
				Number taking.	Number failing.	
Life.....	4	96.25	8.5	59	12	20.34
3 Yr. St.....	2	101.50	11	27	0	0
1st Gr. Co.....	4	26.25	10	33	0	0
2d Gr. Co.....	1	8	2	2	0	0

Read table thus: The Life Certificate is the highest grade and includes degree teachers. The Second-grade County Certificate is the lowest grade. There are in Sumner county, Kansas, village schools four teachers with the *Life Certificate* who have an average of 96.25 hours of college credit and 8.5 years of teaching experience. Fifty-nine pupils took the county examination for promotion into high school and there were twelve failures. The percentage of failures was 20.34.

The facts revealed by these tables have additional weight when it is realized that the entire state faces somewhat the same situation. Professor E. E. Stonecipher,¹ in the study bulletin for "The Elimination of Diploma Examinations through the Employment of Helping Teachers for Kansas Rural Schools" writes as follows:

1. Stonecipher, *loc. cit.*

"A recent survey tells us that for the school year 1935-'36 more than 1,800 of these country teachers who are teaching in the one-room schools of Kansas have no college training whatever and more than 2,100 have attended college less than one-half year. Approximately 1,400 of the 6,500 are teaching their first year and more than 1,000 others are teaching their second year. Three fourths of all of the one-room teachers have less than two years of college preparation, and many of those with college training have made no special preparation for teaching either rural or elementary schools. Of the 6,506 teachers in the one-room schools, 3,265 are in their present position for the first time this year. Of these elementary rural teachers, one out of five is without experience; one out of three without any training beyond high school; and seven out of ten have not to exceed one year of college training. However, this rural teacher is instructor, janitor, nurse, playground supervisor, community leader and 'what not' in her community. She must make from sixteen to twenty-eight lesson preparations daily, direct the playground, care for individual needs, grade papers, send out grade cards and plan community programs."

SUMMARY

1. There is a larger percent of failures in the county examinations in schools employing life certificate teachers than in any other. These are academically the best-trained teachers and have on an average, ninety-six college-hours of credit. (See Table VI, page 14; Table VII, page 15.)

2. There is a smaller percent of failures in rural schools employing the second-grade county certificate teachers. These average eight hours of college training. (See Table IV, page 13; Table VI, page 14.)

3. There is every indication that the type of certificates of teachers has little or nothing to do with the child's ability to pass county examinations. (See Table I, page 10; Table IV, page 13; Table VII, page 15.)

4. There are forty-five teachers in Sumner county holding the second-grade county certificate. These forty-five teachers have an average of 8.66 college hours. This is equivalent to approximately one summer in college. (See Table IV, page 13.)

5. There are forty-two teachers in Sumner county holding the first-grade county certificate. These teachers have an average of 12.45 college hours. This is approximately two thirds of a semester in college. (See Table III, page 12.)

6. There are only twelve teachers in Sumner county who have life certificates. Five of these have degrees with an average of 136 college hours of credit. The others have an average of 67 hours of college credit. (See Table I, page 10.)

7. There are forty-four teachers in Sumner county rural schools who have no college hours of credit. (See Table I, page 10.)

8. In addition to Item 7 there are seventeen teachers in Sumner county rural schools who have eight hours or less of college credit. (See Table III, page 12; Table IV, page 13; Table V, page 14.)

9. There is a larger percent of failures among town-school students than among rural-school students. (Compare Table VI, page 14 and Table VII, page 15.)

10. From surveys and studies previously made the indication is that this same teacher problem exists throughout the state. (See quotation, page 16.)

CHAPTER III

WHAT IS THE OPINION OF THE COUNTY SUPERINTENDENTS IN REGARD TO THE JUSTIFICATION OF THE STATE DIPLOMA EXAMINATIONS?

A great deal of argument and discussion regarding the worth of the state diploma examinations has been in evidence in Kansas during the past few years. A wide difference of opinion exists on the subject. Many seem to feel that the method of promotion is not desirable, while others contend that the school would be lost without the uniformity of promotion provided by the examinations. Few articles have been written, but teachers and supervisors and parents have been turning questioning and doubting eyes upon the plan. The greatest problem lies in the case of the rural teachers who have no supervision except that of the overburdened county superintendent. The county superintendent necessarily is more of an administrator than a supervisor. Consequently, most rural teachers struggle along unaided, and the result of such procedure presents the real issue in this study.

In studying the possibilities of a change in method of making promotions, many questions arise that have as yet been unanswered. If the examinations are to be eliminated, what will take their place? How could uniform promotions be made? Are the teachers prepared to judge a thing of such importance? Would the quality of the student's work be cheapened? Would the teachers fail to do their job if they were not checked upon closely? These and many more questions arise to be answered.

In this study the opinions of the county superintendents of Kansas were asked. This seemed wise in view of the fact that the county superintendent is closer to the problem than any other type of administrator or supervisor.¹ A letter explaining the nature of the study was written and the question, "Would you favor doing away with the county eighth-grade diploma examination, and allowing the teacher to promote to the ninth grade from the eighth just as she promoted from the seventh to the eighth?" was asked. An unqualified "Yes" or "No" was asked for. Then a note of explanation was requested in order to find what these heads of the county schools of Kansas really thought. A tabulation of the answers to the first part is presented in Table IX.

TABLE IX.—How county superintendents answered to the question, "Would you favor doing away with the county eighth-grade diploma examination, and allowing the teacher to promote to the ninth grade from the eighth just as she has promoted from the seventh to the eighth?"

Number questioned	105
Number of answers	97
Number answering "Yes"	38
Number answering "No"	56
Number not stating "Yes" or "No"	3
Number not replying to questionnaire.....	8
Percent of answers	92
Percent answering "Yes" of those answering.....	39
Percent answering "No" of those answering.....	58

1. See appendix for letter to county superintendents.

From the foregoing table, it would appear that a majority of the county superintendents are opposed to a change, but in studying the explanation of the answers, it develops that many who answered "No" are really in favor of some sort of change, while many of these answering "Yes" would substitute some testing form of promotion. The principal reasons given for those answering "Yes" to the above question are here presented in Table X, which is followed by the list of reasons given by those answering "No,"² in Table XI.

TABLE X.—The county eighth-grade diploma examination should be abolished, allowing the teacher to do her own promoting

<i>Number answers</i>	<i>Reason</i>
11	The year should be spent in learning useful facts, and not in cramming for examinations. Would save cramming and worry.
11	They are too expensive for the value derived.
8	The efficient teacher is better qualified to promote than an examining board. Teachers are capable of making the promotion.
5	Examinations aren't a fair test of ability. Inaccurate.
4	If teacher can promote in lower grades, why not the eighth?
2	They prohibit constructive teaching.
2	All should follow one course, and many are now promoting.
1	No county superintendent has the ability to say what a pupil's paper is worth.
1	It is difficult to have the questions meet school situations.
1	The rural child has an equal opportunity with the town student.
1	The main purpose is defeated.
1	County superintendent could supervise work closely enough to permit the teacher to make the promotion.
1	The method has outgrown its usefulness.
1	Do not fit the pupil's needs.
1	The child cannot do well when placed in a strange environment to take the examinations.
1	The examinations are becoming a farce.

The greatest single objection to the tests as shown in the above table is that a change would do away with cramming, and the time could be spent on constructive teaching in the modern progressive manner. A result of cramming and drill for the tests is worry, and that evil could be eliminated also. It can be noted that five opinions are that the examinations aren't fair and they do not measure the child's ability.

A second objection of importance is the item of expense. More than \$25,000 is spent each year in Kansas for this purpose.* This was the opinion of eleven of the county superintendents.

Eight opinions suggested that the efficient teacher is better prepared to promote than an examining board.

It is contended that it is much better for a child to take the examinations in surroundings with which he is familiar. The grader of the papers should know the student and his capabilities. The problem develops over the controversy as to whether the teachers are efficient and therefore capable of making the promotions.

Table XI presents a different side of the story. Here the most important reasons for keeping the present form of examination are presented with the number of county superintendents expressing an opinion for each.

² See appendix for complete answers from county superintendents.

* See page 20, this study.

TABLE XI.—The county eighth-grade diploma examination should not be abolished, allowing the teacher to do her own promoting from the eighth grade

Number answers	Reasons
14	Many teachers are not competent to know. Need higher qualifications.
12	Too much responsibility on teacher, who would be influenced by the community in case of failure of promotion. Teachers do not want the responsibility. She would be afraid of her job.
5	Must be some form of test of general ability in addition to the teacher's judgment
4	A uniform method of promotion is needed.
4	Need to check the work of the teacher.
4	Pupils would enter high school poorly prepared.
2	There is a lack of uniformity in teachers' grading.
2	Results in lower educational standards.
1	Nothing better has been offered.
1	Must take examinations for everything else, why not for promotion to high school?
1	Allows variation in the ability of freshmen.
1	Cheapens the value of high school.
1	Test is an incentive to make good.
1	Would encourage laziness on the part of teachers and pupils.
1	Tests would improve the scholarship in Kansas.
1	With examinations ahead, parents, pupils and teachers cooperate.
1	Would add to the conscientious teacher's burden.
1	A state examination is better than a teacher's test.
1	Difficult to promote without examinations.
1	Thoroughly reviews the pupils.

There seems to be justification for the suggestion that teachers are incompetent when we consider the fact that a large number of them have no training and very little teaching experience.* In spite of this, others will argue that the teacher is just as competent to promote as she is to teach. If she is not competent to promote she is not competent to teach.

Again comes the question of the responsibility of the teacher. If the teacher can get the children by "counties," she is a good teacher, but what about the rest of the pupils while she is concentrating her efforts on the graduates? They seemingly do not need to be given special help since they are not taking a county examination.

The items shown in Table X and Table XI present the fact that there is a wide difference of opinion regarding the identical items. Fourteen believe teachers to be incompetent, while eight believe them competent. Eighteen believe that the child would be better prepared to enter high school without the examination, while seven believe the quality of the work would be lowered. The tables are self-explanatory and further explanation seems unnecessary here. A few opinions of the county superintendents are available in addition to the opinions asked for by this particular study.³ The quotations below are from some of these.

County Superintendent Arlone Richardson, Morris county, presents the following:

"I am in favor of some system whereby children can be promoted into high school from the eighth grade of our rural schools without taking the state diploma examinations. . . . I object chiefly because of the great amount of cramming done in the seventh and eighth grades of our country schools. . . . My second contention is that both teachers and pupils are in a nervous state when the time arrives for the diploma examinations. . . ."

* See Table IV, page 13.

3. "Should the Eighth-grade County Examination be Supplanted by Some Other System?" in the *Kansas Teacher*, Vol. 42, No. 3, pp. 12-15 (March, 1936).

"We are attempting in all of our schools to do some really good teaching whereby our newer philosophy of education may be carried out. Let the child prepare for life by living. Let him be happy in the learning. I seriously question whether or not the state diploma examinations aid in this philosophy of education."

County Superintendent Edna L. Cobb, Ford county, offers the following indictment of the county examinations:

"A survey made three years ago revealed the fact that more than \$25,000 were spent each year in Kansas to determine, by means of the diploma examination, that some pupils were a success and some were a failure. The major objective in education is to teach girls and boys how to live and face life's situations in a changing world. Therefore, some method of measuring not only subject matter but attitudes, responses, abilities and reactions to situations, not in comparison to others, should supplant the eighth-grade examination. It is very essential that the method should be consistent with our unit program.

"When the papers have all been graded and statements of pupils' grades have been sent, there are a few who have failed to make that average of eighty percent. They come with sad hearts and imploring expressions to the county superintendent to know why they failed. What a tragedy in those boys' and girls' lives when the county superintendent tells them why they failed and that nothing more can be done for them this year. Any county superintendent would be justified in violating that law rather than to implant in the mind of any boy or girl that he or she is a failure."

Howard O. Stone, county superintendent of Pottawatomie county, observes as follows:

"The tests in themselves are not and cannot be edited so that they will serve their true purpose. Too little time available and too few people to prepare the tests are very objectionable features of the examinations. The tests, of necessity largely factual, do not correspond to the teaching done in the schools, for while one teacher may stress fifty factual points in a subject, another teacher will stress fifty other factual points in no way related or psychologically connected to the former. The result is that the pupil is tested by giving him questions which he has never met before.

"Good live teaching in the schools has disappeared because teachers must resort to a dry routine of factual teaching in order that their pupils may pass the examinations, and in order that the teachers' positions may be maintained. Children, too, are feeling the effects of this decrepit evil forced upon them by a state law designated and passed when the mastery of a single textbook and a few isolated facts were the requirements of an education."

In championing the cause of the county examination, M. A. Callahan, superintendent of schools, Marquette, Kan., presents eight reasons for their continuance:

"I will discuss the merits of the present plan, if such they are, under the following heads, viz.: (1) Its stimulating effect upon the school. (2) As a personality warping preventive for the high-school freshman. (3) The examination is now partly objective and might be made more so, if desired. (4) A definite knowledge of certain fundamental processes is essential for the ninth-grade student. (5) The county diploma examination works no hardship upon the pupil who is prepared for the ninth grade of school. (6) Other methods, which have been tried, have not proved more reliable. (7) Shortcomings in the administration of the diploma examination may be largely eliminated. (8) It is not good business judgment to 'trade horses in the middle of the stream.'"

There seems to be worth-while argument on both sides of the question, and the proponents of each are equally sincere in their judgment. If the county examinations are justified, how can they better meet the needs of modern education? If they are not justified, what system can best take their place?

SUMMARY

1. There is a wide difference of opinion among county superintendents in regard to the state diploma examinations. (See Table IX, page 17.)

2. The greatest opposing contention is that rural teachers are not sufficiently prepared educationally to make their own promotions. (See Table XI, page 19.)

3. There is evidence that selfish interests would enter where the teacher had to do her own promoting. (See Table XI, page 19.)

4. There should be some form of testing program that will be uniform and cause uniform promotions. (See Table XI, page 19.)

5. Proponents of the change claim that teachers are as competent to teach without the examinations as they are with the examinations. (See Table X, page 18.)

6. The giving of the examinations is very expensive. (See Table X, page 18; see quotations, page 20.)

7. The examinations seem not to measure the child's ability to any degree of accuracy. (See quotation, page 20; Table X, page 18.)

8. Educators agree that the examinations curb good teaching. (See Table X, page 18.)

9. The year should be spent in constructive teaching. This, in the minds of many, cannot be properly accomplished under a system of teaching six months tests, and cramming two months. (See Table X, page 18.)

10. Many are loath to give up the county examinations until some other testing or supervising form has been established to take their place. (See Table XI, page 19.)

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study has as its main objective the impartial study of the state diploma examination for eighth-grade students. The purpose is:

1. To present argument in favor of the present system of promotion.
2. To present argument in opposition to the present system of promotion.
3. To make recommendations which should aid in the improvement of the system.

The greater part of the information gathered for this study came from the opinions of the 105 county superintendents of schools in Kansas. Much information, also, was gathered from the records in the office of the county superintendent of schools, Wellington, Kan.

The scope of this investigation includes a study of ninety-seven opinions received from the 105 county superintendents in Kansas. It includes, also, a study of certification and experience in Sumner county as compared with the state as a whole.

The following types of data were received from the various sources:

1. An expression of opinion from ninety-seven of the 105 county superintendents in Kansas as to whether they would favor the abolition of the present system of promotion.
2. An expression of opinion as to what is wrong with the present system.
3. An expression as to how the present ills may be remedied.
4. Opinions from county superintendents as to why the present system is justified.
5. Material showing plans used in other states.
6. Opinions of state superintendents and elementary school supervisors of neighboring states.
7. Opinions of prominent administrators of Kansas.
8. The certification and number of college credit-hours of teachers in Sumner county.
9. The average number of years of experience of teachers in Sumner county.
10. A comparison of work, as judged by failures in the examination, between rural schools and village schools.
11. Samples of tests.

CONCLUSIONS

1. The county examination problem long has been a serious problem to the elementary teacher or principal, but it has been given little attention by men on the secondary level. The reason for this is that secondary teachers of the past have based a child's preparation for high school entirely upon his factual knowledge. (Page 17.)

2. Thirty-eight county superintendents of Kansas favor abolishing the county diploma examination, and allowing the teacher to promote to the ninth grade in the same manner that she has promoted from the seventh to the eighth grade. (Table IX, page 17.)

3. The chief arguments presented by those wishing to abolish the examinations are:

- a. Abolition would save cramming and worry. (Table X, page 18.)
- b. The year could be spent in learning useful facts. (Table X, page 18.)
- c. The tests are very expensive. (Table X, page 18; quotations, page 20.)
- d. Teachers are better prepared to promote than an examining board. (Table X, page 18.)
- e. Examinations do not fairly test the child's ability. (Table X, page 18.)
- f. There is no greater difference between promotion from the eighth grade to the ninth than from the third to the fourth or any other two grades. (Table X, page 18.)
- g. The tests prohibit constructive teaching. (Table X, page 18.)
- h. The tests are not uniform at present because some schools promote with their use and some do not.

4. Fifty-six county superintendents of Kansas favor retention of the present county examination. (Table IX, page 17.)

5. The principal arguments in favor of the county examination are:

- a. Teachers are not competent because of lack of professional and educational qualifications. (Table XI, page 19.)
- b. Placing the responsibility of promotion on the teacher would cause the community to have an influence on her promotions. (Table XI, page 19.)
- c. Many county superintendents contend that the teachers do not want the responsibility. (Table XI, page 19.)
- d. The teacher must have an aid to her own judgment. (Table XI, page 19.)
- e. Uniformity of promotion is desired. (Table XI, page 19.)
- f. Because teachers are poorly prepared to teach, their work needs to be checked by some central authority. (Table XI, page 19.)
- g. Abolition of the tests would cause poorly prepared high-school students. (Table XI, page 19.)
- h. The tests would cause a uniformity in teacher's grading. (Table XI, page 19.)
- i. Educational standards would be lowered with an elimination of the tests. (Table XI, page 19.)

6. There is a larger percent of failures in schools employing *Life Certificate* teachers than in any other. These are academically the best-trained teachers and have, on an average, ninety-six college hours of credit. (Table VI, page 14; Table VII, page 15.)

7. Schools employing the *Second-grade County Certificate* teachers have the smallest percent of failures. (Table IV, page 13; Table VI, page 14.)

8. There is every indication that the type of certificate the teacher holds has nothing to do with the child's ability to pass the county examinations. (Table I, page 10; Table IV, page 13; Table VII, page 15.)

9. The forty-five teachers in Sumner county holding the *Second-grade County Certificate* have an average of 8.66 college hours of credit. This is equivalent to one summer in college. (Table IV, page 13.)

10. Forty-two teachers in Sumner county hold the *First-grade County Certificate* and have an average of 12.45 college hours. This is approximately four fifths of a semester in college. (Table III, page 12.)

11. Forty-four teachers in Sumner county rural schools have had no college training at all. (Table I, page 10.)

12. In addition to Item 9 there are seventeen teachers in Sumner county rural schools who have some college credit, but less than eight hours. (Table III, page 12; Table IV, page 13; Table V, page 14.)

13. Twelve teachers in Sumner county have a *Life Certificate*. Five of these have *Degrees* with an average of 136 college hours of credit, while the others have an average of 67 hours of college credit. (Table I, page 10.)

14. A larger percent of failures at the eighth-grade level is evident among town-school students than among rural-school students. (Table VI, page 14; Table VII, page 15.)

15. Numerous studies and surveys prove conclusively that educational qualifications of teachers are more or less the same throughout the state.

RECOMMENDATIONS

A number of recommendations are deemed advisable by the writer:

1. Teacher qualifications should be raised by an act of the legislature. Teachers without definite training for teaching should not be allowed to teach.

2. Teachers should be required to attend more professional meetings in small groups to study problems and thereby to get a general idea of the theory of education.

3. The state, by legislative measure, should consolidate many of our rural schools, thereby automatically doing away with many of our poor teachers.

4. The state legislature, in order better to prepare school children, should raise the \$5 requirement per teacher for books to at least \$15 per year.

5. Three or four achievement tests might well be given in lieu of the county examinations. These under a county board at a central point.

6. Third-class city schools that are headed by superintendents and principals with degrees in education should be allowed by the state to do their own promoting.

7. The county superintendent of schools should allow the head of any grade school to do his own promoting if she judges him capable. In this manner her own time could be more profitably spent with rural-school problems.

8. Assistants to the county superintendent in the form of supervising or visiting teachers would improve the instruction in our schools a great deal.

9. The present county examination should be abolished as soon as the educational qualifications of our teachers have been raised to a point where we have excellent teachers in our schools instead of inferior teachers.

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TO THE READER

In the issue of Studies in Education entitled *A Consumer's Research in School Supplies* under date of September, 1936, Consumer's Research, Inc., is classified as a commercial agency. As the editor of Consumer's Research, Inc., states specifically that Consumer's Research, Inc., is not operated for profit, the word "commercial" at least needs interpretation. Again, Consumer's Research has publications for schools which under restrictions may be of value to school administrators and purchasing agents. Interested persons should write Consumer's Research, Inc., Washington, New Jersey, for more detailed information.

EDWIN J. BROWN.

APPENDIX

Complete answers from the 105 county superintendents of Kansas regarding the question, "Would you favor doing away with the county eighth-grade diploma examination, and allow the teacher to promote to the ninth grade from the eighth just as she has promoted from the seventh to the eighth?"

1. The present standards as set up for teacher qualifications are not sufficient to carry out a uniform system of promotion. Until higher qualifications are required for the teaching profession, it appears to me that the present system of diploma examinations is about the only way to handle uniform promotions.
2. With an examination ahead, coöperation and better work is accomplished from parents, pupils and the teacher. Pupils are thoroughly reviewed and instructed.
3. While some teachers would pass children fairly, others might pass them when they were not capable of doing the work.
4. I think it would be a fine thing if we could do away with the diploma examinations, but I don't think we are ready. A large percent of the teachers are not ready or qualified to take that responsibility.
5. Rural teachers are responsible to the community only and children who really ought to be retained would be promoted. Poor teachers would receive credit for good work. I am very much opposed to it.
6. We are not ready for this kind of promotion yet. We may be in a few years.
7. Rural teachers are not all prepared to make adequate tests just now and need a "check-up" by some central authority.
8. Not without some check of some kind. I would be willing to change the form.
9. A supervising authority should check them. Teachers pass them for selfish reasons.
10. It is difficult under present supervision to promote in rural schools to the ninth grade without some sort of an examination. For the situation in our county I would favor the establishment of a junior high school in each rural high school to take care of all seventh- and eighth-grade students. We have one rural high school with a junior high which takes care of the eighth grade in a third of our county.
11. A rural teacher who has one or two in a grade has no standard to go by, and since her job now hinges on whether or not her seventh and eighth grades pass, she would shove them on to high school not prepared to take up that work.
12. I feel that a state examination is better than the teacher's who has the children under her.
13. I believe there should be some method of making a check on the pupil before entering high school. I am not in favor of doing away with the diploma examination until a better method is found.
14. Many rural teachers are too incompetent. Too often a teacher's tenure of position is based on her number of graduates. The diploma examinations are far from perfect, but should be retained until something is provided to fill their place.
15. Because of untrained teachers.
16. We still need a "check and double-check" on scholarship. State examinations for all students entering colleges like the New York state examinations would improve the scholarship in Kansas. "A's" in some schools are only "C's" in others.

17. We must have some check on the teachers. If all teachers were honest we would not need such an examination.
18. I do not think these examinations should be eliminated until some other testing program can be used, since teachers do not have uniform standards of grading.
19. Something must supplant the test. Too many of our rural school teachers feel that their jobs depend on their eighth graders being promoted. Even the few who should repeat would not.
20. From past experience I know that we must use some criteria for promotion, but I am not in favor of diploma examinations as given at the present time. See my article on this question in the March issue of the *Kansas Teacher*.
21. Too much responsibility would be placed on inexperienced or timid rural teachers. I favor elimination of the examination for graded schools.
22. Would encourage laziness on the part of many pupils and teachers. Would add to the burden of the conscientious teacher who gives honest grades. Would increase the number of poorly prepared high-school freshmen.
23. Type of training of rural teachers and lack of satisfactory supervision of classroom work. I shall be glad to see them go if something better is substituted.
24. Teachers are not all qualified to promote, and their jobs are too political.
25. Pupils would enter high school poorly prepared to do the work.
26. Not until the requirements for teachers are higher. Many rural teachers are only high-school graduates. When some better method is provided it will be a big step forward.
27. We would need more of a check on the promotion than some principals or teachers would give.
28. Do away with diploma examinations, but substitute about three achievement tests to be given throughout the year. A teacher's job would influence promotion.
29. Many of our rural teachers are not prepared to make this promotion, due to lack of supervision, training and experience.
30. Teacher is not able to do this with justice for herself and pupils. Her job hinges too much on her action. Too many have been promoted from the eighth in this manner.
31. As long as each board is sovereign in its own district, there must be some other check besides the teacher's check.
32. Not all teachers are capable.
33. The rural teachers are not ready for this responsibility.
34. I feel that our elementary teachers are not sufficiently trained to promote from the eighth grade. I feel the state should provide another type of testing program to replace the diploma tests.
35. Under present conditions, considering the qualifications of teachers, I would say we need some check on these graduates.
36. This is putting too much responsibility on the teacher who would be influenced by the effect on the community in case of failure of promotion.
37. We need a change of method and the basis for eighth-grade promotions, but I don't feel that we should place the entire responsibility upon the teacher. It is an unfair obligation in a small rural district as well as allows too much variation in the ability of the high-school freshman. We need standardized tests for every grade to enable teachers to make more competent promotions.
38. In the rural schools the relation is so close and personal that it is difficult for a teacher to retain a child when needful. The eighth year at least affords a check-up when the teacher can shift responsibility to those more detached.

39. It takes away any hazard and cheapens the value of high school. It will have a tendency to lower school standards.
40. The test is an incentive to make good. The rural schools are very loosely supervised. Pressure would be brought to bear upon the teacher for promotion regardless of the ability of the child. There should be some standard.
41. So many teachers are not qualified to judge.
42. There would be no standard for promotion or check on the work of the teachers.
43. Many teachers not qualified to do the promoting. Pressure from too many angles on the paid teacher. Let the state board say how this should be done.
44. Most rural teachers are not well enough trained.
45. Unless a uniform system of promotion can be worked out for entire county. Too much variation in rural schools.
46. Result in lower educational standards.
47. We need a standard of promotion. All teachers are not prepared to do this task.
48. I would have answered "Yes" a few years ago, but I find too many teachers promoting children in the lower grades when they are not ready for it. I presume they feel they must make a good impression upon the school board members and parents in order to keep their jobs. I would not be in favor of the tests if teachers were trained and really knew where to place children. I am afraid too many children would be passed on with a weak foundation.
49. Teachers do not want this responsibility. We need some uniform method of promotion. We have to pass examinations for about everything else, why not for the promotion to high school? Nothing better has been offered to replace the examinations.
50. A greater part of teachers not competent to know.
51. There needs to be an examination of some sort. Possibly an entrance examination.
52. Lack of uniformity in teachers' grading.
53. I'm opposed to our present system, but feel there must be a substitute plan; some test of the general ability in addition to the teacher's judgment.
54. Not under existing conditions.
55. She should be just as able to judge in one case as in the other. It would save expense. Do away with cramming and worry on the part of pupil and teacher.
56. If we grant the teachers privilege to promote other grades, why not have faith that she is eligible to promote the students into the ninth grade.
57. A well-prepared teacher is able to promote her students from grade to grade, including eighth grade into high school. We trust her with our pupils throughout the year; why not trust her ability to promote an eighth-grade student into high school?
58. It is very expensive and all pupils in the state do not have to participate, so why judge a few by a set rule?
59. Because the diploma examinations are becoming a farce.
60. They cause cramming; place undue emphasis on the seventh and eighth grades at the expense of the other grades; create the attitude that "to pass" is the thing at the expense of the idea of growth, learning and development. They cost far more than they are worth.
61. I do not feel that the child is being done justice when he is placed in a strange environment to take the examinations, and I feel that too much of the time is spent in cramming for the examinations. We need more efficient county supervision.

62. Following the Social Studies no school will have the same reference and no test can be made that will accurately test the child. Then it isn't fair to the child to have to spend time on intensive review to pass an examination when he could use that time to better advantage. Expenses should be considered.
63. I think the teacher is capable of deciding when the child is able to enter high school.
64. The teacher knows best whether pupil is ready to be promoted.
65. I favor the use of a standard set of tests that will determine the yearly increase of knowledge from grade to grade.
66. Diploma examinations are expensive and inaccurate.
67. We drill instead of teach in eighth grade. The sole aim of eighth graders is to pass this diploma examination.
68. I answer "Yes" providing there is a system provided whereby each county may have one supervisor to each forty teachers to aid the county superintendent to keep a check on the work that the pupil and teacher are doing.
69. The year might be spent as a period of advancing in learning of useful facts; and not a period of nervous, useless cramming.
70. Many are now doing this. I think all should be following the same course, either one way or the other.
71. The method has outgrown its usefulness. Teachers are capable of making this promotion. It entails much expense. The money could be better applied elsewhere.
72. A teacher should be as capable of promoting from the eighth grade as she is from the other grades. It also would save quite a bit of expense.
73. I believe the county superintendents could supervise the work in the elementary school closely enough to permit the teacher to make this promotion.
74. They are an unfair means of determining the child's ability to do high-school work. They are too much worry to both teacher and pupil. Too expensive.
75. I believe that there should be some "check-up," perhaps use some good standard test, but given by teacher. Diploma examinations cause cramming and prohibit constructive teaching.
76. If a teacher is qualified to promote in the lower grades where the real foundation is given she should certainly be qualified to promote in the higher or eighth. Furthermore, we are spending \$400 to \$500 besides the diplomas each year in giving the diploma examinations in our county.
77. If the teacher is capable of promoting in the lower grades, I should think they could promote them in the eighth grade. It would save so much cramming in the spring.
78. The efficient teacher is better qualified to do so than an examining board. The poor teacher spends too much time on drill for the examination.
79. The cost is greater than the value received. Reasoning and thinking in Social Studies is changed into memorization of answers to certain questions. Our main purpose is defeated.
80. Most teachers are capable of promoting. Examinations are expensive. Examinations do not adequately measure a child's eligibility to high school.
81. It gives the rural child an equal opportunity with the graded town child, since they do not have to take the county examinations.
82. I would like to have some form of checking, but not the way we do now.
83. It isn't a fair test of the ability of the rural boys and girls. No county superintendent has the ability to say what a pupil's paper is worth in numbers. They are an expense to the state and county.

84. I believe in promotion, but we cannot have a system of promotion until we raise the qualification of rural and elementary teachers so that promotion will have a proper meaning.
85. The expense incurred is too great for the value derived and too, under the new unit program, it is difficult to have questions meet individual school situations.
86. The diploma examinations do not fit the needs of our rural boys and girls today. Good teaching in the schools has disappeared because teachers must resort to factual teaching in order that their pupils may pass the examinations and the teacher retain his position.
87. We allow the teachers to make promotions in other grades, why doubt the ability of the instructors at this progressive era?
88. A thorough study of this problem should be made. To graduate students, we absolutely need standards. It takes years to establish a standard, plus considerable research and study. Candidly, I think we could abolish a county diploma examination, but we need other changes more paramount than this.
89. I do not wish to be quoted with a "Yes" or "No" answer on this topic.
90. Since you want an unconditional "Yes" or "No," I cannot answer.
91. At the present time, my answer to your question would be "No," until such time as a testing program can be put through which will be a check upon the teacher who has less ability in judging the child's ability to do advanced work.

DIPLOMA EXAMINATIONS, APRIL, 1922

UNITED STATES HISTORY

1. Fill blanks:

- (1) The border slave states were.....,,, and
- (2) The last two slave states to enter the union were..... and
- (3) The..... bill gave the freedman the protection of the federal government.
- (4) The Colony of in Africa was established for the freed negroes.
- (5) The Federal Reserve Bank act divided the country into..... districts.
- (6) General was commander of American Expeditionary Force in the World War.
- (7) The rulers of Austria and Serbia permitted a controversy over the assassination of the crown prince to develop into a World War.
- (8) The excluded slavery from the Northwest territory.
- (9) In the Compromise of 1850 was admitted as a free state.
- (10) Five wars in which our government has been engaged are,,,, and
- (11) The Panama Canal was engineered by
- (12) The Roosevelt Dam is in

2. Fill blanks:

- (1) PWA means
- (2) NRA means
- (3) The King of was killed while mountain climbing this last winter.
- (4) General is administrator of the NRA.
- (5) The was a strip of land between the Gila river and the present southern boundary of Arizona.
- (6) Five of our great wartime poets are,,,,

3. Choose correct word:

- (1) By the (referendum, reform, initiative) a certain percent of the voters of a state may propose a law or force the legislature to do so and then submit to the people for their approval or rejection.
- (2) The (Germans, French, Irish) came to this country because of a famine in their country.
- (3) The Panama Canal was first started by (Spain, France, United States).
- (4) Hawaii was annexed by (war, asked to be annexed, exploration).
- (5) The "open door policy" gave all countries equal rights to trade in (India, Japan, China).

4. Match the following items:

- | | |
|---------------------------|---|
| (1) Stephen A. Douglas | (1) Old Man Eloquent |
| (2) Harriet Beecher Stowe | (2) Humorist |
| (3) Mark Twain | (3) Old Rough and Ready |
| (4) John C. Fremont | (4) The Budget System |
| (5) General Thomas | (5) Squatter Sovereignty |
| (6) Jefferson Davis | (6) Old Fuss and Feathers |
| (7) John Quincy Adams | (7) The Rock of Chickamauga |
| (8) Warren G. Harding | (8) "Uncle Tom's Cabin" |
| (9) Zachary Taylor | (9) The Pathfinder |
| (10) General Scott | (10) President of the Confederacy |
| (11) Julia Ward Howe | |
| (12) Andrew Jackson | |

5. Yes and No questions:

- (1) An act of a state declaring an act of congress null and void was called nullification.
- (2) Clay was known as "the peacemaker."
- (3) The Kansas-Nebraska bill brought a rush of settlers to Kansas.
- (4) California was admitted to the Union as a free state.
- (5) Frances Willard wrote "The Battle Hymn of the Republic."
- (6) The "Carpetbaggers" ruled in the south after the Civil War.
- (7) The "Tenure of Office Act" required the consent of senate to remove an appointive officer.
- (8) The last World's Fair was held in Chicago.
- (9) The United States entered the World Court.
- (10) The Golden Age of American Literature was just preceding the World War.

6. To what American war related:

- (1) Liberty Bonds
- (2) Gettysburg
- (3) "On to Richmond"
- (4) Texas annexed
- (5) Armistice
- (6) Jackson at New Orleans
- (7) Monitor and Merrimac
- (8) Capture of Manila by Dewey
- (9) General Pershing
- (10) McKinley

7. Who said the following?

- (1) "I have done the best I could for you."
- (2) "I'm sorry I have but one life to give to my country."
- (3) "Four score and seven years ago our fathers brought forth upon this continent."
- (4) "With malice toward none, with charity for all."
- (5) "Don't give up the ship."
- (6) "The world must be made safe for democracy."
- (7) "Now he belongs to the ages."
- (8) "I speak today for the preservation of the Union. Hear me for my cause."
- (9) "O Captain! My Captain!"
- (10) "I do not choose to run."

8. True-False:

- (1) The death of Lincoln was a great misfortune to the South.
- (2) Popular Sovereignty was the doctrine of admitting territories to the Union as slave states.
- (3) "Fifty-four forty or fight" was the slogan which meant that the Americans would fight England over the boundary of Kansas.
- (4) Slavery was the real cause of the Civil War.
- (5) Lincoln said, "A house divided against itself cannot stand."
- (6) Aaron Burr was president of the Confederate States.
- (7) Slavery began in the English colonies in 1660.
- (8) Goodyear discovered the process of vulcanizing rubber.
- (9) Jackson introduced the spoils system in government.
- (10) The Emancipation Proclamation and the Thirteenth Amendment were the same.

DIPLOMA EXAMINATIONS, APRIL, 1936

SOCIAL STUDIES, INCLUDING GEOGRAPHY, UNITED STATES HISTORY, KANSAS HISTORY, CIVICS

1. List five important raw materials of the United States.
2. (a) Locate the Boulder Dam.
(b) Why was this dam constructed?
(c) When was it completed?
3. List the two largest money crops in Japan.
4. (a) In what zone is Kansas located?
(b) In what zone is Japan located?
(c) What nickname is applied to the state of Kansas?
5. Give provisions of Kansas-Nebraska Bill
6. List three natural resources of Kansas.
7. List five institutions of Kansas.
8. Fill in the blanks:
(a) Our state bird is the
- (b) Our state flower is the
9. List three factors that caused our industrial progress
10. In blank opposite each word write something of historic interest about each:
 - (1) Haile Selassie
 - (2) James Watt
 - (3) George Washington
 - (4) Richard Arkwright
 - (5) Jenner
 - (6) Dr. Edward L. Trudeau.....
 - (7) Elias Howe
 - (8) "Johnny Apple Seed"
 - (9) James Hargreaves
11. List three things that you have in and about your home that were not heard of seventy-five years ago.
12. Match by placing the corresponding number on the blank preceding the word or words in the opposite column:

(1) robot	..... "Deserted Village"
(2) mandates	..... China
(3) World's Fair	..... Hwang
(4) Goldsmith	..... Century of Progress
(5) Slater	..... Negro folk music
(6) Stephen Foster	..... China
(7) Yangtze	..... submarine
(8) river	..... injunction
(9) straw shoes	..... mechanical man from Czech
(10) tea	..... word meaning "work"
(11) Holland	..... first cotton mill
(12) Ruler of Germany	..... James Watt
(13) steam engine	..... Trade Schools
(14) Guilds	..... Hitler
13. List four traits that make for good citizenship.
14. Locate the following canals:
 - (1) Panama
 - (2) Suez
 - (3) Kiel
 - (4) Erie
 - (5) Sault Ste Marie
15. What is the oldest as well as the longest existing canal?

16. The greatest inland waterway in the world is the
17. Place "T" in front of the statement if True; "F" if False.
- (1) The most important ocean trade route is the North Atlantic.
 - (2) Phoenicians were the first traders by sea.
 - (3) No longer is one country independent of another.
 - (4) The movement from the country to the town is a world problem.
 - (5) Minneapolis is the world's greatest milling center.
 - (6) Standards of living have been constantly improved through the exchange of commodities.
 - (7) The movement from our farms into the cities creates a serious problem.
 - (8) Agriculture and its related industries are the basis of our prosperity.
 - (9) Industrialism has produced the machine age.
 - (10) The machine age has brought about added leisure time.
 - (11) The cost of advertising is paid by the consumer.
 - (12) Scales used by merchants to weigh commodities bought or sold are tested by a government official.
 - (13) Wise consumption of products is essential to the happiness of people.
 - (14) Trade and civilization go hand in hand.
 - (15) Trading by barter today is carried on by primitive people.
 - (16) Air and sunshine are generally called "free goods."
 - (17) Everyone is self-sufficient.
 - (18) No one in Kansas lives through a day without calling upon several countries for help.
18. List five articles that we in Kansas secure from foreign countries.
19. What invention made it possible to raise a vessel to a higher level?
20. State the difference between a retail dealer and a wholesale dealer.
21. Fill blanks with correct words to make the sentences complete:
- (1) The printing press was invented by
 - (2) The cotton gin was invented by
 - (3) The world's highest building is the
 - (4) The merchant's organization of northern Europe during the Middle Ages became known as the League.
22. What is there that guarantees to you no unadulterated food?

THE OXFORD GRADE SCHOOL

MARTIN LITTLE, Principal

OXFORD, KAN., March 25, 1936.

Mrs. Mary L. Watkins, County Superintendent of Schools, Wellington, Kansas:

DEAR MRS. WATKINS—Because of recent active interest in the question of promotion from the eighth grade into high school, I am attempting to study the problem from several angles. One of them is the opinion of competent judges, the county superintendents.

After careful thought, would you answer the question as I have asked it on the enclosed card? "Would you favor doing away with the county eighth-grade diploma examination, and allow the teacher to promote to the ninth grade from the eighth just as she has promoted from the seventh to the eighth?" Please make your answers strictly, "yes" or "no" on this proposition, as I am unable to use qualified answers. Then, in a sentence or two, would you please tell me why you answered as you did? Just drop the card in the mail.

I am making this study under the supervision of Dr. Edwin J. Brown, di-

rector of the Graduate Division of the Kansas State Teachers College, Emporia, and with the permission and interest of our state superintendent, Mr. W. T. Markham.

Thank you very much for your help and prompt reply.

Very truly yours,

MARTIN LITTLE, *Principal.*

THE OXFORD GRADE SCHOOL

MARTIN LITTLE, *Principal*

OXFORD, KAN., January 21, 1937.

Miss Inez J. Lewis, State Superintendent of Schools, Denver, Colorado:

DEAR MISS LEWIS—As you know, Kansas is paying particular attention at the moment to the giving of state diploma examinations to eighth graders. The law requires that each eighth grader in third-class cities and rural schools be given the examination. The system is criticized from several points of view. Chief of these is that it makes for the memorization of facts to the exclusion of important other things to be gained.

I am making a study of this problem under the supervision of Dr. Edwin J. Brown, head of the graduate division, Kansas State Teachers College, Emporia. I am anxious to know in this study how Colorado handles this problem. May I impose upon you long enough for you to give me this information? I should like to know whether your state gives an eighth-grade diploma examination and what the general attitude is toward it. If you do not give an examination, who does the promoting, the teacher, the county superintendent or some special supervisor? May I have, also, your personal opinion concerning the problem?

Very truly yours,

MARTIN LITTLE.

ML:CM

STATE OF MISSOURI

DEPARTMENT OF PUBLIC SCHOOLS

CITY OF JEFFERSON

JANUARY 25, 1937.

Mr. Martin Little, The Oxford Grade School, Oxford, Kansas:

DEAR MR. LITTLE—I am very much interested in the study you are making on the examination for the eighth-grade diploma. I do not feel that by merely passing an eighth-grade fact examination pupils should be given a diploma, but in addition to completing the work under a teacher they should also pass such an examination, thus furnishing a check both on the pupil and the teacher and setting up more uniform standards for graduation.

I am enclosing a page from our Elementary Courses of Study which gives our plan for quarterly and final examinations. We feel that in the ten years we have been conducting a type of examination similar to this that the standard of work in our rural schools has greatly improved. This is not only my personal opinion, but one shared by practically one hundred percent of our county superintendents.

I shall be glad to correspond with you further and will appreciate knowing more about the results of your study.

Sincerely yours,

A. F. ELSEA,

Director of Rural Education.

A.F.Elsea

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Enc. 1

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION
DES MOINES

JANUARY 25, 1937.

Mr. Martin Little, Principal, The Oxford Grade School, Oxford, Kansas:

DEAR MR. LITTLE—The problem of the diploma examinations for eighth grades has been bothering us for a long time, too. The law in this state requires the state department to issue the examination questions, but all other arrangements, marking of papers and issuing of diplomas are in the hands of the local county superintendent.

We are trying to make a little headway in this problem as you will see by the materials we are sending you. Under separate cover we are mailing you a copy of our monthly bulletin for December. We have checked the items referring to the plan in use this year for the eighth-grade examinations. We are enclosing herewith a circular explaining what we are doing this year.

We are also sending you a copy of circular No. 754, which gives the plans for the year in greater detail.

Very truly yours,

AGNES SAMUELSON,
Superintendent of Public Instruction.

AS:h

STATE OF NEBRASKA
DEPARTMENT OF PUBLIC INSTRUCTION
LINCOLN

JANUARY 26, 1937.

Mr. Martin Little, The Oxford Grade School, Oxford, Kansas:

DEAR MR. LITTLE—Under separate cover we are sending you our manual, "Rural Education Moving Forward." Information in regard to the eighth-grade examinations may be found on pages 23, 24, 26, 27, 28 and 29.

The high-school tuition is paid by the county. Some do object to the eighth-grade examinations. However, the issuance of a high-school-admission certificate involves an expenditure of county funds and can be best justified by meeting certain requirements, which are provided for in Nebraska by section 79-901, Nebraska School Laws.

Most sincerely,

CHARLES W. TAYLOR,
State Superintendent of Public Instruction.

By CHLOE C. BALDRIDGE,
Director Rural Education.

CCB:MIF

THE STATE OF COLORADO
DEPARTMENT OF EDUCATION
DENVER

JANUARY 29, 1937.

Mr. Martin Little, Principal, The Oxford Grade School, Oxford, Kansas:

MY DEAR MR. LITTLE—I have your letter of inquiry as to the method of eighth-grade examinations and promotions in Colorado.

Some years ago the state department sent the examinations to all districts and the promotions were made upon these examinations. This department believed that such practice was inadequate and unfair and not to the interest of those concerned. Therefore, we turned the situation over entirely to the county superintendents. In my opinion the best qualified person to control these examinations in question would be the county superintendent. He can take into consideration the various deficiencies and hold responsible those persons who have superior advantages. The state department can enter the scene enough to provide the state course of study so that all the children of the state may have a body of common knowledge. But I do believe that the final authority in promotion should be the county superintendent.

Very sincerely,

INEZ JOHNSON LEWIS,

State Superintendent of Public Instruction.

IJL/B.

STATE OF OKLAHOMA
DEPARTMENT OF PUBLIC INSTRUCTION
OKLAHOMA CITY

JANUARY 25, 1937.

Mr. Martin Little, Principal, The Oxford Grade School, Oxford, Kansas:

DEAR MR. LITTLE—Under separate cover we are sending you bulletins described in our elementary school standardization plan. Schools rated as elementary accredited schools, with the permission of the county superintendent, may promote pupils to the ninth grade. Those not rated as accredited must take the regular eighth-grade examination.

After reading the material that has been sent to you under separate cover, if you wish answers to specific questions I will be pleased to furnish them.

Former State Superintendent John Vaughan is now president of the North-eastern State Teachers College at Tahlequah, Oklahoma.

Very truly yours,

E. A. DUKE,

Rural School Supervisor.

EAD:fc

