

A STUDY OF THE BACKGROUND AND REQUIREMENTS FOR THE
COMPREHENSIVE HIGH SCHOOL AND AN APPLICATION
TO VALLEY HEIGHTS HIGH SCHOOL

by

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INTRODUCTION

When the vote to approve the unification of the Blue Rapids and Waterville school districts came in December, 1965, both school districts were operating high schools accredited at the lowest level by the state of Kansas. Neither school offered the required total of thirty-two high school credits to change from an "Approved" to a "Standard" high school rating. Curriculum improvement was one of the basic needs of both school districts and continues to be a major problem facing the newly organized unified district high school, Valley Heights High School.

STATEMENT OF THE PROBLEM

The purposes of this study were: (1) to explore the background, principles, and current thinking about the comprehensive high school through (a) the literature relating to influences on the curriculum, and (b) the literature relating to accreditation and classification of Kansas high schools; and (2) to apply the principles found to the development of a curriculum for Valley Heights High School.

DEFINITIONS

Comprehensive high school. The term comprehensive high school was used in two different ways. Its basic definition is a high school whose

program meets the needs of all the youth of the community.¹ The state of Kansas outlined a program of course offerings of fifty units which it calls a comprehensive high school.² It is assumed that this program was designed to comply with the definition above. The comprehensive high school program was designed for grades nine through twelve regardless of the organizational pattern.

Curriculum. The commonly accepted definition of the term curriculum has changed from content of courses of study and lists of subjects and courses to all the experiences which are offered to learners under the auspices or direction of the school.³ In this study, the term will mean all of the planned learning experiences which are under the control of the school.

SCOPE AND PROCEDURE

This study was based primarily on a review of literature available in the Kansas State University Library. Books on curriculum, administration, and the comprehensive high school, including Dr. Conant's The American High School Today were studied. Articles on the comprehensive high school and curriculum development in periodicals were studied for information

¹James Bryant Conant, The American High School Today (New York: New American Library of World Literature, Inc., 1964), p. 22.

²Adel F. Throckmorton, Kansas Secondary School Handbook, Department of Public Instruction, State of Kansas (Topeka: State Printing Plant, 1961), p. 33.

³Ronald C. Doll, Curriculum Improvement: Decision-Making and Process (Boston: Allyn and Bacon, Inc., 1964), p. 15.

pertinent to the report. The Education Index and Readers' Guide to Periodical Literature were used in locating these articles. The Biennial Reports of the State Superintendent of Public Instruction and the Kansas Secondary School Handbook were used to review accreditation and classification procedures in Kansas.

This study was limited to the secondary school, grades nine through twelve.

The term comprehensive high school has been used extensively in relation to curriculum in national literature; therefore, two sections of this paper were devoted to that area. First, a brief history relating to curricula and the development of secondary education was presented to show the evolutionary process by which the comprehensive high school emerged. Next, some of the thinking of educational leaders was selected and developed to show what the term meant in more specific terms. Conant's plans for the comprehensive high school were presented along with comments from others.

Because the Kansas Department of Public Instruction has chosen to use the term comprehensive high school in accreditation and classification procedures, one section of this paper was devoted to a brief history of these procedures.

The final section of this paper included attention to the curricular needs of the new school district. The need for this section was shown by comparing the offerings of Waterville and Blue Rapids high schools to the comprehensive high school as shown by the Kansas Secondary School Handbook.

The school program for the 1966-1967 school year was presented, with a comparison to the combined offerings of the two schools and the Kansas standards for the comprehensive high school. The method of preparing this school program was discussed. A brief discussion of the provisions for working out the curriculum was presented.

HISTORY OF SECONDARY SCHOOLS AND INFLUENCES OF CURRICULA

Although the term secondary education did not come into extensive use until the nineteenth century, it is customary to use the term with many schools of the past, since these schools can be compared and contrasted with the high schools of today. The oldest of these institutions which provided background for the advanced education was the Latin grammar schools of western Europe which developed in the late Middle Ages. One objective of these Latin grammar schools was to teach students to read and write medieval Latin for use in debate. Another objective common to modern secondary education was to prepare students for the universities and some for immediate careers that did not require university training. Reform led the grammar schools to increase their curricula to include classical Latin and Greek as the main items of study. These schools spread throughout Europe, and were well established by the time of the colonization of America.¹

¹Edward A. Krug, The Secondary School Curriculum (New York: Harper and Row, Publishers, 1960), pp. 13-14.

English emigrants to America attempted to establish grammar schools. The Puritans of the Massachusetts Bay Colony started the Boston Latin Grammar School in 1635. There was nothing uniquely Puritan in this action, but it was just the establishment of the kind of school the educated men of western Europe took for granted. These schools were not intended to be universal, but were designed for a minority of the male population with enrollments limited primarily on the basis of social class, academic ability, and individual motivation. The purposes of the grammar schools in America, according to the Massachusetts Law of 1647, indicated a greater concentration on preparation for college than its European counterpart.¹ This was one of the bequests that the Latin grammar school has left for secondary education of today and the future. Another purpose of the Latin grammar school was to educate a leadership group in the classics and religion. This purpose, too, had an influence on secondary education today, because, despite the official separation of church and state, education has never completely thrown off the connection between school instruction and morality.²

Although the Latin grammar school did contribute to secondary education, it is not the same by definition. In that early era colleges taught much of the secondary general education courses in their

¹Ibid., pp. 14-15.

²Ibid., p. 16.

preparatory departments. As high schools began to come into existence, it was difficult to tell where high school left off and college began.¹

Benjamin Franklin became interested in the academy schools of Europe, and in 1751 began the operation of such a secondary school. He was primarily interested in developing a school for civic and occupational careers and the rising middle class. The curriculum of the school included science and mathematics and functional studies in agriculture, commerce, industry, also English and American history. Later, studies in philosophy were added. Academies flourished and Latin grammar schools declined, with the academy movement spreading to the frontier.²

The Boston English Classical School was established in 1821 as an extension of the elementary school of the day, the English grammar school. This school was an academy-like institution supported at public expense. It became accepted in Massachusetts, and an 1827 law required every community of 500 families and householders to establish an English high school. The required curriculum included orthography, reading, writing, English grammar, geography, arithmetic, good behavior, history of the United States, bookkeeping by single entry, geometry, surveying, and algebra. This law also required that in addition to these requirements communities of 4,000 inhabitants provide Latin, Greek, history, rhetoric, and logic. The effect was a combining of the programs

¹Ibid., p. 19.

²Ibid., pp. 21-24.

of the Latin grammar school and the new high school.¹

High schools continued to be established by local communities without any specific legal mandates. Public controversy was aroused over the legality of these schools, and the question was placed before the courts. The famous Kalamazoo decision of 1874 in favor of the established high school provided the legal basis for tax supported high schools.²

The Kalamazoo decision was a reflection of the feeling of the times and high schools continued to grow. By the end of the nineteenth century high schools were much like our present high schools in that they were coeducational, free from tuition charges, and fairly available to youth in villages and cities. However, they enrolled only a small fraction of the available youth of high school age.³

The National Education Association's Committee of Ten on Secondary School Studies worked on a curriculum to meet the needs of the youth of that day, 1893. It recommended that four programs of study be developed in the high schools: the Classical, the Scientific, the Modern Language, and the English.⁴

¹ Ibid., pp. 24-25.

² Doll, op. cit., p. 11.

³ Krug, op. cit., p. 29.

⁴ Doll, op. cit., p. 12.

After 1890 attention was directed toward organizational change that brought with it adjustments in curricula. The beginning of the junior high school came about 1900, and the movement grew between 1900 and 1920. This transition period did not always bring about the changes that were planned by its proponents. Sometimes, it meant moving secondary education down two years.¹

In 1918 the National Education Association's Commission on Reorganization of Secondary Education came out with its report including the Cardinal Principles, which have since served as a guide for secondary education. These seven principles became the objectives of secondary education. They were health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure, and ethical character. Although many have felt these objectives have become worn out and ineffective, newer attempts to state the objectives of secondary education do not vary greatly from them.²

Early high schools were comprehensive in that they provided both vocational and academic subjects. They were not comprehensive in the sense implied today because they did not offer the breadth and depth of curriculum of today's comprehensive high schools. Shortly after 1900 a great movement for vocational education began. The outcome of this movement was the establishment of specialized vocational or technical high

¹Krug, op. cit., pp. 33-34.

²Ibid., pp. 35-36.

schools, and thus the academic high schools also became specialized. Technical high schools began to lose favor in the 1920's and 1930's, and there was a movement toward the comprehensive high school.¹

One of the most recent developments affecting curriculum is the reorganization of school districts into larger units and the unification of many small high schools. Led by Dr. Conant, a great concern arose about the inadequacy of curricular offerings in small high schools. Resulting legislation in Kansas has provided for the type of school unification from which Unified District No. 498 and Valley Heights High School have emerged. It is believed by educators that these larger units will provide a solid financial base to help overcome the curricular problems of the small school district.

THE COMPREHENSIVE HIGH SCHOOL

The term comprehensive high school did not appear in educational literature until the twentieth century. Monroe's Cyclopedia of Education (1911) did not mention it.² Alexander Inglis's Principles of Secondary Education (1918) was the oldest reference found to the comprehensive high school as a type of secondary school organization.³ Ellwood P.

¹Ibid., pp. 38-39.

²Paul Monroe (ed.), A Cyclopedia of Education (New York: The Macmillan Company, 1911), I.

³Alexander Inglis, Principles of Secondary Education (Boston: Houghton Mifflin Company, 1918), pp. 698-704.

Cubberley discussed this type of organization, but called it a "cosmopolitan" high school, a term used in that day for the school which provided both vocational training and the academic courses which were general education and college preparatory.¹

To fully define the term comprehensive high school required more than a simple statement for Keller. After completing the Edgar Starr Barney study of comprehensive high schools, he defined the term by the following statement of aims and objectives:

The comprehensive high school aims to serve the needs of all American youth. That is to say it accepts without selection all the young people in the area it commands--all races, creeds, nationalities, intelligences, talents, and all levels of wealth and social status. Such a school has as its broadest objective the teaching of all varieties of skill, all kinds of knowledge to all kinds of youth bent upon living socially profitable lives. To each one it seeks to give the course for which he seems best fitted. Its design is to prepare one and all for potentially successful vocations. The comprehensive high school prepares the college-oriented youth for college. It qualifies the non-college bound youth, and, as far as possible, the boy and girl who will drop out before graduation. It is adapted to give everyone a general education for the common things he will do in life and it may and should give some pupils of high capacity preparation for both college and occupation.²

According to Keller many high schools that claimed to be comprehensive did not measure up to the standards he had set. He suggested that all high schools fit somewhere along the line on a continuum with

¹Ellwood P. Cubberley, Public Education in the United States (Boston: Houghton Mifflin Company, 1919), pp. 410-411.

²Jefferson Franklin Keller, The Comprehensive High School (New York: Harper & Brothers, 1955), pp. 31-32.

the specialized high school at one end and the comprehensive high school at the other.

It may be said, on the one hand, that no truly comprehensive high schools exist, or, on the other, that all schools are consciously or subconsciously approaching some kind of ideal education for all children--that is, comprehensive high schools. . . . Instead of rating schools as to their present comprehensiveness, we can measure the speed with which they are approaching the ideals of 'universality.'¹

Conant also recognized this continuum indirectly as he referred to the "degree of comprehensiveness" of a high school.²

Krug stated the basic philosophy that has supported the movement toward comprehensive high schools:

The people of the United States have committed themselves to three major ideals of secondary schooling. One is that high schools should be free, with no tuition payments required of those who attend. A second is that high schools should be popular, with programs reflecting the desires and needs of people in local communities. The third is most striking of all--that high schools should be universal in the sense of accepting all youth who can be persuaded to come. In conclusion, these three ideals have made our high schools a unique phenomenon in the history of education.³

In explaining the reasons why the people of the United States have developed their philosophy of secondary education, Broudy wrote:

¹ Ibid., p. 19.

² James Bryant Conant, The American High School Today (New York: New American Library of World Literature, Inc., 1964), p. 23.

³ Krug, op. cit., p. 1.

The comprehensive high school has justly been called America's contribution to educational institutions. It was the new world's rebuke to the old world's segregation of masses into separate school systems and its invidious distinctions between those who worked with their hands and those who worked with their brains, or not at all. What the European class system had put asunder, the comprehensive high school proposed to unify by bringing all pupils and secondary curricula together under one roof. In institutional paraphrase, it was to be one school, indivisible, with equal opportunity for all . . . The comprehensive high school reflects the belief that true democracy means equal opportunity for each individual to develop his own peculiar pattern of capacities.¹

Two men who made studies of the comprehensive high school and wrote books following their studies were Keller and Conant. Keller's book, The Comprehensive High School, was published in 1955 and Conant's book, The American High School Today, was published in 1959. Although these two men agreed as to the basic definition and objectives of the comprehensive high school in general terms, they disagreed as to the area which needed emphasis. Keller stated:

Perhaps the major limitation of our comprehensive high schools has been that they have remained too closely attached to their original academic orientation.²

Conant wrote:

If the fifty-five schools I have visited, all of which have a good reputation, are all representative American public high schools, I think one general criticism would be in order. The academically talented student, as a rule, is not being sufficiently challenged, does not work hard enough, and his program of academic subjects is

¹Harry S. Broudy, "The Comprehensive High School as an Instrument of the Culture," North Central Association Quarterly, 35:283, April, 1961.

²Keller, op. cit., p. 22.

not of sufficient range. The able boys too often specialize in mathematics and science to the exclusion of foreign languages and to the neglect of English and social studies. The able girls, on the other hand, too often avoid mathematics and science as well as the foreign languages.¹

To help schools achieve a degree of comprehensiveness, Conant set forth twenty-one recommendations for improving the secondary school. These recommendations were based on programs he observed during his study and did not include innovations, but only things tried and proved over a period of years. However, he emphasized that there was need for experimentation and innovation in all phases of education.²

Conant's recommendations were as follows:

1. A fully-articulated counseling system.
2. Individualized programs for every student.
3. To graduate every high-school student should have
 - 4 years of English
 - 4 years of social science
 - 1 year of mathematics
 - 1 year of science
4. Subject-by-subject grouping according to ability.
5. A course-study record as a supplement to the diploma.
6. English composition should occupy half the time devoted to English, with an average of one theme a week.
7. Diversified trade and vocational programs.
8. Special consideration for very slow readers.
9. A minimum elective program for the academically talented:
 - 4 years of mathematics
 - 4 years of foreign language
 - 3 years of science
10. Special arrangements for the highly gifted.
11. Annual academic inventory of the talented.

¹Conant, *op. cit.*, p. 47.

²*Ibid.*, pp. 13-14.

12. At least six academic periods per day.
13. Prerequisites for admission to advanced academic courses.
14. Elimination of class rank on the basis of an average grade based upon all subjects.
15. Use of academic honors lists.
16. Availability of developmental reading programs.
17. Availability of tuition-free summer schools.
18. Availability of four-year foreign language programs.
19. Science courses adequate to diverse abilities.
20. Homerooms utilized as significant social units.
21. Required twelfth-grade course in American problems or American government.¹

To say Conant's report met with immediate and overwhelming agreement would not be accurate. There was an immediate response, both for and against the report. Educational journals gave the book a great amount of coverage. During the period of time from July, 1957, to June, 1961, eighty-seven articles by Conant or about him and his book were listed in the Education Index.² Many of these articles were contributed by Conant. The American High School Today brought secondary education and the comprehensive high school to the attention of the public.

Brameld criticized Conant's report as being too conservative. He objected that Conant's ideas were based on "essentialist" as opposed to "child-centered" theories. However, he did favor the four-year course sequence in foreign language. Other positive points, in Brameld's opinion, were the claims for more counseling, summer programs for academically deficient and talented, and homerooms. He felt Conant was overlooking the mobility of population when he recommended that a school vocational program be dropped when that trade no longer presented

¹Ibid., p. 99.

²Education Index (New York: H. W. Wilson Company, 1929-1966), Vol. 11, p. 334, Vol. 12, pp. 302-303.

opportunities for employment in the community.¹

Grieder concurred with the Conant recommendation that a school should have at least one hundred in the graduating class, and stated that schools with less could not operate as a comprehensive high school except at exorbitant cost.²

The invisible students in the comprehensive high school are the great majority of students between the culturally deprived and the gifted according to Lindsay. He objected to the curricula provided for this group of students as "strait-jacketed."³

Several writers have studied the schools to find how much the Conant report has affected secondary education. Evans concluded that:

...more time and attention have been given to the teaching of composition, but they certainly do not indicate that English teachers have been or will soon be devoting one half of all class time to this effort.⁴

He also reported that there was no evidence of special teachers in English and social studies for slow learners.⁵

¹Theodore Brameld, "Education in Conservative Key: The Proposals of Dr. Conant," Bulletin of the National Association of Secondary School Principals, 45:23-33, December, 1961.

²Calvin Grieder, "How Inclusive Is the Comprehensive School?" Nations Schools, 66:6, July, 1960.

³Frank B. Lindsay, "The Invisible Student in the Comprehensive High School," Journal of Secondary Education, 38:4-7, October, 1963.

⁴William H. Evans, "Composition, Reading, and the Conant Report," High School Journal, 46:269, May, 1963.

⁵Ibid., p. 272.

Peterson listed five changes in the science field consistent with the report:

1. Improvement in counselor-pupil ratios.
2. Awarding of scholarships on the basis of 'good grades' has resulted in lower science participation.
3. Increased advance placement programs.
4. Increase in number of schools using seven period day.
5. The one science unit requirement was being met, but it was not being carried out with ability grouping.¹

Many of the writers who receive publicity in writing about public education have deplored conditions in the schools. Conant, on the other hand, was more kind:

We have had far too much generalization about the alleged deficiencies of our schools. I feel sure of only one thing as a result of my intensive study of a small sampling of comprehensive public high schools. No radical changes are required in the pattern of American public education in order to make our schools adequate for the tasks which now confront them. If all the states would do as well as some few have done in district reorganization, the small high school could be essentially eliminated. This would be a great step forward.²

Whether Conant's report was the cause of a movement toward the comprehensive high school or a reflection of the feelings of the time is unimportant for the purposes of this study. Conant was a leader on the national level for development of comprehensive high schools. Kansas education followed this movement with the inclusion of the term comprehensive high school in accreditation and classification standards

¹Richard S. Peterson, "The Science Program Five Years After the Conant Report," High School Journal, 46:279-284, May, 1963.

²James Bryant Conant, "More Good Comprehensive High Schools," Parents' Magazine, 33:159, October, 1958.

to define a school with greater breadth and depth in the curriculum and consistent with the principles laid down by Conant.¹

HISTORY OF HIGH SCHOOL ACCREDITATION AND CLASSIFICATION IN KANSAS

The year 1876 marked the beginning of high school accreditation in Kansas when the University of Kansas issued a circular encouraging the establishing of high schools and the adoption of a uniform course of study in high schools. About the same time, a committee appointed by the Board of Regents worked out a three year course of study which included three years of Latin and two years of Greek following the generally accepted practice of the time. This course of study was published in the 1876-1877 University of Kansas catalogue along with the statement that:

Any high school adopting the proposed course of study will be recognized by publishing the principal's name and the location of the school in the University Catalogues.²

In this same catalogue the following statement was made:

¹Adel F. Throckmorton, Kansas Secondary School Handbook, Department of Public Instruction, State of Kansas (Topeka: State Printing Plant, 1959), pp. 26-28.

²W. D. Ross, Twentieth Biennial Report of the State Superintendent of Public Instruction of Kansas, For the Years Ending June 30, 1915, and June 30, 1916 (Topeka: Kansas State Printing Plant, 1917), pp. 52-53.

This plan has been adopted and officially reported by the following high schools: Atchison--Principal J. C. Scott, Emporia--Principal Robert Milliken, Lawrence--Principal Frank O. Marvin, Winchester--Principal John Miller.¹

Undoubtedly, this constitutes the first list of accredited high schools in the state.

Accreditation continued in a similar manner with schools desiring accreditation being required to submit their adopted course of study and their examinations to the Chancellor of the University. In the year 1889, this was changed, with a school being excused from making the annual report by having the school personally inspected by the Chancellor of the University, or by a faculty member appointed by him for this purpose. This is the first provision for high-school visitation for accreditation purposes in the state.²

In the years that followed, demands for more thorough means of accreditation began to grow. The four-year course had become a standard by 1905, and the course of study no longer determined the standard of the school. Professor W. H. Johnson of the University became high-school visitor that year and devoted his time toward aiding school authorities in improving high-school conditions. Accreditation was based on such things as qualifications of teachers, the amount of work required of each teacher, the amount of time given by the principal

¹Ibid.

²Ibid., p. 54.

and superintendent to supervision and administrative work, the equipment in laboratories and library, and the general intellectual and moral tone of the school.¹

In the year 1905, the state legislature passed a statute which provided that the course of study for public schools should come under the direction of the State Board of Education. This act was the first step toward involvement of the State Board of Education in the field of accreditation.² Before that time it had no power over the course of study. A bill was also introduced which would have given the State Board of Education the power to classify public high schools, but this bill failed to pass, because, in the words of State Superintendent Dayhoff, "Very few, if any, of the legislators took the time and care to acquaint themselves with the merits of the bill."³

Governor Hoch at the request of the Kansas State Teachers Association appointed seven members to the Kansas Educational Commission in February, 1908, to investigate educational conditions and to recommend such legislation as it judged was most needed. Among the Commission's recommendations was the following statement:

¹Ibid., pp. 55-56.

²I. L. Dayhoff, Fifteenth Biennial Report of the State Superintendent of Public Instruction of Kansas, For the Years Ending June 30, 1905, and June 30, 1906 (Topeka: State Printing Office, 1906), p. 15.

³Ibid., pp. 29-31.

We also earnestly recommend that an inspector be appointed whose duty it shall be to visit the village and city schools of the state paying particular attention to the work of the grades, and the general Course of Study and Normal Course of Study in the high schools.

Under the law, the State Board of Education has developed and caused to be published a Course of Study for the common schools, and for our high schools. With the proposed inspectors these courses could be at once rendered effective, and it would be part of the duty of such officers to make careful inquiry into every place visited and see that the recommendations of the State Department of Education were carried into effect.¹

As the years passed, the Normal Schools and Kansas State College raised their admission standards and became interested in visiting high schools to see if their standards were being met. This led to the high schools of the state being checked by several visitors. Finally, after the State Board of Administration took control of all these institutions, it placed high school visitation under a commission representing the various institutions with Professor W. H. Johnson as chairman. This commission made an effort to visit as many of the high schools as possible and to reclassify them during the 1914-1915 school year. The following year this work was transferred to the State Department of Education, but the classifications made out by the commission were adopted and the work of the commission was of great assistance in carrying on the supervision of high schools.²

¹ E. T. Fairchild, Sixteenth Biennial Report of the State Superintendent of Public Instruction of Kansas, For the Years Ending June 30, 1907, and June 30, 1908 (Topeka: State Printing Office, 1908), p. 57.

² Ross, op. cit., p. 56.

The legislature in 1915 passed a bill which provided the legal base of accreditation by the State Department of Education. Section 8, Chapter 296, of the laws of 1915 provided:

The State Board of Education shall have exclusive and sole authority to define official standards of excellence in all matters relating to the administration, course of study, and instruction in rural schools, graded schools, and high schools, and to accredit those schools in which the specified standards are maintained.¹

The State Board of Education proceeded to adopt standards for "Accredited" and "Approved" high schools. These standards tended to be minimum standards.² During the 1917-1918 school year a new set of standards were prescribed because:

A study of standards across the country shows the policy of setting minimum standards and when they are met, simply designating them as accredited. It would appear better to outline ideal conditions, and then rate according to how they measure up to standards prescribed.³

Accredited schools were classified "A," "B," "C," or "D" mainly on the basis of the number of teachers in the school system. All accredited high schools except class "D" were required to have a minimum school term of nine months.⁴

¹Ibid.

²Ibid., pp. 56-62.

³W. D. Ross, Twenty-First Biennial Report of the State Department of Public Instruction of Kansas, For the Years Ending June 30, 1917, and June 30, 1918 (Topeka: Kansas State Printing Plant, 1918), pp. 41-42.

⁴Ibid., p. 44.

Accreditation continued on these standards with yearly modifications of minor nature until 1928. That year for the first time, teaching field requirements were imposed on teachers with twenty semester hours college credit being required for teachers in class "A" high schools. High school credit could be substituted at the rate of five hours per high school unit up to a maximum of ten semester hours.¹

In 1933, minimum preparation of teachers for class "A" schools was changed to fifteen hours in the field and six hours in the subject taught. Teachers in class "B" and "C" schools were not required to have any special preparation in the particular subject taught.² The 1939 Handbook added teacher preparation requirements for class "B" and "C" schools. Class "B" teachers were required to have twelve hours credit in the field and five hours in the subject taught. Class "C" schools were required eight hours in the field and three hours in the subject taught. Schools which did not meet accreditation standards were classified "Minimum" schools and would not be accredited for more than two successive years.³

¹George A. Allen, Twenty-Sixth Biennial Report of the State Department of Public Instruction of Kansas, For the Years Ending June 30, 1927, and June 30, 1928 (Topeka: Kansas State Printing Plant, 1929), p. 28.

²W. T. Markham, Handbook on Organization and Practices for the Secondary Schools of Kansas, Department of Education, State of Kansas (Topeka: Kansas State Printing Plant, 1933), pp. 43-44.

³George L. McClenny, Handbook on Organization and Practices for the Secondary Schools of Kansas, Department of Education, State of Kansas (Topeka: Kansas State Printing Plant, 1939), p. 39.

Size of schools became a standard for accreditation in 1947. Minimum enrollment for a four-year high school to be classified as a class "A" school was sixty; class "B," forty; and, class "C" twenty.¹ An average daily attendance factor was added in 1948 to change the standard to an enrollment of sixty or average daily attendance of fifty for class "A"; enrollment of forty or average daily attendance of thirty-two for class "B"; and an enrollment of twenty or average daily attendance of fifteen for class "C."²

In 1952, teacher preparation requirements for class "A" schools were raised to twenty-four hours in the subject field for English, social studies, science, psychology, and vocational education. Class "B" and "C" schools remained at twelve and eight hours respectively.³

The State Department of Public Instruction made important additions to accreditation procedures in 1959. The first addition was Standard 4, a program of studies. This standard identified the nine curricular areas of secondary education as: (1) English language arts,

¹L. W. Brooks, Kansas Secondary School Handbook, Department of Public Instruction, State of Kansas (Topeka: Fred Voiland, Jr., State Printer, 1947), pp. 29-30.

²L. W. Brooks, Kansas Secondary School Handbook, Department of Public Instruction, State of Kansas (Topeka: Fred Voiland, Jr., State Printer, 1948), p. 43.

³Adel F. Throckmorton, Kansas Secondary School Handbook, Department of Public Instruction, State of Kansas (Topeka: Fred Voiland, Jr., State Printer, 1952), pp. 34-41.

(2) mathematics, (3) social studies, (4) science, (5) foreign language, (6) business education, (7) fine arts, (8) practical arts and vocational education, and (9) health, physical education, and safety. All high school subjects commonly offered were classified under these curricular areas.¹

The second important addition to accreditation procedures in 1959 was a new method of rating schools in which the term comprehensive high school became a part of the terminology.² These provisions were revised slightly in 1961, and the following standards are still in effect:

III. PROCEDURES FOR DESIGNATING AND RATING SCHOOLS

Accredited high schools shall be designated in three categories as COMPREHENSIVE, STANDARD, AND APPROVED schools. Rating of schools within each of the above categories will be determined on the basis of teachers, their qualifications, curricular offerings, and general quality of the instructional program.

A. COMPREHENSIVE SCHOOL

An accredited comprehensive high school shall:

1. Provide a minimum of 50 units of resident instruction which each year covers courses in all of the nine curricular areas listed in Standard 4. It is suggested that the units indicated below be taught:

English language arts of which at least three units must be composition and literature	6 units
Social Studies (including one unit of American history and one-half unit of government	5 units

¹Adel F. Throckmorton, Kansas Secondary School Handbook, Department of Public Instruction, State of Kansas (Topeka: State Printing Plant, 1959), pp. 15-18.

²Ibid., pp. 26-28.

Mathematics	5 units
Science	4 units
Health, Physical Education and Safety	2 units
Foreign Language (2 languages)	5 units
Business Education	6 units
Fine Arts	5 units
Practical Arts and Vocational Education	12 units

2. Offer complete courses in all curricular areas including required courses in Standard 9.
3. Teach a minimum of 3 units in one modern foreign language.
4. Employ only teachers meeting standard field and subject requirements in all subjects taught, as provided in the 1959 Certificate Handbook.

In order to be rated as meeting superior standards of excellence a comprehensive high school shall conduct a self-evaluation under the direction of the state department of public instruction, the results of which indicate that the school qualifies for such recognition.¹

DEVELOPING THE CURRICULUM OF VALLEY HEIGHTS HIGH SCHOOL

In theory the high schools of Kansas have accepted the philosophy of the comprehensive high school for years. These schools have been tuition free and practically universal with programs which reflected the needs of the communities they served. The problem has been that in too many cases the school has accepted the philosophy, but has not been committed to it strongly enough to build a comprehensive high school program. In too many cases, schools either could not or would not supply the effort and finances necessary to meet the needs of all the youth they have attempted to serve.

¹Adel F. Throckmorton, Kansas Secondary School Handbook, Department of Public Instruction, State of Kansas (Topeka: State Printing Plant, 1961), pp. 33-35.

For many years community pride has kept schools open with insufficient human and financial resources to adequately build a comprehensive high school. Unification has been a step toward the building of school programs that will be able to meet the needs of the people they serve. Conant has stated that no high school can be comprehensive, except at exorbitant expense, with fewer than one hundred pupils in its graduating class.¹ Whether this figure is arbitrary and too high for the sparsely populated areas of Kansas is debatable. Many Kansas high schools in the new unified school districts do not meet this standard of one hundred pupils per class. Unified District No. 498 will average approximately one-half of this number.² The challenge to Valley Heights High School and other high schools of Kansas unified school districts whose graduating classes are under one hundred is to produce a comprehensive high school program eligible for recognition under the Kansas definition, as set forth in the standards for accreditation, or seek further unification. All Kansas youth deserve the maximum opportunity to develop their diverse talents to their greatest potential.

Acceptance of Conant's plan, or any outside plan, does not guarantee a comprehensive high school. A comprehensive school can only come through a study of the needs of the students, both present

¹James Bryant Conant, The American High School Today (New York: New American Library of World Literature, Inc., 1964), p. 81.

²M. A. McGhehey, and O. K. O'Fallon, "School Building Survey," (A study of the Blue Rapids and Waterville school districts, November, 1965), p. 3b.

and future. Therefore, the leadership of Unified District No. 498 is committed to meeting and surpassing the standards of comprehensiveness set by the state of Kansas, and to conduct study that will develop a curriculum consistent with the needs and desires of the community it serves.

The Needs Established

A study of the school programs of Blue Rapids and Waterville high schools for the 1965-1966 school year showed that Blue Rapids offered 28 $\frac{1}{4}$ units of credit, while Waterville offered 29 $\frac{1}{4}$ units of credit. The combined programs showed that a total of 37 $\frac{3}{4}$ units credit were offered by the two schools. (See Figure 1, page 28, for the combined school programs.)

Comparison with the requirements for the comprehensive high school under Kansas regulations (pages 24 and 25 in this study) showed this combined school program to be deficient 12 $\frac{1}{4}$ units credit. The school program showed deficiencies in seven of the nine curricular areas. Only mathematics and social science met the minimum standards. The five curricular areas of English language arts, science, foreign language, practical and vocational education, and health, physical education, and safety were found to be deficient one unit; business education, deficient three units; and fine arts, deficient 4 $\frac{1}{4}$ units. In no curricular area was the minimum standard exceeded.

English Language Arts		Foreign Language	
English I-IV	4	Latin I and II (W)	2
Functional English (BR)	<u>1</u>	French I and II (BR)	<u>2</u>
Total	<u>5</u>	Total	<u>4</u>
Mathematics		Business Education	
General Mathematics	1	Typing I	1
Algebra I and II	2	Bookkeeping	1
Geometry	1	General Business (W)	<u>1</u>
Trigonometry (W)	<u>1</u>	Total	<u>3</u>
Total	<u>5</u>		
Social Science		Fine Arts	
Constitution	1	Vocal Music	1/4
American History	1	Instrumental Music	<u>1/2</u>
World History (BR)	1	Total	<u>3/4</u>
Psychology (BR)	1/2		
Sociology	1/2	Health, Physical Education	
Economics (W)	1/2	and Safety	
Driver Education	<u>1/2</u>	Health	1/2
Total	<u>5</u>	Physical Education	<u>1/2</u>
		Total	<u>1</u>
Science		Practical and Vocational	
General Science	1	Education	
Biology	1	Home Economics I-III	3
*Chemistry	<u>1</u>	**Vocational Agriculture	
	3	I-IV (W)	5
		Mechanical Drawing (BR)	1
		Industrial Arts I-II (BR)	<u>2</u>
		Total	<u>11</u>

Total units offered 37 3/4

(BR) indicates subject offered at Blue Rapids only

(W) indicates subject offered at Waterville only

All other subjects offered at both schools

*Physics and Chemistry were being offered on alternating years at both schools

**Vocational Agriculture II is a double unit course

FIGURE 1

1965-1966 COMBINED SCHOOL PROGRAMS BLUE RAPIDS
AND WATERVILLE HIGH SCHOOLS

The 1966-1967 School Program

The 1966-1967 school program was developed during the month of April, 1966, after the administrators of the school district were employed. Superintendent Leslie Weaver assigned the responsibility of developing the secondary school program to the junior and senior high principals. It was understood that this program was to be considered temporary, being used for one year while the school curriculum could be developed by the faculty through a curriculum study program.

Three guidelines set by the superintendent were followed in developing the school program. First, as much of the 1965-1966 school program as was possible was included in the new program. Second, no extra teachers would be added to the system until the completion of the 1966-1967 curriculum study program. Third, a survey of pupil and parental desires was used in determining what new subjects should be added to the school program. This guideline was supported by many writers, including Salisbury, who listed it as an important analysis that should take place in formulating a curriculum:

Analysis of the student body and community served by the school. What are the real educational potentials of the students: Wherein do student and adult interests lie?¹

In compliance with these principles, a tentative program of studies was drawn up. Each student was given a copy of this program of studies, and instructed to take it home, consult with his parents, then mark the subjects he would like to take during the 1966-1967 school

¹Arnold W. Salisbury, "A Climate Conducive to Curriculum Study," Bulletin of the National Association of Secondary School Principals, 43:9-11, February, 1959.

year. The tabulated results of this study are shown in Figure 2, page 31.

For a class to be included in the school program, a minimum of six class members was required. Two exceptions were made to this rule. Vocational Agriculture IV was included despite the fact that only two students indicated an interest on the pre-enrollment survey. This class had previously been a part of the Waterville program, and the administration of the school was reluctant to drop any subject from the existing programs. Mechanical Drawing was included for the same reason. Failure to include in the pre-enrollment instructions the fact that this subject was a requirement for advanced Industrial Arts made it seem probable that more students would actually enroll in the class in the fall.

Addition of Home Economics IV and Industrial Arts III were made on the basis of a follow-up study after the availability of a teacher was established. Seven senior girls indicated an interest in Home Economics IV; nine boys indicated an interest in Industrial Arts III. Remedial Mathematics was added to meet the needs of students who had failed to meet the mathematics requirement for graduation.

Another factor involved in planning the school program was the teaching staff employed for the 1966-1967 school term. Teachers are the most important element of the curriculum, according to Doll:

There is little need to re-emphasize the fact that classroom teachers largely determine the curriculum. Regardless of grandiose plans, when the classroom door is closed, the insight and skill of

SOPHOMORE		JUNIOR		SENIOR	
55 English II	52 English III	19 Senior English	12 English IV	25 Functional English	26 American History
24 Geometry	19 Algebra II	74 Trigonometry	8 World History	3 World History	14 Psychology
6 World History	74 Constitution	6 Sociology	6 Sociology	10 Economics	6 Sociology
20 Agriculture II (2 cr.)	8 World History	3 Economics	8 Agriculture III	18 Office Practice	6 Bookkeeping
47 Typing I	6 Sociology	25 Typing I	22 Bookkeeping	18 Shortband I	1 Chemistry
2 Mechanical Drawing	3 Economics	13 Shortband I	13 Chemistry	1 Chemistry	7 Physics
11 Shop I	8 Agriculture III	13 Chemistry	1 Physics	16 French I	0 French II
5 Home Economics II	25 Typing I	11 French I	22 Band	7 Home Economics III	11 Band
5 French I	22 Bookkeeping	22 Band	38 Chorus	5 Shop II	28 Chorus
29 Health	13 Shortband I	4 Shop II	4 Shop II	2 Agriculture IV	
2 Shop II	13 Chemistry				
20 Band	1 Physics				
35 Chorus	11 French I				

This form was used in the pre-enrollment survey in April, 1966. The figures indicate the number of students indicating an interest in each subject.

FIGURE 2

TENTATIVE 1966-1967 PROGRAM OF STUDIES
VALLEY HEIGHTS HIGH SCHOOL

the teacher determine in large measure the quality of learners' experiences.¹

It was decided that no subject would be included in the school program in which the teacher was not fully qualified under certification standards applicable to teachers in a comprehensive high school.

Based on the findings of the survey of students' interests, and the qualifications of the teaching staff under contract for the 1966-1967 school year, the following school program was developed:

English Language Arts

English I-IV	4 units
*Senior English	1 unit
*Functional English	<u>1 unit</u>
Total	6 units

*These two classes were included to meet special needs of senior English students. Senior English was designed as special preparation for college, with emphasis on written composition. Functional English was designed for senior students with interests in speech, dramatics, and journalism.

Mathematics

General Mathematics	1 unit
Algebra I	1 unit
Geometry (plane and solid)	1 unit
Algebra II-Trigonometry	1 unit
Senior Mathematics (through Calculus)	1 unit
*Remedial Mathematics	<u>1 unit</u>
Total	6 units

*This class was designed to meet the needs of those students who failed the freshman requirement of Algebra or General Mathematics.

¹Doll, *op. cit.*, p. 224.

Social Science	
World History	1 unit
American History	1 unit
Constitution	1 unit
Sociology	1 unit
Psychology	1 unit
Economics	1 unit
*Driver Education	1/2 unit
Sophomore Social Studies	<u>1/2 unit</u>
Total	7 units

*To be offered in summer school only.

Science	
General Science	1 unit
Biology	1 unit
Chemistry	1 unit
Physics	<u>1 unit</u>
Total	4 units

Foreign Language	
*Latin I	1 unit
**Spanish I	<u>1 unit</u>
Total	2 units

*Latin II was not offered because no teacher on the senior high school staff was qualified to teach it. Also, Latin will be phased out and a second modern foreign language substituted in the near future.

**Spanish was substituted for French as no French teacher was available, while a competent Spanish teacher could be employed.

Business Education	
Typing I	1 unit
Bookkeeping	1 unit
Shorthand I	1 unit
Office Practice	<u>1 unit</u>
Total	4 units

Fine Arts	
Vocal Music	1/4 unit
Instrumental Music	<u>1/2 unit</u>
Total	3/4 unit

Health, Physical Education, and Safety	
Health	1/2 unit
Safety	1/2 unit
Physical Education I	1/2 unit

Advanced Physical Education--	
Individual Sports	1/2 unit
Advanced Physical Education--	
Gymnastics and Tumbling	<u>1/2 unit</u>
Total2 1/2 units

Practical and Vocational Education	
Home Economics I-IV	4 units
*Vocational Agriculture I-IV	5 units
Industrial Arts I-III	3 units
Mechanical Drawing	<u>1 unit</u>
Total	13 units
*Vocational Agriculture II is for two units credit.	

Total units of credit offered in this school program was 45 1/4 units.

In the future, Spanish II and III, and Shorthand II are scheduled to be offered as students become qualified to take them. These three units will place Valley Heights High School just 1 3/4 units below the minimum standard of the comprehensive high school for Kansas. Addition of these three subjects would leave deficiencies of one unit in the curricular area of foreign language, one unit in the curricular area of business education, and four and three-fourths units in the curricular area of fine arts. In all other areas, the minimum standards for the comprehensive high school would be met or exceeded.

This school program is to be considered an interim program to be used while the teachers in the new unified school district are in the process of conducting a thorough curriculum study. It will be recommended to these teachers that they follow procedures which have been accepted by curriculum authorities.

They will have five major tasks, accepted by most curriculum workers and stated by Saylor and Alexander.

- I. Define the curriculum objectives.
- II. Choose the curriculum design.
- III. Define the scope and sequence of the curriculum.
- IV. Develop the learning experiences to be used.
- V. Develop a program of curriculum evaluation, research, and experimentation.¹

In the curriculum study program it is recommended that sound group discussion process principles be used, and that it involve members of the different communities of the school district, including (1) pupils, parents, school board members, and other lay people in the development of philosophy and objectives; (2) college curriculum consultants to help broaden the outlook of the group and for help in identifying strengths and weaknesses of the proposed curriculum; (3) teachers and administrative personnel to help determine philosophy and objectives, and to implement the objectives into activities for classroom use; and (4) members of the State Department of Education to supply curriculum guides and materials for references.

The recommended ultimate objective of this curriculum study program is to develop a curriculum that will meet the standards of the comprehensive high school as set forth by the state of Kansas and the ideal set forth by Conant and others to meet the educational needs of all the students in the district it serves.

SUMMARY

Secondary education has been traced back to the Latin grammar school, an institution of western Europe that had its beginnings in the Middle Ages. By the time of the colonization of America, these schools were well established, with the study of classical Latin and Greek as the main parts of the curricula. The Puritans of the Massachusetts Bay Colony established the Boston Latin Grammar School in 1635. Two bequests of the Latin grammar schools to secondary education were: (1) a concentration on preparation for college, and (2) the connection between school instruction and morality.

Benjamin Franklin's academy, established in 1751, added the functional studies to the curriculum, including agriculture, commerce, English and American history. As the academy movement flourished and moved to the frontier, the Latin grammar schools declined.

Public secondary education began in Boston in 1821 with the establishment of the Boston English Classical School, an academy-like institution supported at public expense. An 1827 Massachusetts law required the establishment of an English high school in every town of five hundred families and householders, with an enlarged required curriculum of orthography, reading, writing, English grammar, geography, arithmetic, good behavior, history of the United States, bookkeeping by single entry, geometry, surveying, and algebra. Public high schools spread to other areas, often without legal mandate. When the legality of such schools was questioned in court, the result was the Kalamazoo

decision of 1874, which provided the legal base for tax supported high schools. Following this decision, the movement continued to grow. By 1900, public high schools were fairly accessible to all youth, but only a small fraction of the available youth actually went to high school.

Two important organizational changes occurred about 1900. One was the junior high school movement which grew rapidly between 1900 and 1920. A second movement, developing about the same time, was the movement to establish vocational and technical high schools, thus making special academic schools out of the ordinary high schools in those cities. This movement began to lose favor in the 1920's and 1930's, and there was a movement toward the comprehensive high school. The Cardinal Principles also came into being in 1918 and have served as a guide for secondary education in the years since.

The latest movement in secondary education is the elimination of small schools by unification proceedings. Conant was one of the most influential leaders in this movement.

Although the term comprehensive high school has been used since sometime about 1918, the movement toward this type of organization has gained momentum since about 1950, with Conant as one of the leading proponents for its adoption. Objectives of the comprehensive high school were: (1) to provide a general education for all the youth of a community, (2) to provide satisfactory preparatory programs for those who want to go on to college, and (3) to provide elective vocational programs for those who wish to go to work after graduation. Conant's recommendations

are beginning to be accomplished in Kansas, with one major exception, that all high schools of unified districts are not meeting the recommended standard of one hundred students in the graduating class.

The first accreditation of Kansas high schools was done by the University of Kansas in 1876 to check the quality of students seeking to enroll at the University. Accreditation was based on meeting a course of study outlined. In later years, accreditation was based on qualifications of teachers, amount of supervisory work and administrative work done by principals and superintendents, equipment in laboratories and library, and the general intellectual and moral tone of the school. As the years passed, the Normal Schools and Kansas State College began to participate in visitation and accreditation. In 1914, the state colleges and the University combined efforts to form an accreditation commission.

In 1915, the legislature placed accreditation under the direction of the State Department of Education which set standards patterned after those set by the colleges. Accreditation continued on these standards with only slight modifications until 1928, when teaching field requirements for teachers of class "A" schools were added. In 1947, size of schools became an accreditation factor. Teaching field requirements were raised to twenty-four hours in the subject field in five curricular areas in 1952. This has become the standard in other teaching fields in recent years. The State Department of Public Instruction gave official recognition to the comprehensive high school in 1959 when it added the

classification for accreditation and required fifty units of credit, with suggested units in each of nine curricular areas.

Valley Heights High School is the high school of Unified District No. 498. The district is composed mainly of territory formerly in the Blue Rapids and Waterville school districts. The combined 1965-1966 programs of the two existing high schools made possible 37 3/4 units of credit and was 12 1/4 units deficient when compared to Kansas comprehensive high school standards. Deficiencies were found in seven of the nine curricular areas. Accepting the comprehensive high school standards as a goal, the principals of the junior and senior high schools drew up a school program for the 1966-1967 school year that was a step toward that goal. Pupil and parental interests were considered by the use of a pre-enrollment survey. Combining the results of this survey and evaluation of the preparation of the teachers a school program was designed. This program is to be considered temporary while a curriculum study program is conducted during the 1966-1967 school year to develop a curriculum that will meet comprehensive standards.

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A STUDY OF THE BACKGROUND AND REQUIREMENTS FOR THE
COMPREHENSIVE HIGH SCHOOL AND AN APPLICATION
TO VALLEY HEIGHTS HIGH SCHOOL

by

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A. B., Kansas Wesleyan University, 1949

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

The purposes of this study were: (1) to explore the background, principles, and current thinking about the comprehensive high school through (a) the literature relating to influences on the curriculum and (b) the literature relating to accreditation and classification of Kansas high schools; and (2) to apply the guidelines and principles identified to the development of a curriculum for Valley Heights High School.

This study was based primarily on a review of literature available in the Kansas State University Library. Books and periodicals relating to curriculum, administration, and the comprehensive high school, including The American High School Today, by James Bryant Conant, were studied to provide background and up-to-date principles concerning the comprehensive high school.

Publications of the State Department of Education were used to trace accreditation and classification procedures in Kansas.

Curricula and organization of high schools seem to reflect the recognized needs of society, with a gradual broadening of objectives throughout history, from the Latin grammar school with emphasis on leadership and university preparation of a minority to the present ideal, the comprehensive high school, with all youth educated in the same school. Objectives of the comprehensive high school were: (1) to provide a general education for all the youth of a community, (2) to provide satisfactory preparatory programs for those who want to go on to college, and (3) to provide elective vocational programs for those who wish to go to work after graduation.

Accreditation and classification procedures in Kansas responded to the same interests and needs. First, accreditation was done by the University of Kansas and the state colleges to ascertain the quality of students seeking admittance. At the insistence of the state superintendents of education, accreditation was transferred to the state department of education in 1915. Accreditation and classification standards were aimed at raising the quality of education for all the students of the secondary school, with emphasis placed on courses of study, teacher preparation, and educational policies of the school.

The 1965-1966 programs of Blue Rapids and Waterville high schools were studied, and deficiencies were identified as compared with Kansas comprehensive standards. The 1966-1967 school program was prepared by using a pre-enrollment survey to identify pupil and parental desires, review of teacher qualifications, and acceptance of Kansas comprehensive standards as a goal. The program developed was $4 \frac{3}{4}$ units below required comprehensive standards with a serious deficiency in the area of fine arts.

This 1966-1967 school program is to be considered an interim program to be used while the teachers in the new unified school district are in the process of conducting a thorough curriculum study. The recommended ultimate objective of this curriculum study program is to develop a curriculum that will meet the standards of the comprehensive high school as set forth by the state of Kansas, and the ideal set forth by Conant and others to meet the educational needs of all the students in the district it serves.