

A BACKGROUND STUDY, WITH RECOMMENDATION FOR A COMPREHENSIVE
HIGH SCHOOL IN UNIFIED SCHOOL DISTRICT NUMBER 380

by

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INTRODUCTION

In our complex society there appears to be no substitute for an education as a way of solving some of our social, moral, and ethnical problems. Secondary education should help the student determine his vocation and then train the student to the extent that he can fulfill his basic needs and desires in that endeavor. This may mean meeting the requirements for acceptance to a post secondary school, either vocational school, college or university. Secondly it should provide adequate training for those students who terminate their education upon completion of high school. Thirdly it should provide means for those who have not completed high school to have an opportunity to complete their secondary education. This can best be done in our society by providing a comprehensive secondary program for every citizen. Specialization and mechanization have created problems for the schools never thought of in earlier times. The students need adequate training to make necessary adjustments during their life and it is the school's responsibility to provide this training.

STATEMENT OF THE PROBLEM

The purpose of this study was to (1) show the importance of establishing a comprehensive high school in Unified School District No. 380, (2) formulate a proposed comprehensive curriculum for one high school in that district, (3) to recommend the initial steps to be taken in the formation of a single comprehensive high school.

LIMITATIONS

The limitations of this study were first of all the geographic area of Unified School District No. 380 as of June 1, 1968, and the student population of that particular area. Other limitations included was the information obtained from the annual reports by the principals, the class schedules of the attendance centers for the past two years and the literature available at the Farrell Library at Kansas State University and the Kansas State Department of Public Instruction. Finally no consideration has been given to facilities available, financial resources, instructional personnel, educational leadership, or services.

IMPORTANCE OF THE STUDY

The importance of the study was to determine by a thorough study of the present situation the inadequacies of the program of studies as now offered by the two attendance centers in Unified School District No. 380. From the results of the study the writer will provide a set of recommendations that hopefully will initiate a more complete analysis of the entire educational program by the school board, administrators, faculty and patrons of the community, resulting in a comprehensive high school.

DEFINITION OF TERMS

Comprehensive High School. A program of course offerings of fifty units as outlined by the state of Kansas.¹

¹Adel F. Throckmorton, Rules, Regulations, Standards, and Procedures, for Accrediting High Schools, State Department of Public Instruction Bulletin 201, Revised, 1967, p. 10.

Curriculum. In this study the term means all of the planned learning experiences under the control of the school.

Attendance Center. A school which provides an educational program for students in a designated geographical area within the district.

REVIEW OF THE LITERATURE

Curriculums of Ancient Times

Secondary education in the United States evolved in accordance with the country of origin of the colonists and the economic development of the colonies. However, the origin of education has much deeper roots than was assimilated by the founders of America.

A study of the program for the training of youth in primitive societies reveals a significant pattern. The following may be considered typical of the curriculums in the more stable primitive societies: Literature (folklore), Mathematics (numbers and number concepts), Science (nature facts), Social Studies (traditions, legends, and social problems), Religion, Fine and Applied Arts (arts and crafts), and Physical Education.²

This pattern coincides to a considerable extent with the program of studies in modern secondary schools today. There is no direct knowledge of the education of prehistoric man, but inference can be made from the archeological evidence and from present day "primitive" societies.³

In the early day education was realistic and practical. Through the family the children learned what was needed to maintain their

²H. R. Douglass, The High School Curriculum. (New York: The Ronald Press Company, 1956), p. 15.

³Clark, Klein, Burks, The American Secondary School Curriculum. (New York: The Macmillan Company, 1966), p. 1.

existence and the tribal traditions. The earliest vocational education most likely was done through some sort of an apprenticeship.⁴

The Earliest Civilization

In order to administer the large amount of property owned by the ruling class, a system of accounting, measuring, and record keeping was needed. To do this it was necessary to organize a system of reading, writing, and arithmetic, in order for this knowledge to be passed on. Schools were organized to teach young aspirants the duties of the priesthood. These early schools were both vocational and utilitarian with the curriculum orientated to the past.⁵

Greek and Roman Schools

Credit for having conceived the idea of liberal education has been given to the Greeks. However, this concept failed to meet the needs of many of the youth requiring more practical education than that which emphasized intellectual discipline. As a result, two different secondary schools developed, the rhetorical school which devoted attention to the education of the orator (for the Athenians, a vocational school); and the philosophical school, which had little concern for the practical, but tended to emphasize the development of intellectual power. This differentiation between training for the practical knowledges and skills and training for purely intellectual interests and attainments has served as

⁴Ibid., p. 2.

⁵Douglass, op. cit., p. 2.

a model for terminal and preparatory curriculums throughout Western civilization.⁶

The Greeks made a definite contribution to the formal curriculum of the Western world. The liberal studies which they recognized as essential were music, (literature) rhetoric, dialectic, arithmetic, geometry and astronomy.⁷

The Romans, besides preserving the curriculum developed by the Greeks, added to their studies that of the Greek language, thus giving impetus to the emphasis on foreign language so common to Western education.⁸

Thus the seven liberal arts were established and the snobbish attitude that the liberal arts study is superior to vocational education still persists today.⁹

Quintilian description of a curriculum with language as the "core" unifying other subjects such as mythology, history, geography, religion, and antiquities with instructional procedures designed to fit the individual is suggestive for the modern school with a genuine concern for the growth and development of the individual. Quintilian might well have said that his chief concern was general education--education of the whole man.¹⁰

Medieval Secondary Education

The traditions of the classical secondary schools were carried along into the medieval times with one major change. Capella grouped the seven liberal arts into the trivium and quadrivium thus leading to the separation of linguistic and scientific elements of the curriculum.

⁶ Ibid., p. 16.

⁷ Clark, Klein, Burks, op. cit., p. 17.

⁸ Ibid., p. 5.

⁹ Ibid.

¹⁰ Douglass, op. cit., pp. 15-18.

This dichotomy led to the conflict between the advocates of the humanities and the proponents of science. The seven "liberal arts" as divided by Capella are shown below:¹¹

<u>Trivium</u>	<u>Quadrivium</u>
Grammar	Geometry
Rhetoric	Arithmetic
Dialectic (logic)	Music
	Astronomy

It seems reasonable to conclude that as early as the 14th and 15th centuries the two important functions and types of the modern secondary school were recognised: The school which provided a program of education which was terminal in character and the school whose chief concern was to prepare boys for the university.¹²

The first modern school the "Pleasant House" established in 1423 was a forerunner of the modern English and American schools. The curriculum consisted of Latin, Greek, educational program, sports and games, opportunities for social development, and development of morals and manners.¹³

Figure 1 shows the evaluation of the secondary school program from the early Middle Ages to modern times.¹⁴

¹¹Douglass, *op. cit.*, pp. 18-19.

¹²*Ibid.*, p. 21.

¹³*Ibid.*, p. 21.

¹⁴*Ibid.*, p. 22.

FIGURE 1
EVOLUTION OF THE SECONDARY SCHOOL PROGRAM

	Early Middle Ages	Later Middle Ages	Renaissance	Modern Times	
TRIVIUM	Grammar	Grammar	Grammar	Grammar Literature History Mythology	
	Rhetoric	Rhetoric	Rhetoric	Rhetoric	
	Dialectic	Dialectic	Dialectic	Logic	
QUADRIVIUM	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
	Geometry	Geometry	Geometry	Algebra Geometry Trigonometry	
		Geography	Geography	Geography	Geography Biology-Botany
	Astronomy	Astronomy	Astronomy	Astronomy	Astronomy Mechanics
		Physics	Physics	Physics	Physics Chemistry
Music	Music	Music	Music		

History of Secondary Education
in the United States

The Latin Grammar School. The secondary school of today had its beginning during the colonial period of American history. It was only natural that the educational system was similar to the European system in the beginning because of the previous contact the colonists had with Europe and especially England. With the English Latin grammar school as its prototype, the Boston Latin Schools, established in 1635 became the first secondary schools in the American Colonies.¹⁵

The curriculum of the Latin grammar school included instruction in Latin and Greek with emphasis on teaching boys to read and write Latin. The purpose for which the school was established, preparing boys for college and to prepare leaders for church and state, was fulfilled because the requirements for entrance to college was for the boys to be capable of reading and writing Latin.¹⁶

While the offerings were not religious in character they were spiritual in purpose. The curriculum was traditional since it was based on European precedent with emphasis on discipline. No attempt was made to provide for individuality. The teaching was aimed at development of well-bred citizens by the pursuance of certain subjects, with little need for spiritual understanding and for cultural and economic power.¹⁷

¹⁵Vernon E. Anderson; William T. Gruhn, Principles and Practices of Secondary Education, (The Ronald Press Company, New York, 1962), p.24.

¹⁶Ibid., p. 26.

¹⁷Paul J. Leonard, Developing the Secondary School Curriculum, (New York: Rinehart and Company Inc., 1953), p. 7.

Cotton Mather recorded the first curriculum of the Boston Latin School in 1708. No record has been found for the years 1635-1708. In 1789 when the duration of the school was shortened from seven years to four years the following curriculum was offered:¹⁸

First Class	Cheever's Accidence Corderius's Colloquies Latin and English Nomenclator Aesop's Fables--Latin and English Ward's Latin Grammar
Second Class	Clark's Introduction Latin and English Ward's Latin Grammar Eutropius Castalio's Dialogues The Making of Latin
Third Class	Caesar's Commentaries Tully's Epistles Ovid's Metamorphoses Virgil Greek Grammar The Making of Latin
Fourth Class	Virgil (cont.) Tully's Crations Greek Testament Homer The Making of Latin

The Academy. Franklin's Academy began in 1751 with instruction in three organized departments, the Latin School, the English School, and the Mathematical School, and is usually considered the first academy to have been established in America. This academy along with the others that followed was clearly established to provide a broader and more practical educational program than that which was being offered in the Latin Grammar School. Franklin's proposals for an academy suggested

¹⁸Ibid., p. 6.

it would be well if the students "could be taught everything that is useful and ornamental." But since time limited what could be taught he urged that "they learn what is most useful and most ornamental."¹⁹

Franklin proposed that all students be taught penmanship, drawing, astronomy, arithmetic, bookkeeping, geometry, and the English language, History, agriculture, commerce, industry, and mechanics.²⁰

English and history were to receive special emphasis. Due to pressure from the men of wealth and learning, modern and ancient foreign languages were included against Franklin's wish. Since the academies absorbed the college preparatory function it was not long before the classical offerings dominated the curriculum in many academies. The nature of the total curriculum in the academy of the early nineteenth century is revealed by the offerings at the Phillips Exeter Academy in New Hampshire in 1818.²¹

Classical Department

Latin
Greek
Geography
Composition
Arithmetic
Geometry
Algebra
Declamation
English grammar
History, Roman
and Ancient

English Department

Geography
Rhetoric and
Composition
Arithmetic
Geometry
Algebra
Declamation
History, U.S.
Ancient and Modern
Plane Trigonometry
Mensuration
Surveying
Navigation
Chemistry
Natural Philosophy
Moral Philosophy
Logic

¹⁹ Anderson and Gruhn, *op. cit.*, p. 28.

²⁰ *Ibid.*, p. 28.

²¹ *Ibid.*, pp. 28-29.

A significant contribution of the academy to American secondary education was its introduction of a broad program of education for youth who were pointing toward vocations other than the ministry and which provided a place for both college and non college bound youth. It gave status to English, rather than Latin as the basic language of instruction in the American secondary school, as well as extending secondary education to girls as well as boys.²²

The academies grew rapidly with their greatest period of development from 1825-1840. After the Civil War another secondary school emerged that met some of the needs not served by either the Latin grammar school or the Academy which soon replaced the Academy in many communities. The academies that continued to exist became girl's "finishing schools" and college preparatory schools.²³

The Public High School Movement. The first public high school began with the establishment in 1821 of the Boston English Classical School, renamed three years later as the English High School. In trying to discover from the social and political forces which were most influential in determining the pattern of educational development, Faulkner attributed the greatest influence to the following:

Many important influences were at work to promote public education: the development of urban life, which necessitated a new system; the increase in crime and pauperism in the cities, which, it is believed, might be prevented by education; the extension of the franchise, which gave the voters the opportunity of achieving their demands; the possibility in the new states of endowing education from the public lands; and finally, the belief that democracy would survive only if the masses were educated.²⁴

The purpose of the new school, as restated in 1833 in the Regulations of the School Committee (Boston), read as follows:

²²Ibid., p. 29.

²³Leonard, op. cit., p. 15.

²⁴Ibid., p. 19.

It was instituted in 1821, with the design of furnishing the young men of the city who are not intended for a collegiate course of study, and who have enjoyed the usual advantage of the other public schools, with the means of completing a good English education to fit them for active life and qualify them for eminence in private or public station.²⁵

The first curriculum of the English High School of Boston looked more like Franklin's original idea than any of the New England academies. This high school and others that followed began with the idea that education continued beyond the elementary school, for youth not intending to enter college, was necessary and such a school should be free for all children.²⁶

The English High School of Boston

First Class	Composition Reading Dialectic Grammar	Declamation Geography Arithmetic
Second Class	Composition Dialectic Declamation Ancient and Modern History	Algebra Geometry Plane Trigonometry Surveying Navigation Logic
Third Class	Composition Dialectic Declamation U. S. History	Mathematics Logic Astronomy Natural Philosophy Moral and Political Philosophy

The high school grew slowly until after the Civil War due to the existence of the academies during the same period. After the Kalamazoo

²⁵Anderson and Gruhn, op. cit., p. 33.

²⁶Leonard, op. cit., p. 19.

decision, Public high schools were rapidly introduced in many communities throughout the nation. The first major addition to the curriculum was the introduction of commercial studies begun in the 1880's, designed clearly to prepare youth for careers in business. The industrial revolution emphasized the need for skills in industry, and so encouraged the introduction of "manual arts" courses in the public high schools. At the same time domestic arts, as the first homemaking courses were called, were introduced for girls.²⁷

By 1890 the curriculum included a great variety of subjects. In 1892 the Committee of Ten, on Secondary School Studies of the National Education Association, grouped most of these subjects in nine major areas; Latin; Greek; English; other modern languages; mathematics, physics, astronomy and chemistry; natural history (biology, botany, zoology, and physiology); history (civil government and political economy); and geography (physical geography, geology and meteorology).²⁸

The Seven Cardinal Principles undoubtedly reflected the practical utilitarian temper of the people of the United States at the turn of the twentieth century. There was no mention of intellectual competence or training in the classical sense.²⁹

In theory, at least, the secondary school was committed to providing a broad education to a large segment of the population. Student

²⁷Anderson and Gruhn, op. cit., pp. 33-40.

²⁸Edward A. Krug, The Secondary School Curriculum, (Harper and Brothers, Publishers, New York, 1960), pp. 30-31.

²⁹Ibid., p. 36.

population increased tremendously between 1890 and 1940 but little was done to improve the curriculum or the techniques of teaching. The result was watered down courses, too easy to challenge the bright, but so hard they frustrated the slow. Besides this the schools provided little for boys and girls who were not preparing for college or a specific vocation. Secondary education being less than satisfactory led to the formation of the conference on vocational education sponsored by the United States Office of Education in 1945. The result of this conference was a concerted attempt made in certain circles to relate school curriculums more closely with the life goals of the pupils. This movement received much notoriety as education for "life adjustment."³⁰

Unfortunately many people, including friend and critic, drew fantastic conclusions about the life adjustment education. Critics accused the life adjustment educators of planning a curriculum for one group in the high school and seeking to dilute the entire educational program. However, with all of the heated discussion education for life adjustment had very little importance on either the private or the public schools in this country.³¹

Not until 1958, after Conant's Study of the American High School was completed, and with the Russian satellite orbiting the earth, did Americans begin to examine more thoroughly some of the critical problems facing the secondary school system in the United States.

³⁰Clark, Klein, Burks, op. cit., pp. 13-15.

³¹Ibid., p. 15.

The Comprehensive High School. President Lyndon B. Johnson in his education message on January 12, 1965 stated, "we must demand that our schools increase not only the quantity but the quality of America's education."³²

In his concluding remarks the President stated:

We are now embarked on another venture to put the American dream to work in meeting the new demands of a new day. Once again we must start where men who would improve their society have always known they must begin--with an educational system restudied, reinforced, and revitalized.³³

Secondary education has been under fire for its effectiveness both by people and educators themselves. The President has reiterated the importance of education. In order to increase the effectiveness of our secondary school systems certain norms must be established to guide the direction of education towards a more complete fulfillment of its aims and objectives.

In 1918, the Commission on the Reorganization of Secondary Education issued what is recognized as the most historic statement ever made on the goals of education. The statement known now as the Seven Cardinal Principles of education was important in the transformation of the American high school from a specialized academic institution into a comprehensive school designed for all American youth. These Cardinal Principles are: (1) health, (2) command of the fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy

³²President Lyndon B. Johnson, A National Goal of Full Educational Opportunity, The Kansas Teacher, Vol. 73, No. 7, Feb., 1965, p. 18.

³³Ibid., p. 25.

use of leisure time, and (7) ethical character.³⁴ With this the commission opened the door to a truly comprehensive high school.

After completing his study of comprehensive high schools, Keller described such high schools as follows:

The comprehensive high school aims to serve the needs of all youth in America. That is to say, it accepts without selection all the young people in the area it commands--all races, creeds, nationalities, intelligentsia, 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 vocation.³⁵

The man most noted for his study of the comprehensive high school in America is James E. Conant. In 1959 he published his first book, The American High School Today, in which he established 21 criteria by which he judged a school as comprehensive. In 1967 he published a follow up study of his 1959 survey entitled, The Comprehensive High School, which he used to amplify the work of his first book.

Keller and Conant agreed on the definition and objectives of a comprehensive high school but disagreed as to which area needed emphasis.

³⁴Teacher Opinion Poll, "A New Look at The Seven Cardinal Principles of Education," The Journal of the National Education Association, Vol. 56, No. 1, January, 1967.

³⁵Jefferson Franklin Keller, The Comprehensive High School, (New York: Harper and Brothers, 1955), pp. 31-32.

Keller stated:

Perhaps the major limitation of our comprehensive high school has been that they remained too closely attached to their original academic orientation.³⁶

Conant wrote:

If the fifty-five schools I have visited, all of which had a good reputation, are all representative American high schools, I think one general criticism would be in order. The academically talented student, as a rule is not being challenged, does not work hard enough, and his program of academic subjects is 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 foreign languages.³⁷

Conant's study of the American high school focused on the representative type of school. The school is called comprehensive because it offers under one administration and under one roof secondary education for almost all the high school age children of one town or neighborhood. It is responsible for providing good and appropriate education, both academic and vocational, for all young people within a democratic environment which the American people believe serves the principles they cherish.³⁸

The American high school has three functions: (1) to provide a general education for all future citizens, (2) to provide good elective programs for those who wish to use their acquired skills immediately after high school, (3) to provide a satisfactory

³⁶Keller, op. cit., p. 22.

³⁷James E. Conant, The American High School Today, (New York; McGraw-Hill Book Company, Inc., 1959), p. 23.

³⁸James E. Conant, The American High School Today, (New York; McGraw-Hill Book Company, Inc., 1959), Foreword PX. p. x.

preparatory program for those who will continue their education in a college or university.³⁹

The comprehensive high school is characteristic of the American society and has come into being because of our economic history and our devotion to the ideals of equality of opportunity and equality of status. Conant defines the comprehensive high school as a high school whose programs correspond to the educational needs of all the youth of the community.⁴⁰

Gilchrist stated:

A truly comprehensive high school must provide learning opportunities for all normal adolescents within a range of barely educable to the gifted and talented. Its purpose is to enable each pupil (a) to develop to his greatest potential for his own success and happiness and (b) to make a maximum contribution to the American society of which he is a part.⁴¹

Conant's Recommendations

Conant listed three things necessary to have a good high school, provided it is of sufficient size; first, a school board composed of devoted intelligent understanding citizens who realize fully the distinction between policy making and administration; second, a first rate superintendent; and third, a good principal. The development of the curriculum belongs to the administrative officers and the teaching staff with the board well informed. In developing the curriculum Conant makes

³⁹James B. Conant, The Comprehensive High School, (New York: McGraw-Hill Book Company, Inc., 1967), p. 23.

⁴⁰Ibid., The American High School Today, pp. 8-12.

⁴¹Robert S. Gilchrist, "What is a Comprehensive High School," NEA Journal, LE No. 8, November 1962, pp. 32-33.

the following recommendations for a comprehensive high school.⁴²

1. One full time counselor for every 250-300 students.
2. An individualized program for every student.
3. Selected minimum requirements for graduation.
4. Required subjects and those elected by students with a wide range of ability; students should be grouped by ability, subject by subject.
5. The awarding of a diploma be evidence only that a student has (a) completed the required work in general education to the best of his ability and (b) has satisfactorily finished a certain sequence of elective courses.
6. The time devoted to English composition during the four years should occupy one half the total time devoted to the study of English. One theme should be required each week.
7. A diversified program for both boys and girls, interested in developing certain skills and trades, depending on the school size and geographic location.
8. Special consideration for the very slow reader.
9. Special programs for the academically talented.
10. Special program for the highly gifted which constitutes about 3 percent of the population on a national basis.
11. An academic inventory to summarize the programs of the academically talented students in the senior class without publishing their names.
12. Organization of the school day for at least six periods in addition to the required physical education and driver education classes.
13. Prerequisite for advanced academic courses.
14. End the practice of ranking students according to their grades in all classes.
15. An academic honors list for those in the academically talented curriculum.
16. A strong developmental reading program.

⁴²Conant, The American High School Today, pp. 44-76.

17. Summer school for all students desiring it.
18. Foreign language program leading to a mastery of the particular language.
19. A science program with a required course in biology or physical science and then an advanced program for the college bound student and the practical.
20. Home rooms with the purpose of developing an understanding between students of different levels of academic ability and vocational goals.
21. A required twelfth-grade social studies course on American problems or American government heterogeneously grouped.

The Effectiveness of the
Comprehensive High School

Conant's recommendations have been widely accepted as a set of "norms" for a comprehensive high school in America. Many studies have been made since he first published the recommendations to determine the effectiveness of these recommendations and how much they are being followed by the schools.

Schafer, in his study of the schools in Indiana found:⁴³

(1) The average increase in the practice of Conant's 21 major recommendations since 1959 was 5.7 percent. The average practice of Conant's 21 major recommendations prior to 1959 was 29 percent. The average partial practice of the 21 recommendations was 18.8 percent, the average agreement only, but without implementing the practice was 32.9 percent; and the average disagreement was 13.6 percent.

(2) The participating superintendents in the discussion meetings indicated their attitudes and philosophy of the administrative staff was the major factor that limited the practice of 9 of the 21

⁴³ Dan A. Schafer, "Study of the Extent That James E. Conant's Recommendations for the American High School Have Been Implemented in Selected Indiana High Schools," (Doctoral Dissertation, Indiana University, 1963), Dissertation Abstracts, The Humanities and Social Science, Vol. XXV, No. 2, July 1964, p. 969.

recommendations. The problem of insufficient finances was the major factor that limited the extent of practice of seven of the recommendations. Other factors were less important.

His conclusion was that inadequate implementation of Conant's recommendations is caused by inertia in educational leadership and finances.

Danley in his study of Missouri schools as to the extent selected schools met Conant's recommendations for a comprehensive high school found:⁴⁴

(1) That none of the 265 out of 537 schools surveyed in Missouri met all of Conant's recommendations for a comprehensive high school.

(2) That the larger high schools surveyed were making provisions for the academically talented, the vocationally oriented, and the slow learner more frequently than those high schools that did not meet Conant's Criterion for size.

(3) The practice of reorganization of school districts and combining of new high schools in Missouri since 1954 has not progressed at a rapid enough pace to insure the proper size high school for all youth of the state within the decade ending in 1974.

(4) If all students are to be provided the educational programs that are available in the comprehensive high schools, the number of schools in Missouri must be reduced from 537 to 250 or less if Conant's Criterion is to be met.

His conclusion was that all schools meet the criterion of size (100 graduates per class) even if it meant crossing county lines to establish a large enough school.

⁴⁴Walter Elzie Danley, Sr., "A Study to Determine the Extent to Which Selected Public High Schools of Missouri Met Conant's Twenty-one Recommendations for the Comprehensive High School and to Suggest General Location for High Schools Large Enough to Meet His Criterion of Size," (Doctoral Dissertation, The University of Mississippi, 1965), Dissertation Abstracts, The Humanities and Social Science, Vol. XXVI, No. 9, March 1966, p. 5124.

Another study in Missouri, an investigation of the curriculum changes in 265 secondary schools, Bibens found:⁴⁵

(1) Certain factors were identified as obstacles to curriculum change and the greatest barriers to change were the problems of securing teachers and the inadequacy of school financing.

(2) Data indicated a tendency toward a more flexible and broader curriculum with a growing emphasis on terminal education.

(3) A majority of educational changes were a result of the pressures of state requirements.

McAnarney's study of the extent of diffusion of selected curriculum practices into Kansas high schools found:⁴⁶

(1) The participation of the schools in area Vocational-Technical School Programs was one of the major efforts to increase the comprehensiveness of school programs.

(2) Fifty-two percent of the 342 schools reporting, reported some type of grouping plans in one or more required subjects, with mathematics most common.

(3) Fourteen percent of the 342 schools indicated use of teaching teams.

(4) Only 11 of the 342 schools used schedules structured specifically to achieve flexibility in time allotments for classes.

His conclusion was the larger the enrollment size of the school the more likely that the selected curriculum practices are diffused into the school.

⁴⁵Robert Frank Bibens, "An Evaluation of Curriculum Change in Missouri Public Secondary Schools from 1960-61 Through 1964-65," (Doctoral Dissertation, Colorado State College, 1966), Dissertation Abstracts, The Humanities and Social Science, Vol. XXVII, No. 8, September 1965, p. 2300.

⁴⁶James Arthur McAnarney, "A Study of the Extent of Diffusion of Selected Curriculum Practice into Kansas Public Schools," (Doctoral Dissertation, University of Kansas, 1966), Dissertation Abstracts, The Humanities and Social Science, Vol. XXVII, No. 6, December 1966, p. 1689.

Smith in his study of the role of the comprehensive high school in vocational education found:⁴⁷

(1) High schools are stimulated to increase vocational education as a result of the area school development.

(2) Vocational education is important to every ability group, slow as well as talented.

(3) Greater balance between vocational education and other facets of the total program is needed.

(4) Secondary schools are strongly "College-Prep."

(5) Vocational education courses and purposes are generally below average in the high school in terms of meeting the needs of the school.

(6) Below average terminal students do not generally benefit from the area school program.

(7) Vocational and pre-vocational courses of study must be increased regardless of the area school development.

Hawthorne concluded in his study of the program of studies and special curricular practices of Iowa high schools that:⁴⁸

(1) Iowa high schools appeared to respond to social pressures by broadening their curricular offerings.

(2) District reorganization appeared to be a factor in curriculum expansion.

(3) Student enrollment decreased in vocational courses in the fifties and increased in academic courses.

(4) It seemed evident that people expected academic excellence along with demanding help from the schools to solve certain social problems in the state.

⁴⁷John Arthur Smith, "Vocational Education in the Comprehensive High School," (Doctoral Dissertation, University of Kansas, 1965), Dissertation Abstracts, The Humanities and Social Science, Vol. XXVI, No. 5, November 1965, p. 3134.

⁴⁸Robert R. Hawthorne, "Curriculum Provisions in Iowa High Schools," (Doctoral Dissertation, University of Iowa, 1966), Dissertation Abstracts, The Humanities and Social Science, Vol. XXVII, No. 5, July 1965, p. 1200.

State Requirements for a Comprehensive High School in Kansas

In Kansas, high schools are accredited by the State Department of Public Instruction with the designation either as (a) accredited standard, (b) accredited comprehensive, (c) accredited approved. Ratings within each of the above categories is determined on the basis of teachers, their qualification, curricular offerings, and general quality of the instructional program. To rate as an accredited comprehensive high school all of the following requirements must be fulfilled:⁴⁹

An accredited high school may be designated as a comprehensive high school provided a minimum of fifty units of resident instruction is taught each school year in all of the nine curricular areas which must be taught each school year. They are:

- a. English language arts of which at least three units must be composition and literature 6 units
- b. Social studies, including one unit of American history and one-half unit of American government . 5 units
- c. Mathematics 5 units
- d. Science 4 units
- e. Health, physical education, and safety 2 units
- f. Foreign language (two languages) 5 units
- g. Business education 6 units
- h. Fine arts 5 units
- i. Practical arts and vocational education 12 units

⁴⁹Adel F. Throckmorton, Rules, Regulations, Standards, and Procedures for Accrediting High Schools, (State Dept. of Public Inst., Bulletin 201, Revised, 1967), pp. 9-10.

Also, offer complete courses in all curricular areas including required courses, teach a minimum of three units in one modern foreign language, and all properly certified teachers must meet standard field and subject requirements in all subjects taught as published in the most recent "Certificate Handbook."⁵⁰

The state of Kansas requirements for an accredited comprehensive high school were used as the criterion measure for this study.

THE PRESENT SITUATION IN UNIFIED SCHOOL DISTRICT NO. 380

Unified School District No. 380 has a land area of 439 square miles. The total assessed valuation of the district is \$15,331,000. This represents an increase of almost \$3,000,000 over the total valuation of 1967. The added valuation was the result of two additional tracts of land annexed to district 380 on June 1, 1968.

The total student population for grades nine through twelve in October, 1967, was 339 for the entire district. This was an increase of seven students over the past five years. Students were widely scattered over the 439 square miles except for slight concentrations in the four towns within the district, Frankfort, (pop. 1200), Centralia (pop. 600), Corning (pop. 300), and Vermillion (pop. 250). The 1968-69 enrollment at Frankfort was estimated to be 160 students, while at Centralia 160 students were pre-enrolled.

⁵⁰Direction of Curriculum Change, The Journal of the National Educational Association, Vol. 55, No. 9, December 1966, pp. 33-40.

Grade school enrollment for all of the grade schools whose graduates enter the district high schools in 1967 had a combined enrollment of 674. This was six more students than the 668 enrolled in 1963 in the same schools.

Figure 2 shows the combined program of studies for the 1966-67 and 1967-68 school years offered at Centralia and Frankfort attendance centers. Table 1 shows the number of units by instructional area for the same two years.

Frankfort offered a total of $39 \frac{3}{4}$ units meeting the state requirements for a comprehensive high school in four areas, these were, Mathematics, Science, Business Education, and Physical Education. Centralia did not measure up to the state's criterion in a single instructional area. Only $34 \frac{1}{4}$ units were offered.

A follow up study (Table 2) of the graduates revealed that of the 397 graduates of the past five years from the schools now included in the district, 100 or twenty six percent of the graduates gained full time employment immediately following graduation. One hundred fifty or forty percent enrolled in a college or university, 66 or seventeen percent entered a trade or area vocational school and 69 or seventeen percent were classified as miscellaneous or unknown.

FIGURE 2.

COMBINED SCHOOL PROGRAMS
CENTRALIA AND FRANKFORT ATTENDANCE CENTERS

English Language Arts

English I-IV

Mathematics

General Math (F)

Algebra I

Geometry

Algebra II

Senior Math

Social Studies

Driver Education

World History

Citizenship (F)

American History

American Government

Psychology (C)

Science

General Science

Biology

Physics

Chemistry

Foreign Language

Spanish I-II

French I-II (F)

Practical Arts

General Shop I

General Shop II (C)

Mechanical Drawing (C)

Vocational Agriculture I-IV

Vocational Homemaking I-IV (F)

Home Economics I-IV (C)

Fine Arts

Vocal Music

Instrumental Music

Business Education

Typing I

Typing II (F)

Shorthand

Bookkeeping

Office Practice

Economics (F)

Health, Physical Education, and Safety

Physical Education and Health

Advanced Gym (F)

(F) Frankfort Attendance Center Only

(C) Centralia Attendance Center Only

TABLE I
 NUMBER OF UNITS BY INSTRUCTIONAL AREA
 FOR THE YEARS 1966-67 AND 1967-68

Area	Recommended for a Comprehensive High School	1966-67	1966-67	1967-68	1967-68
		Centralia	Frankfort	Centralia	Frankfort
Language Arts	6	4	4	4	4
Mathematics	5	4	5	4	5
Social Studies	5	4 1/2	4 1/2	4 1/2	4 1/2
Science	4	3 1/2	4	3 1/2	4
Foreign Language	5	2	4	2	4
Business Education	6	4	6	4	6
Practical Arts	12	10	9	10	9
Fine Arts	5	1 1/4	1 1/4	1 1/4	1 1/4
Physical Education	2	1	2	1	2
Total	50	34 1/4	39 3/4	34 1/4	39 3/4

TABLE II

FOLLOW UP STUDY OF THE STUDENTS GRADUATING FROM
UNIFIED SCHOOL DISTRICT NUMBER 380 SCHOOLS
FOR THE PAST FIVE YEARS

	1963		1964		1965		1966		1967		Total	%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
No. of Graduates	36	40	42	36	48	44	26	33	42	40	194	203	397
Employed Full Time	5	12	8	13	16	14	8	9	4	11	41	59	100
Attending Junior College	8	0	1	1	2	2	1	2	6	9	18	14	32
Attending College or University	15	9	14	6	21	10	6	7	20	10	76	42	118
Attending Business or Trade School	2	11	4	7	3	4	2	10	3	7	14	39	53
Attending Area Vocational School	-	-	-	-	0	1	2	4	6	0	8	5	13
Miscellaneous	2	6	15	8	4	12	7	0	4	2	32	28	60
Unknown	4	1	0	0	1	3	0	0	0	0	5	4	9
													<u>100</u>
											Total		397

RECOMMENDATIONS

On the basis of the present situation as contrasted with the criterion measures recommended for a comprehensive high school the following recommendations appear to be in order:

High School

- (1) That the two high school attendance centers now in the district be combined into one comprehensive high school.
- (2) That after the needs have been carefully established, a lay group composed of prominent members from the Frankfort and Centralia attendance centers be included with the board of education and the administrators to further study the feasibility of such a school.
- (3) That the development of a comprehensive high school curriculum incorporate the endeavors of the faculty, a lay committee, and a curriculum consultant, within the administration's guide lines as previously established.
- (4) As a guide to the committee the writer has suggested courses, based upon the future activities of graduates, in the various areas which could be selected in the establishment of the comprehensive program.

English Language Arts

Debate
Dramatics
English I-IV
Humanities
Journalism
Speech

Mathematics

Algebra I-II
Business Mathematics
General Mathematics
Geometry
Trigonometry and Calculus

Social Studies

American History
American Government
Citizenship or Civics
Consumer Education
Driver Education
Economics
Geography
History of North America

Science

Biology
Chemistry
Earth Science
Physical Science
Physics
Practical Science

Social Studies (cont.)

Psychology
Sociology
World History

Foreign Language

Spanish I-IV
French I-IV
German I-IV
Russian I-IV
Latin I-IV

Business Education

Bookkeeping
Business English
Business Law
Business Mathematics
Business Machines
Office Practice
Secretarial Practice
Shorthand
Typing

Home Economics, Industrial Arts, and Vocational Education

Auto Mechanics
Home Economics I-IV
Drafting
Electricity--Electronics
General Shop I-II
Metals--Plastics
Woodwork
Vocational Agriculture I-IV

Fine Arts

Arts and Crafts
Instrumental Music
Vocal Music
Music Appreciation

Physical Education

First Aid and Safety
Health
Physical Education I-II

SUMMARY

The origin of education has been traced to prehistoric man by studies made of the training of youth in present day primitive societies. The importance of education was clearly established as a necessity for survival and maintenance of tribal traditions. As man became more civilized, reading, writing, and arithmetic, were developed for accounting and communications necessary at the time. In order to pass these methods from one generation to the next schools were established.

Secondary education as we know it today was developed by the Greeks. They conceived the idea of the liberal education and maintained vocational schools because the liberal arts did not meet the requirements of the youth needing a more practical education.

The "Pleasant House" established in 1423 was a forerunner to the modern English and American secondary schools. The Latin Grammar School established in 1635 became the first American secondary school. Its purpose was to prepare boys for the ministry, and as leaders for the state.

The Academy first established by Franklin in 1751 to provide a broader and more practical education, slowly replaced the Latin Grammar School. Added to the curriculum were agriculture, English, and American History, but the classical studies remained the most popular course of study.

Public secondary education began in 1821 with the establishment of the Boston English Classical System. This was brought about by

pressure from the people for the extension of a free education for all children through the secondary schools.

The Kalamazoo decision in 1874 provided the legal base for tax supported high schools, and gave impetus to the growth of high schools. Following the industrial revolution, manual arts, homemaking, and commercial studies were included in the curriculum.

In 1892 the Committee of Ten grouped the growing number of subjects into nine major areas. The high school program at the present time is largely an expansion and further development of these nine areas.

Many of the early high schools became Vocational and Technical schools after 1900 but this trend slowed in the 1920's and 1930's as the movement for the comprehensive high school began. The Cardinal Principles served as a guide for this movement. In the 1950's Conant published his recommendations for a comprehensive high school, the objectives which 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 to college, and (3) to provide elective vocational programs for those who wish to go to work after graduation.

Research indicates Conant's recommendations are slowly being accepted, with the lack of educational leadership, lack of finances, and small schools the main obstacles to a full realization of a nationwide system of comprehensive high schools.

Unified School District No. 380 has a total evaluation of \$15,331,000 in an area of 439 square miles. The total enrollment in the secondary schools has been near 340 students for the past five years.

Enrollment in the elementary schools has also remained constant over the past five years. The two attendance centers available to the students have been accredited as standard schools for the past two years with Frankfort offering 39 $\frac{3}{4}$ units and Centralia 34 $\frac{1}{4}$ units. The Frankfort high school measured up to the state criterion for a comprehensive high school in four of the nine recommended areas. Centralia high school did not meet the state requirements in a single one of the areas. The following recommendations were made so that action could be initiated with the start of the 1968-69 school year for attaining the goal of a comprehensive high school for district No. 380.

1. Establishment of a lay committee to initiate action for a single high school attendance center offering a comprehensive program.
2. Establishment of a curriculum committee to review current offerings in areas of Mathematics, Science, Business Education, and Health, which meet the criterion measures for a comprehensive high school. This same committee to develop course offerings in the areas of Language Arts, Social Studies, Foreign Language, Practical Arts, and Fine Arts, in order to meet the criterion measures for a comprehensive high school in that area.

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A BACKGROUND STUDY, WITH RECOMMENDATION FOR A COMPREHENSIVE
HIGH SCHOOL IN UNIFIED SCHOOL DISTRICT NUMBER 380

by

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B. S., Kansas State University, 1964

AN ABSTRACT OF A MASTER'S REPORT

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requirements for the degree

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The purpose of this study was: (1) to show the importance of establishing a comprehensive high school in Unified School District No. 380, (2) to formulate a proposed comprehensive curriculum for one high school in that district, (3) to recommend the initial steps to be taken in the formation of a single comprehensive high school.

This study was primarily based on the review of literature available in the Kansas State University Library. Books and periodicals relating to curriculum development and the comprehensive high school, including The American High School Today, and The Comprehensive High School, by James B. Conant, were used to provide the basis for the study. State Department publications were used as the criterion measures for a comprehensive high school in Kansas.

The curriculum of high schools reflects, to a great extent, the needs of society. Changes in courses of study evolved slowly until the middle of the twentieth century during which time the demands on schools reached overwhelming proportions. Lack of inertia on the part of educational leaders to implement new and updated ideas and subjects, and failure on the part of the people to adequately finance education has handicapped schools so they are unable to attain standards necessary for a comprehensive high school.

In the study of subject offerings at the two attendance centers it was found:

- (1) Frankfort high school met the state requirements in four of the nine subject areas for a comprehensive high school.
- (2) Centralia did not meet the requirements in any of the nine areas for a comprehensive high school.

- (3) There was an adequate number of students in the district to meet the requirements for a comprehensive high school.
- (4) Organization is lacking in the district for the establishment of a planned curriculum program.
- (5) The follow up study revealed that 40 percent of the students over the past five years attended colleges or universities, 17 percent enrolled in a trade or business school, and 43 percent obtained some type of employment after graduation.

It was recommended that:

- (1) The two attendance centers combine to form one high school.
- (2) That lay people be included in the development of the new high school.
- (3) That the faculty be primarily responsible for developing a curriculum with the help of a lay committee, and a consultant, that would meet the needs of the students in the district.
- (4) A comprehensive high school be developed from the list of courses in the various areas, as outlined by the writer.