

A STUDY OF THE CHANGES IN THE KANSAS
JUNIOR HIGH SCHOOL CURRICULUM
FROM 1961 TO 1966

by

MAUREEN ANN COOK

A. B., Baker University, 1964

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

1966

Approved by:


Major Professor

ACKNOWLEDGMENTS

I wish to express much gratitude to Dr. Roy Bartel for his assistance and guidance during the writing of this report. I would also like to thank the Kansas State Department of Public Instruction for the use of its facilities. And to my father, Maurice E. Cook, go special thanks for his direction and extensive help.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
STATEMENT OF THE PROBLEM	1
IMPORTANCE OF THE STUDY	1
DEFINITIONS OF TERMS USED	2
Curriculum	2
Junior High School	3
METHOD OF RESEARCH	3
ORGANIZATION OF THE REPORT	4
REVIEW OF THE LITERATURE	5
LIMITATIONS	10
ANALYSIS OF RESULTS	12
Subject Matter Fields	12
Procedures	25
Services	27
SUMMARY AND CONCLUSIONS	28
BIBLIOGRAPHY	33
APPENDIX	35

LIST OF FIGURES

FIGURE	PAGE
1. Initial Language Offerings in the Kansas Junior High School Curriculums During 1961-1966	14
2. Cumulative Frequency Distribution of Initial Reading Programs in the Kansas Junior High School During 1961-1966	17
3. Initial Core Offerings in the Kansas Junior High School During 1961-1966	18
4. Cumulative Frequency Distribution of Initial Modern Mathematics Programs in the Kansas Junior High School During 1961-1966	20
5. Percentage Increase in the Number of Volumes in the Kansas Junior High School 1961-1966 . .	27

LIST OF TABLES

TABLE	PAGE
I. Personnel Assigned Counseling Time in Kansas Junior High Schools 1961-1965	29

INTRODUCTION

The junior high school is often referred to in association with the senior high school. Because of this grouping under the term secondary school, the junior high school tends to be ignored as a separate entity. It tends to serve a different age group with different needs than that of the senior high school. To emphasize the differences between the junior and senior high schools the two areas should be studied separately.

STATEMENT OF THE PROBLEM

In studying the junior high school, it is essential for the investigator to bear in mind that a school curriculum should be a reflection of the environment in which it is presented. Environment is constantly in flux, therefore a school curriculum should be flexible enough to adapt as the environment changes. To determine if Kansas junior high school curricular changes have advanced with cultural and environmental changes is the purpose of this study. The years 1961 to 1966 were used to determine the curriculum changes of the one hundred and seven Kansas junior high schools.

IMPORTANCE OF THE STUDY

The importance of this study lies in the supposition by the investigator that the junior high school is an inadequately explored area. At the same time the junior high

school is an area of vital importance to the total educational system.

During the early adolescent years, more than at any other age level, educators need to be concerned with the social, emotional, and personal development of the child. During these years the child develops new social relationships with those of the other sex; he undergoes physiological changes which have a considerable bearing on his emotional development; and qualities begin to emerge which will be a definite part of his personality and character as he grows toward adulthood. . . . It is essential that the program of junior high school education should recognize these various aspects of child growth and development.¹

There is a need to constantly evaluate curriculum in the advent of vast cultural and economic changes. These changes bring to light much new knowledge while at the same time cause other knowledge to become obsolete. Through evaluation of the content of the curriculum an adequate appraisal of the junior high school curriculum may be made. This is essential before determining the next step to be taken in curriculum development.

DEFINITIONS OF TERMS USED

Curriculum. The scope of any project is controlled by the meanings ascribed to certain basic terms. In defining curriculum three groups of definitions may be used. One is restrictive and applies only to subject or fields of study. The second includes selection and arranging of topics to be

¹William T. Gruhn, Harl P. Douglass, The Modern Junior High School. (New York: Ronald Press, 1956), p. 27.

taught along with subject matter. The third is a broad interpretation and one that shall be used in this paper. "The curriculum should be a series of guided experiences so related and so arranged that what is learned in one experience serves to enrich and make more valuable the experiences that follow."²

Junior High School. The term junior high school shall be used in this paper to refer to grades seven, eight, and nine. Kansas has eighty-nine junior high schools of the above mentioned type. Only eighteen schools have a different organization. Seventeen schools have a two-year organization with one school having a four-year curriculum.

METHOD OF RESEARCH

The information for this study was obtained from two sources; Form 96-A, Junior High School Principal's Organization Reports as established by the Kansas State Department of Public Instruction and observations made available to the investigator by the subject area curriculum coordinators of the Kansas State Department of Public Instruction. The 1961 to 1966 Principal's Organization Reports were used for research purposes. A copy of the Organization Reports is found in Appendix A.

The main section of the Organizational Reports used was

²Hollis Caswell, Doak Campbell, Curriculum Development. (New York: American Book Company, 1935), p. 66.

section F, concerning educational change and progress. Information concerning the number of volumes in the school library and the pupil-teacher ratio was obtained from sections B and E of the principal's report.

ORGANIZATION OF THE REPORT

The study will be divided into three main areas: subject matter fields, procedures, and services. The subject matter fields will include the course areas taught in the junior high school. These areas are as follows: foreign language, English, core, social studies, mathematics, science, physical education and health, business education, music, art, industrial arts, and homemaking.

The procedures under discussion will be team teaching, ability grouping, homerooms, study periods, and pupil-teacher ratio. Procedures are incorporated in this report because they apparently are predicated upon curricular change. A re-evaluation of methods in the light of these changes is also desirable. If the procedural facilities and activities are stagnant, then subject matter innovations cannot become fully effective.

Area three is that of services. Included in this section will be the library facilities and counseling. Without adequate library facilities to implement student learning in subject matter and other informational areas, many of the goals of the curriculum itself could not be fully realized.

Individual and group counseling by the teacher and guidance officers should help each student best fulfill his expected role in the curriculum.

REVIEW OF LITERATURE

A review of literature was limited since there has seemingly been no comparable studies in the field of junior high school curriculum change. Further investigation showed no studies made in regard to change in specific subject matter field. Many writers reported on curricular trends but few gave data to support their observations.

These curricular trends will be discussed under the headings of subject matter fields, procedures, and service areas.

Subject Matter Fields. According to the 1956 edition of William Gruhn and Harl Douglass' book, The Modern Junior High School, the subject matter curriculum trends mainly pertain to the fusion of related subjects. Spelling, grammar, and literature have been coordinated into a general English course. In the area of home economics, there is an emphasis being placed on broad experiences of home living. Therefore cooking, sewing, child care, and household care are brought into one course of study. In the field of mathematics, a ninth grade general mathematics course is evolving which includes instruction in arithmetic, algebra, and geometry. Social studies is increasingly taught as a combination of

history, geography, civics, and community problems. In about two-thirds of the schools, general science is replacing more specific courses such as hygiene, nature study and elementary materials from astronomy, physics, chemistry, botany, and biology. General shop courses are replacing woodwork, metalwork, electricity, and other arts and crafts.

As an outgrowth of the demand toward fusion of related subjects, core courses which combine two or more subject fields have been introduced to a great extent.

Harl Douglass stated that due to the increased interest in space exploration, the general science course in the junior high school now duplicates much of what is now being taught in grades five and six.

The practice in the ninth grade is quite varied, and the future is hard to predict: Some schools still offer a full year of general science, some a half-year of general science, some none at all, and some a unit of biology. A small but an increasing number offer a course in general physical science, covering the most elementary aspects of space science, earth science, meteorology, nuclear physics, and astronomy. In general, the science courses offered in the seventh and eighth grades are required, and, in an increasing number of schools, science is also required in the ninth grade.³

In regard to foreign language, Douglass noted an increasing number of junior high schools offering language instruction in the seventh grade. Most junior high schools offer at least one language in the eighth and ninth grades.

³Harl R. Douglass, Secondary Education in the United States. (New York: Ronald Press Company, 1964), p. 205.

"Many teachers emphasize conversational facility, although to a great extent instruction is still largely in translation and syntax."⁴

Douglass pointed out the change in the music curriculum was mainly in the form of an increased number of choral and instrumental groups. Also music theory and harmony classes are being added to the course offerings for those interested in music.

Nelson Bossing and Roscoe Cramer in their book The Junior High School published in 1965, substantiated most of the curricular trends as stated by Douglass and Gruhn. In addition Bossing and Cramer observed that in the field of business education, general business is the most frequently taught course. It is being taught as general information and not as preparation for a specific vocation.

Procedures. The trends concerning procedural changes in the curriculum showed more time designated daily to homeroom activities. The usual length of time devoted to the homeroom is now thirty-five to forty minutes. Various types of extra-class activity are assigned to the homeroom period.

There are several types of homogeneous groupings in the junior high school. The most common is to group students according to their ability to do school work. A second plan is based on the elective courses in which a student is

⁴Ibid. p. 181.

enrolled. A third plan of homogeneous grouping is grouping by reading ability.

Ability grouping is widely accepted according to James B. Conant. Increasingly, though, many researchers and psychologists agree that junior high school students are going through the most critical period in their lives. They need a positive self image. Ability grouping is thus often detrimental to that end.

There has been a decline in the use of study halls in grades seven and eight. Some schools have also discontinued study halls in grade nine, although they still are quite common in that grade.

Many educators feel that a study period in a study hall supervised by a teacher other than the one who gave the assignment is not appropriate in the junior high school. They believe that, instead of separate study periods, there should be longer class periods where learning activities may be planned, carried on, and completed with the help of the teacher responsible for the subject.⁵

The desirable pupil-teacher ratio is thought by many educators to be twenty-five students to one teacher. The tendency is to exceed this recommended class size.

Services. In the field of guidance and counseling, Bossing and Cramer stated that there has been a trend toward using a more inclusive term than "guidance" by some workers in this field.

⁵Gruhn, Douglass, op. cit., p. 384.

The terms "personal services" or "pupil personnel services" have found growing favor with the proponents of change as including the functions now embraced in the terms "guidance" and "counseling". There appears to be a desire by some specialists to get away from what they feel are the limiting concepts that historically have been associated with the term "guidance".⁶

These expanded concepts of function by the guidance movement assign the classroom teacher a vital role in carrying out guidance and counseling activities.

The complexity, multiplicity, and depth of the personal, social, emotional, and physical problems that early adolescents face make it necessary for all adults who work closely with them to become deeply concerned with, and actively engaged in, the guidance function. Classroom teachers and parents provide professionally trained counselors with much of the pertinent information needed to complete the student inventory. . . . Counselors, in turn, provide classroom teachers with information and assist them in using it to fulfill the guidance responsibilities teachers must assume.⁷

Not only is the participation of the teacher important for an effective guidance program, but in most cases the teacher is essential since there is a serious shortage of guidance personnel. Bossing and Cramer cited a study made by the United States Office of Education concerning counselor shortage. The current ratio of counselors to pupils is seven hundred and fifty to one. The ratio generally considered as optimum is two hundred and fifty to three hundred pupils per counselor.

⁶Nelson L. Bossing, Roscoe V. Cramer, The Junior High School. (Boston: Houghton Mifflin Company, 1965), p. 265.

⁷Ibid., p. 270.

Due to this enlarged concept of guidance and the shortage of counselors, increased emphasis upon guidance counseling is now being given in the education of teachers.

The use of the library is changing. Traditionally the library has been used much like a study hall. Today it is thought to be more desirable for the teacher to take his class to the library and help pupils use the resource materials.

Many junior high school libraries have rooms designated for use by pupil committees that may have need of the resources found in the library. The junior high school library is also becoming the center for many instructional materials other than books, encyclopedias, and similar references. Audio-visual materials particularly are placed in the library for pupil use. It is also a common practice for the library materials to be taken into the classroom. All of these changes demonstrate a cooperative approach to planning and carrying on classroom activities.

LIMITATIONS

The limitations placed on the study of curriculum change in the Kansas junior high schools were as follows:

1. The Kansas Junior High School Principal's Organization Reports were revised in 1961 to include a section on educational change and progress. This segment of the organization reports was used in the research for this paper. This limited the

availability of information for research to the years 1961 to 1966.

2. Only those procedural and service areas of the curriculum which the principals noted as undergoing change in the principal's organization reports were reported in this study.
3. The educational change and progress section of the organization reports requires the junior high school principal to list subjects added, dropped and alternated. The principal must list briefly any changes or experiments implemented in teaching methods. In this last area principals seemed to have had difficulty in reporting accurately what changes had taken place in the school curriculum. It was discovered that many principals listed the same change for two or more years. This seems to indicate transition rather than immediate conversion.
4. There seems to be no comparable studies completed regarding curriculum change on the state level. Therefore the study is limited to show only what Kansas junior high schools were doing insofar as curriculum change is concerned.

ANALYSIS OF RESULTS

Subject Matter Fields

Foreign Language. The study of foreign language is becoming increasingly accepted as a vital part of the junior high school curriculum.

American people have come to understand that the role of language is crucial in our dealings with other peoples. We are beginning to recognize that, with shrinking distance and amplified communications, the question is not whether we want to communicate; the fact is that we are constantly communicating, and the only question is whether we can communicate what we wish in the way we wish it.⁸

The importance of foreign language study was realized by the United States legislators who passed the National Defense Education Act in 1958. Titles III, IV, and VI of this Act pertained to the area of foreign language. The purpose of Title VI was to increase the number of foreign language teachers and improve the quality of instructions given by those already teaching. This was to be done by increased research, university language area centers, fellowships for advanced students, and institutes for teachers of modern language.

The Kansas foreign language curriculum consultant observed the following trends in the field of foreign language. For the school year 1965-1966, 81.8 per cent of Kansas junior

⁸D. L. Hamilton, "Modern Foreign Language and NDEA, Title VI," Higher Education, 19:4, July, 1963.

high schools offered a foreign language. The instituting of foreign language instruction in grade seven and continuing through grade nine was another important trend. Previously, foreign language instruction in most schools began in grade nine. There are junior high schools which still begin foreign language instruction at the ninth grade level. The indications from reports seem to show many schools are now considering beginning language instruction in the seventh grade. The reports did not indicate how many there were commencing language instruction in grade seven.

Methods were changing, particularly in those schools which began foreign language instruction in grade seven. Up until a few years ago, the traditional grammar translation approach was used almost exclusively. Now the majority of the foreign language teachers (except Latin) have been emphasizing the aural-oral method of language learning. This method involves speaking and understanding the language as the primary goal.

The National Defense Education Act included in its provisions matching federal funds with state and local funds to encourage the increased use of language laboratories and audio-visual equipment. Because of this, electronic equipment was found being used much more than previously. Relatively few junior high schools had language laboratories. Most of these were merely listening stations but almost all schools utilized tape recorders, record players, film and

filmstrip projectors and other such educational media in the learning of a language.

The period from 1961 to 1966 showed a marked increase in Spanish offerings in the junior high schools of Kansas as indicated by Figure 1. In the school year 1961-1962, ten schools added Spanish with ten more adding it in 1962-1963. In 1963-1964 twenty-nine schools offered Spanish for the first time. This was an extensive number because the three largest school systems in the state, Topeka, Wichita, and Shawnee Mission, began offering Spanish that year. In 1964-1965 nineteen schools began offering Spanish but many of these nineteen schools were in Topeka and Wichita that were now adding second year Spanish. The year 1965-1966 showed twenty-two schools

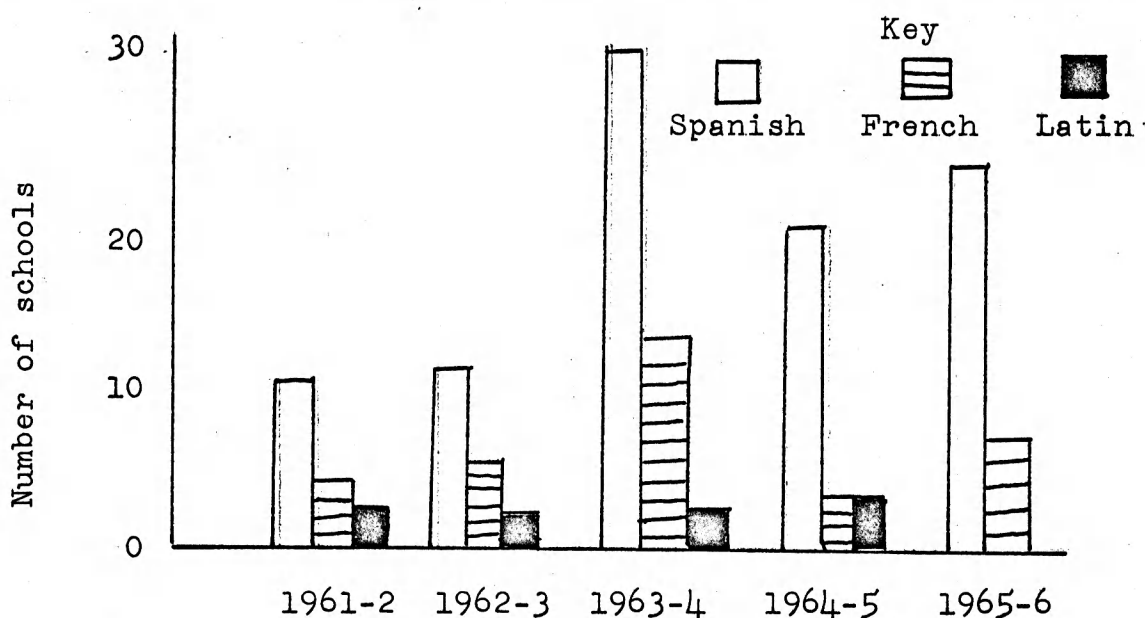


FIGURE 1

INITIAL LANGUAGE OFFERINGS IN THE KANSAS JUNIOR
HIGH SCHOOL CURRICULUM DURING 1961 TO 1966

offering Spanish either for the first time or introducing a more advanced level of language instruction. Twelve of these were Topeka schools which extended the Spanish offerings to include the third year.

Seven schools experimented with different ways of incorporating Spanish into their curriculum. In Fredonia, for the 1962-1963 school year, elementary Spanish was alternated with speech or vocal music in the eighth grade. This was reported as an elective subject. In Chanute during 1963-1964, eighth grade conversational Spanish was taught during the noon hour. The Turner district, including Pierson and Highland Junior High Schools, required either Spanish or French in seventh and eighth grades. Classes were held for twenty-five minutes daily. Students considered as slow learners were exempted from the language classes. In Wichita, Spanish was offered to the honor students in seventh and eighth grade. Thirty minutes a day were taken from shop and social studies for their Spanish instruction. The most consistent approach seemed to be devoting a regular class period five times a week for instruction in foreign language.

Some schools began removing Spanish from their curriculum in 1963-1964. Great Bend replaced Spanish with French as did Crane Junior High School in Topeka. Latin took the place of Spanish in Liberal. In 1964-1965, Hiawatha also dropped Spanish with no evidence of another language as a replacement.

During the 1961-1966 time period, twenty-four schools

added the subject of French, as is shown in Figure 1. Eight dropped it from the curriculum during the same time interval.

As presented in Figure 1, Latin was selected as an addition to the curriculum in the Great Bend, Junction City, Syracuse, and Liberal Junior High Schools during the five-year span. Liberal replaced Spanish with first and second year Latin for a selected group of students. More schools dropped Latin in favor of a modern foreign language. Bethel substituted German in place of Latin. Coffeyville Junior High School and Crane Junior High School in Topeka chose Spanish. Olathe, Chanute, and Hutchinson dropped Latin but gave no indication of adding a different language.

There seemed to be no key year that a change to or from Latin took place but it covered the 1961-1966 period fairly evenly.

Russian was added to Cherryvale's curriculum with German added at Fort Leavenworth, Arrowhead Junior High School in Kansas City, and Augusta.

English. There has been a considerable emphasis placed on reading programs in the junior high schools. This has created the addition of reading programs to the junior high school curriculum. This increase is noted in Figure 2. In 1961-1962, there were six schools adopting some sort of reading program whereas in 1962-1963 there were nine. Twelve schools initiated the program in 1963-1964, with fourteen in 1964-1965, and twelve in 1965-1966. Only one school,

Cherryvale, dropped its remedial reading class in 1964-1965. These reading programs included the remedial reading and spelling laboratories. Most programs used the Science Research Associates program of study.

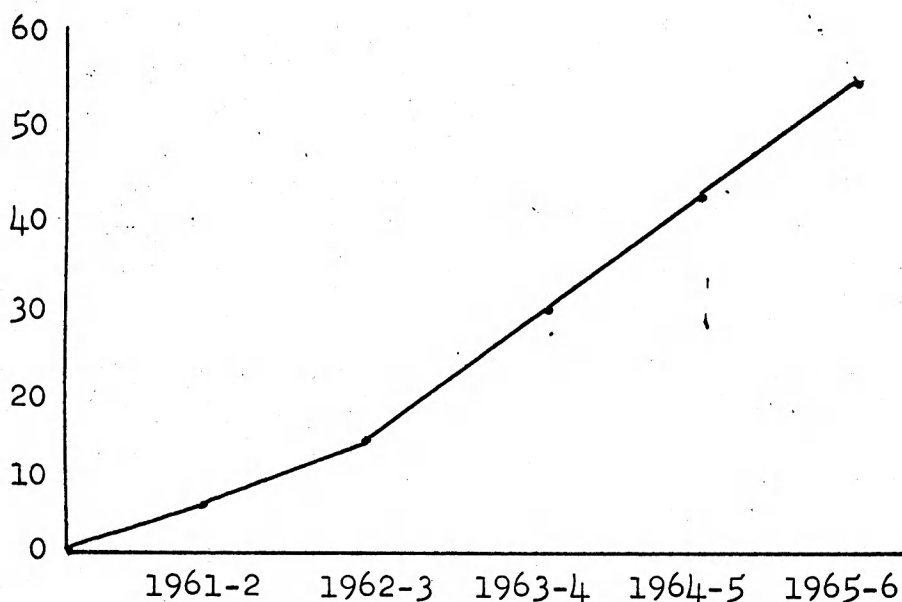


FIGURE 2

CUMULATIVE FREQUENCY DISTRIBUTION OF INITIAL
READING PROGRAMS IN THE KANSAS JUNIOR
HIGH SCHOOL DURING 1961-1966

Subject fields of English which demonstrated little acceptance into the Kansas junior high school curriculum were speech, debate, and journalism. From 1961-1964 seven schools expanded their course offerings to include speech. For the school year 1964-1965 no schools introduced speech into their curriculum. In 1965-1966 Salina deleted speech from the curriculum. During the five-year period under study, Fredonia Junior High School was the only school to begin instruction in

debate. Journalism was incorporated into the curriculum of two Topeka junior high schools. Coffeyville's Roosevelt Junior High School removed journalism from their curriculum.

The only other change noted was the addition of more core programs which included English in the subject matter.

Core Curriculum. Core curriculum is a term applied to the grouping of two or more subject fields into one class. The most common combination of courses is English and social studies.

Seventeen junior high schools adopted the core method of instruction from 1961-1966. The distribution according to the year accepted is as follows: four in 1961-1962, two in 1962-1963, one in 1963-1964, six in 1964-1965, and four in 1965-1966. This data is shown in Figure 3.

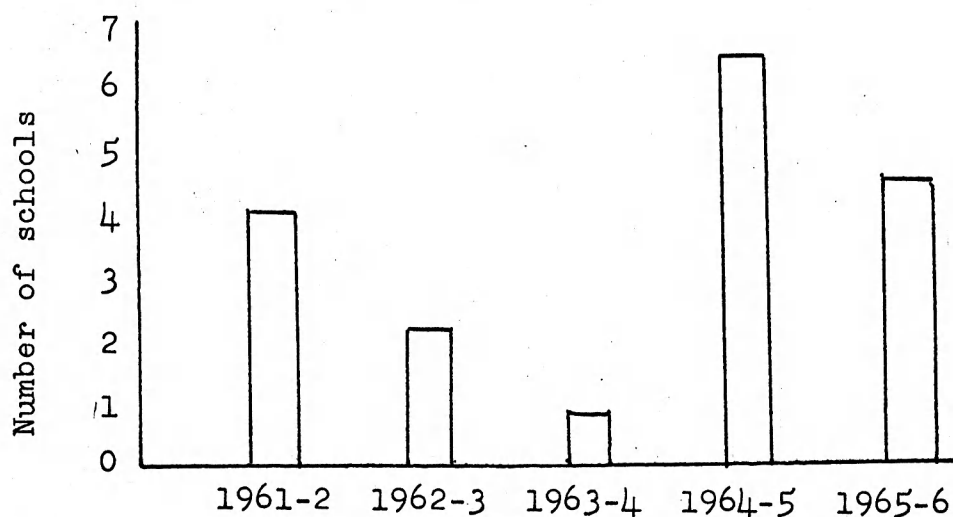


FIGURE 3

INITIAL CORE OFFERINGS IN THE KANSAS JUNIOR
HIGH SCHOOL DURING 1961-1966

The removal of the core program came mainly from the Wichita school system. This change was started in 1961-1962 to see if separate English and social studies classes would be more serviceable to the student's needs. This experimentation was done in only a portion of Wichita's junior high schools. In following years more core programs were divided into separate subject matter classes. The only other evidence of this division of the core classes was in the Shawnee-Mission school district. Previous to 1963-1964, a three-hour core curriculum was taught in the seventh and eighth grades. This block of time included instruction in English, social studies, and science. In 1963-1964 science was removed from the eighth grade core and presented as a separate subject. The three-hour block of time was retained in grade seven.

Social Studies. The major curricular change involving social studies was in the addition of more core classes. Most of the core programs in Kansas junior high schools include instruction in social studies. The only other recorded change was in the removal of Kansas history from three school curriculums. At Lyons Junior High School, Kansas history was included in their civics course. Both of Liberal's junior high schools taught Kansas history on an alternate year basis.

Mathematics. Mathematics and its related professions have been expanding. An examination of the school's offerings in this area was necessary. The increasing acceptance of the

modern mathematics program into the junior high schools of Kansas was shown in the years 1961-1966 as presented in Figure 4. Figure 4 does not indicate what modern mathematics programs existed prior to the introduction of the revised Junior High School Principal's Organization Reports.

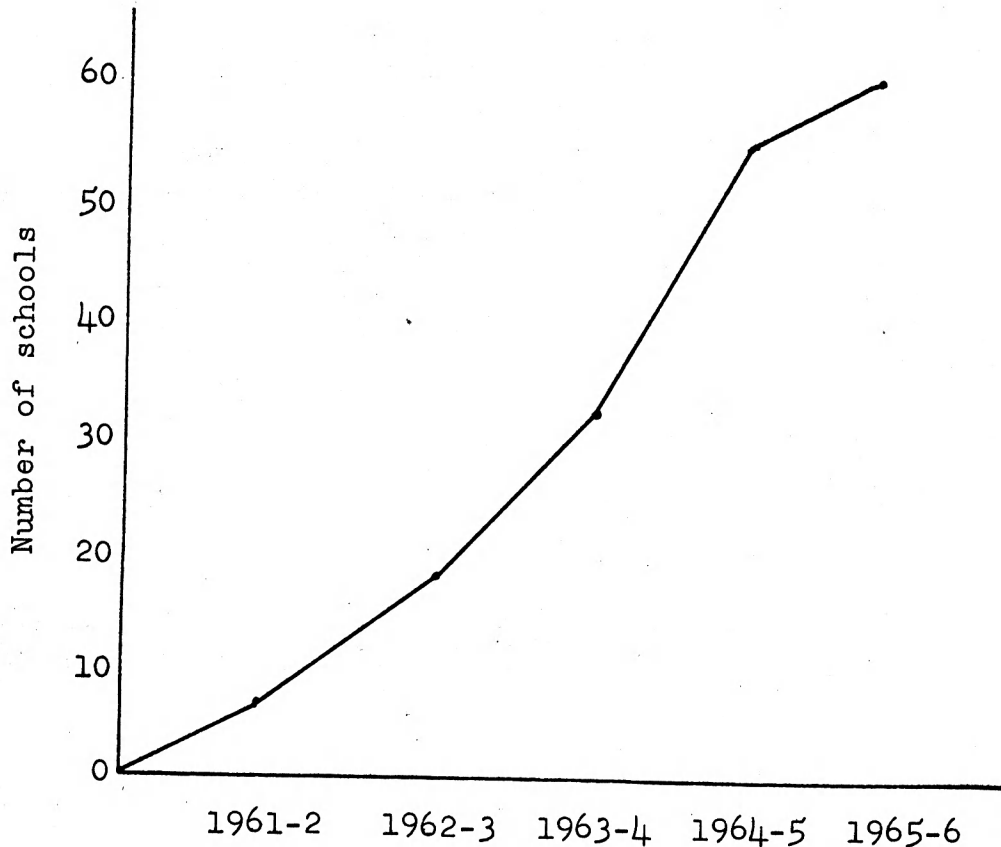


FIGURE 4

CUMULATIVE FREQUENCY DISTRIBUTION OF INITIAL
MODERN MATHEMATICS PROGRAMS IN THE KANSAS
JUNIOR HIGH SCHOOL DURING 1961-1966

For the year 1961-1962 seven schools adopted modern mathematics for their curriculum. Eleven schools accepted the new program in 1962-1963, twelve schools in 1963-1964,

eighteen in 1964-1965, and seven in 1965-1966. The initial programs were only for the high ability students. By 1965-1966 most junior high school students were involved in the modern mathematic curriculum.

In this five-year span none of the junior high schools have deleted the modern mathematics program from the curriculum. In El Dorado Junior High School and Highland Park Junior High School of Topeka, geometry was offered for those ninth graders who had taken algebra in the eighth grade. After the one year, this plan was dropped. Seven Shawnee-Mission schools offered geometry to the ninth graders in 1965-1966. This replaced second year algebra. Algebra II was first offered in 1962-1963. In addition to these schools, six others added the instruction of geometry to the subject matter offerings.

The year 1965-1966 was the first in the five-year span covered in this report that anything was specifically mentioned concerning remedial mathematics. This was in Topeka's Curtis Junior High School and Harrison Junior High School in Great Bend.

Science. There is a difference of opinion as to whether the junior high school science material should be of a generalized or specialized nature. The argument for having a generalized science curriculum is that an emphasis on experimentation and rediscovery of science principles is more beneficial to the students. Others argue that a specialized science program is necessary for understanding in depth.

Under a specialized science program the curriculum may be arranged in the following manner. In the seventh grade biology is the suggested course of study. At this age level the life science concepts are within the student's grasp of understanding. Physics and chemistry are introduced in the eighth grade. Due to the advent of modern mathematics curriculum, a more quantitative treatment of junior high school science is possible. On the eighth grade level there has been mastery of enough mathematics for this science course. The suggested ninth grade course has been earth and space science. The major concepts of these fields cannot be explored without knowledge of the basic principles in other areas.

Kansas schools have shown an acceptance of the specialized science course offerings during 1961-1966. General science was broken down into life science, physical science, and earth science. This curriculum change was introduced in fifteen schools. Northwest Junior High School of Kansas City, Manhattan Junior High School, and Newton Junior High School were the only schools which substituted life science, physical science, and earth science in place of general science. The other eleven schools offered one of the specialized science courses. Five of these schools introduced physical science, three schools began instruction in earth science, and three schools offered life science for the first time.

Schools in Kansas are also extending the general science courses. An example of this is Pratt Junior High School which

changed ninth grade science from a semester to a year course. Oakley Junior High School added seventh grade science as a one-semester course. Santa Fe Junior High School of Newton started requiring science in both the seventh and eighth grades. The science instructor at Fort Scott Junior High School taught a course in slide rule after school for which no credit was offered. In Fort Leavenworth Junior High School, during the activity period, enriched science was offered in 1965-1966.

Due to the stimulus of federal funds obtained under the National Defense Education Act, school science programs received much new equipment for laboratories. This further accentuated the change in the science curriculum.

Physical Education and Health. The fields of physical education and health did not show much change in the five-year span under consideration. In 1964-1965, Anthony offered a home-living course in connection with the physical education program. In 1965-1966 the only developments in physical education were that Hays Junior High School increased their physical education program from two to five days and Kansas City's Coronado Junior High School deleted ninth grade physical education from the curriculum.

Five schools during the five-year period added health to their curriculum. Most of these health courses were taught in association with physical education.

Business Education. Little change was found in the area of business education in the junior high school curriculum. The main occurrence was six schools introducing personal typing into their program of studies. Only two business courses were dropped. These were general business courses which in one instance was replaced by personal business. Other types of business courses were added to the curriculum of four schools.

Music. Seven schools added some form of music instruction to their curriculum during the five-year period. Two schools removed general music from their course offerings. The additional music subjects ranged from theory and appreciation to vocal and orchestra.

Art. No significant change was made in art education during the 1961-1966 time span. Eight schools added art while four removed it from the curriculum. Most of the modification in the art curriculum was done on specific grade levels. Fredonia Junior High School added a new dimension in ability grouping with an art course for the superior student.

Industrial Arts. As noted by the Kansas industrial arts coordinator, there was a growing trend to provide broad exploratory courses in industrial arts. This type of course provided six to nine weeks each in drafting and planning, woodwork, metalwork, electricity, power mechanics, plastics, graphic arts, and ceramics. This was spread over a period of

three or four semesters, usually in the seventh or eighth grades. This was in contrast to the traditional unit courses in woodworking as taught in many schools in the past.

Homemaking. The only change in activity in the homemaking field was that nine schools expanded their offerings in home economics. Two schools deleted the subject with no mention of any specific area of homemaking.

Procedures

Team Teaching. Team teaching in the Kansas junior high schools was found to be primarily in the field of science. Many schools have their science courses arranged in twelve-week sections with one teacher teaching only one aspect of the course. The acceptance of the team teaching plan has been quite stable over the 1961-1966 time period. In 1961-1962 four schools adopted team teaching as part of their curriculum with three schools in 1962-1963 and 1963-1964, five schools in 1964-1965, and six in 1965-1966.

Ability Grouping. Ability grouping was a trend that has become increasingly accepted for use in the Kansas junior high schools. Thirty-nine schools in the five-year span started using ability grouping. Some grouped on the basis of intelligence and others on achievement test scores. Aside from conscientious grouping, incidental grouping occurred by the nature of the courses offered such as Latin, Spanish,

algebra, and geometry. The Nettie Hartnett Junior High School in Leavenworth started grouping the seventh graders by sex in all classes in 1963-1964 and continued this through 1965-1966. Wichita's Robinson Junior High School noted that they grouped homogeneously on academic subjects and heterogeneously for nonacademic courses.

Homerooms. The use of homerooms mainly as a period in which to take attendance was another aspect that was undergoing a change in some Kansas junior high schools. Wichita removed homerooms from the school day in some of their junior high schools during the year 1963-1964. Cherryvale and Derby junior high schools added homerooms for the year 1962-1963 and continued with this plan through 1965-1966.

Study Periods. An elimination of study halls has been a slight trend in the junior high school with an emphasis on more class study time. Those schools involved in this transition are Ellinwood, Syracuse, and the Bethel district. Hoisington decreased their eight-period school day to six, thus lengthening class time to minimize outside classroom preparation.

Pupil-Teacher Ratio. No appreciable change was found in the pupil-teacher ratio over the period of 1961-1966. The variance of the ratio over all the schools was from twelve pupils per teacher to thirty per teacher.

Services

Library. All areas of curriculum are increasingly dependent upon effective school library materials and services. From an inventory taken of the number of volumes in Kansas school libraries, results showed that the number increased yearly with the exception of seven schools where the number of volumes decreased. As Figure 5 shows, the yearly percentage increase covering all Kansas junior high schools remained fairly constant. However, when viewing the increase from 1961 to 1966, the number of volumes in Kansas junior high schools increased forty-five per cent.

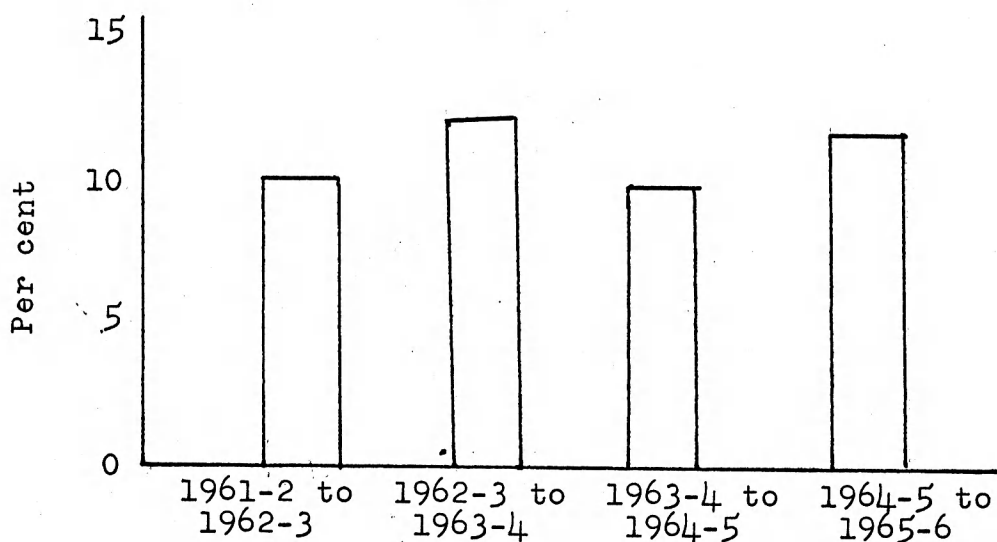


FIGURE 5

PERCENTAGE INCREASE IN THE NUMBER OF VOLUMES
IN THE KANSAS JUNIOR HIGH SCHOOL
1961-1966

Counseling. The main change in the field of counseling has been in the standard qualifications for counselors. The

required number of years of successful teaching experience in an accredited school was lowered from three to two years. The number of semester hours in guidance courses was originally fifteen hours but was changed to eighteen hours. In 1965-1966 it was no longer necessary to complete twenty-four months of work experience other than school work. Added to the requirements in 1965-1966 was the necessity of having a recommendation of the parent institution before approval of the request for a counselor's position was given.

The total number of persons assigned counseling time in the junior high school was obtained from Principal Organization Reports and Application for Guidance Reimbursement under National Defense Education Act, Title V. As Table I represents, the number of counselors increased until 1963-1964 when a decline in the number of counselors became evident. Beginning with the 1963-1964 school year only persons who met at least minimum requirements were counted as having counseling time assigned. The data was reported in this way due to the reimbursements for qualified counselors to the school system under the National Defense Education Act, Title V.

SUMMARY AND CONCLUSIONS

The problem undertaken in this study was that of determining the changes in the Kansas junior high school curriculum during the time period from 1961 to 1966. The data for the investigation was obtained from the Junior High School

TABLE I
PERSONNEL ASSIGNED COUNSELING TIME IN KANSAS
JUNIOR HIGH SCHOOLS 1961-1965*

Year	Number of counselors
1961-1962	113
1962-1963	118
1963-1964	100
1964-1965	109

*Data for 1965-1966 was not available.

Principal's Organization Reports as established by the Kansas State Department of Public Instruction and from observations by the subject area curriculum coordinators of the Kansas State Department of Public Instruction.

The data was reported under the headings of subject matter fields, procedures, and services. The conclusions are presented in like manner.

Subject Matter Fields. The principal changes in the subject matter fields were in foreign language offerings, science, mathematics, English, and core programs.

There was a definite increase in foreign language offerings and more specifically in Spanish. The aural-oral method of instruction was increasingly being utilized.

There was a tendency in the science curriculum to offer courses of a more specific nature than the traditional

general science course.

Modern mathematics was widely accepted for all students instead of just those of higher ability as was the case when the program was introduced into Kansas schools. Along with the advent of modern mathematics, was the acceleration of the mathematics program with the offering of algebra in the eighth grade for students of high mathematical ability instead of traditionally only offering algebra in the ninth grade.

The addition of reading programs to fifty-three of Kansas' one hundred and seven junior high schools was the greatest change in the English curriculum. The reading programs mainly used were those of the Science Research Associates program of study.

Core classes increased in number, but the more prominent trend was that of decreasing the number of courses being combined as a unit. The field of core curriculum incorporated most of the changes found in the areas of social studies.

There were no appreciable changes found in the fields of homemaking, music, art, health and physical education, or business education.

Procedures. Procedures affected by change were team teaching and ability grouping. Team teaching was accepted as a more effective plan for course instruction in twenty-one Kansas junior high schools. Most of these schools used the team teaching plan in connection with science offerings.

Ability grouping, based on intelligence or achievement test scores, was introduced into thirty-five junior high school curriculums.

Homeroms, study periods, and pupil-teacher ratio showed nominal change.

Service. Service areas of the curriculum included guidance and library facilities. The number of volumes in the Kansas school libraries increased forty-five per cent from 1961-1966 with all but seven junior high schools having a yearly increase in the number of volumes.

The main change in the field of counseling has been in the change of the standard qualification for counselors. This lowering of qualifications for guidance counselors coincided with the passage of Title V of the National Defense Education Act. Title V allows for reimbursement to the school system for qualified counselors.

The main stimulus for change in the 1961-1966 time span seemed to be that of federal funds for the improvement of the mathematics, science, and foreign language programs in schools. These funds were made possible through the passage of the National Defense Education Act of 1958. Many more changes can be expected in the future with the extension of Title III of the Act to include English, reading, history, civics, geography, and economics.

In 1965 the United States Congress passed Elementary and Secondary Act 89-10. Title II of the Act is a five-year

plan for making grants for the acquisition of school library resources, textbooks, and other printed instructional material. The conditions of this Act will foster change in all parts of the school curriculum.

Curriculum is an on-going process and what is reported here is merely a nominal exposure to what may be expected to occur in the following decades.

BIBLIOGRAPHY

- Alexander, William M. "Changing Curriculum Content," Report of the Conference on Curriculum Content. Chicago: Association for Supervision and Curriculum Development, 1963.
- Bossing, Nelson, Roscoe Cramer. The Junior High School. Boston: Houghton Mifflin Company, 1965.
- Caswell, Hollis L., Doak S. Campbell. Curriculum Development. New York: American Book Company, 1935.
- Douglass, Harl P. Secondary Education in the United States. New York: Ronald Press Company, 1964.
- Gruhn, William T., Harl P. Douglass. The Modern Junior High School. New York: Ronald Press Company, 1956.
- Hamilton, D. L. "Modern Foreign Language and NDEA, Title VI," Higher Education, 19:3-8, July, 1963.
- Hosmanek, John. "Improving Instruction in Junior High School," National Association Secondary School Principals Bulletin, 45: 71-6, September, 1961.
- Kansas State Department of Public Instruction. A Curriculum Guide for the Secondary Schools of Kansas. Topeka: State Printing Office, 1960.
- Kansas State Department of Public Instruction. Guidelines and Regulations, Title II, Elementary and Secondary Act of 1965, Public Law 89-10. Topeka: State Printing Office, 1966.
- Kansas State Department of Public Instruction. Title III, NDEA, Information Bulletin. Topeka: State Printing Office, 1966.
- Leeper, Robert R. "Assessing and Using Curriculum Content," Report of the Second National Conference on Curriculum Projects. Chicago: Association for Supervision and Curriculum Development, 1964.
- Mayor, J. R. "Critical Role of Junior High School Science," Journal of Secondary Education, 39: 201-4, May, 1964.

Reichart, W. P. "This is Junior High Today," New York State Education, 49: 13-5, March, 1962.

Stotler, D. W. "Teaching Junior High School Science," National Educational Association Journal, 52: 54-6, October, 1963.

APPENDIX

COURSES TAUGHT THIS YEAR FOR CREDIT—GRADES 7-10

7th Grade

8th Grade

SUBJECT	Re-quired	Elec-tive	Periods per wk.	1 Sem. only	Entire year	Credit** allowed	SUBJECT	Re-quired	Elec-tive	Periods per wk.	1 Sem. only	Entire year	Credits allowed
English							English						
Soc. Stu.							Soc. Stu.						
Core							Core						
Math.							Math.						
Science							Science						
Health							Health						
Phy. Ed.							Phy. Ed.						
Ind. Arts							Ind. Arts						
Home Eco.							Home Eco.						
Art							Art						
Crafts							Crafts						
Voc. Mu.							Voc. Mu.						
Inst. Mu.							Inst. Mu.						
Other							Other						

What Social Studies are combined:

7th grade _____

8th grade _____

9th grade _____

Do you use block of time scheduling when a group of students is under the direction of one teacher? Yes____, no____, Grades_____ What subjects are combined? _____

How many minutes in length? _____

How is the longer block designated? (Common Learnings, Unified Studies, Core Curriculum, English and Social Studies, etc.) _____

9th Grade

10th Grade

SUBJECT	Re-quired	Elec-tive	Periods per wk.	1 Sem. only	Entire year	Units allowed	SUBJECT	Re-quired	Elec-tive	Periods per wk.	1 Sem. only	Entire year	Units allowed
English													
Soc. Stu.													
Core													
Gen. Math.													
Algebra													
Gen. Sci.													
Phy. Ed. & Health													
Driver E													
Ind. Art													
Home Eco.													
Agricul.													
Music													
Art													
Foreign Language													
Other													

Do you have programed learning? Yes____, no____,

Subjects _____ Grades _____

Do you have team-teaching? Yes____, no____.

Do you have an non-graded school? Yes____, no____.

** A credit is the equivalent of 1 period, 5 days a week for 1 semester. (Example: English for 5 periods a week for a full year, 2 credits.)

City _____

School _____

Address _____

Telephone Number _____

County _____

Form 96-A

State of Kansas

DEPARTMENT OF PUBLIC INSTRUCTION

ADEL F. THROCKMORTON, State Superintendent

Principal _____

Superintendent _____

President or Director of School Board _____

School Year 19____-19____

Classification _____

JUNIOR HIGH SCHOOL PRINCIPAL'S ORGANIZATION REPORT

Two copies due at the office of State Superintendent of Public Instruction October 15, each year

A. POLICIES AND ORGANIZATION

- Does your school board operate according to written school board policies? yes____, no____.
- Legal Organization (check one) CSD____, RHS____, COMM____, 1st class city____, 2nd class city____, Unified district No.____, Non-public____.
- Internal Organization (check one) 6-3-3____, 6-2-4____, 6-4-4____, 6-6____, other____ (specify).
- School Term—Number of days school (a) will be in session____, (b) will be closed for legal holidays____, (c) in the school term____ (sum of a and b). Date of opening school____, closing date____.
- How many units do most students have when they leave junior high and enter the senior high school? _____.
- Number and length of class periods. Enclose class schedule.

Period	1	2	3	4	5	6	7	8
Hour*								
Length of period in minutes								

* Hour (9:00 to 9:40, etc.)

- How many of the above periods does the normal or typical student have classes? _____.
- Is the principal or superintendent bonded? Yes____, No____.

B. ENROLLMENT AND TEACHING STAFF

- Net enrollment (number belonging) on September 15. Give enrollment for all grades included in your high school organization, as checked in 2A. Leave other spaces blank.
- Teachers full-time equivalence
 - Total number _____
 - New* teachers _____
 - Per cent of teachers that are new (b divided by a) _____
- What is your pupil teacher ratio? _____ (Total enrollment given in 1 divided by 3a)

	7th	8th	9th	10th	Special	Total
Boys						
Girls						
Total						

2. Size of classes

Number of pupils in class	1-5	6-10	11-15	16-20	21-25	26-30	31 and over
Number of classes							

* New teachers includes all teachers that were not teaching in your school last school year.

C. SUMMER SCHOOL

Enclose schedule of the summer school program.

Courses Offered	Name of Instructor	Enrollment	Units Given	Fee Charged

D. TEACHERS' RECORDS

1. Does the school have an official transcript of the college preparation of each teacher on file? Yes____, no____.
2. Do you use the official transcript in assigning classes to teachers? Yes____, no____.
3. Did you use the official transcript in reporting TEACHER QUALIFICATIONS AND TEACHING LOAD? Yes____, no____.
4. Do you maintain a cumulative record of each teacher's training, certificates, tenure, sick leave, etc., yes____, no____.
5. Has each teacher submitted the certificate of health as required by law? Yes____, no____.

E. SCHOOL LIBRARY

1. Name of Librarian(s):_____
2. Semester hours in library education.
3. Number of school hours assigned to library (exclusive of study hall, supervision, instruction, and plan period)_____.
4. Personnel assistance: (number) student assistants_____, paid clerical_____, other_____.
5. How much is budgeted for library materials this year (excluding multiple text, dictionaries, and encyclopedias) \$_____.
6. How much was spent for library materials last year: Books \$_____, magazines \$_____, Supplies \$_____, Rebinding \$_____, Encyclopedias \$_____.
7. Number of magazine subscriptions_____, newspapers_____. Are back copies of magazines retained and organized?_____. If yes, for how many years?_____. Is the current *Readers Guide to Periodical Literature* available?_____.
8. Is library combined with study hall?_____.
9. Is the library open before and after school?_____ How long?_____ Before?_____ After?_____ Night?_____ Saturday?_____.
10. What is the seating capacity of the library?_____.
11. Is the library collection classified by the Dewey Decimal System?_____.
12. Which of the following materials are also cataloged and circulated through the library? Pamphlets_____, Flat pictures_____, Recordings, disc_____, Filmstrips_____, Tapes_____, Transparencies_____, Other_____.

13. Are the following tools used in the library: Standard Catalog for High School Libraries, 8th ed., 1962_____, ALA Basic Book Collection, 7th ed., 1963_____, ALA Standards for School Library Programs, 1960_____.
14. Approximate % of classified collection which is soft cover paperback?_____.
15. Distribution:

	Number of volumes on hand last report	Number of volumes added since last report	Number of volumes discarded since last report	Total number of volumes now on hand
000 Reference.....				
100 Philosophy.....				
200 Religion.....				
300 Social Science.....				
400 Philology.....				
500 Natural Science.....				
600 Useful Arts.....				
700 Fine Arts.....				
800 Literature.....				
900 History.....				
Travel.....				
Biography.....				
Fiction.....				
Total.....				

F. EDUCATIONAL CHANGE AND PROGRESS

List Subjects Added* this year	List Subjects Dropped* this year	Subjects alternated but not offered this year

2. List briefly changes, experiments or innovations you are implementing in methods of teaching or materials of instruction.

* A subject is not added or dropped if it is alternated.

3. Changes or additions since September 15 of last year. Buildings and grounds?

Equipment?

4. Describe briefly your program of in-service training of teachers.

G. GUIDANCE

1. Counselors and time assigned for counseling.

Name	Counselor I or II	Clock Hours Per Day

2. Number of pupils who completed the work of your school last school term (usually the 9th grade) who:

	Boys	Girls	Total
(a) are full-time employees.....			
(b) are attending senior high school.....			
(c) are attending business or trade school.....			
(d) are classified as miscellaneous.....			
(e) unknown.....			

H. HEALTH AND PHYSICAL EDUCATION

1. How many units of physical education do you require of boys?_____, girls?_____.
2. Do you have an organized and functioning intramural program for boys? yes_____, no_____; for girls? yes_____, no_____.
3. Does your school have the services of a school nurse or county health nurse? yes_____, no_____.
4. Is your school providing dental and visual screenings as required by law? yes_____, no_____.

IMMUNIZATION STATUS

1. Number of students enrolled who entered school in Kansas for the first time_____.
2. Number of students included in (1) presenting certification of immunization (complete or in process)_____.
3. Number of students included in (1) presenting exemption from immunization for religious reasons_____, medical reasons_____, personal reasons_____.

I. SPECIAL EDUCATION

1. Does some school official report to the Division of Special Education all exceptional children in your school district? yes_____, no_____.
2. Do you have special education programs in your school? yes_____, no_____; if so, list:_____.
3. Are you interested in establishing new programs in special education? yes_____, no_____.
4. Are regular graduating certificates issued to pupils in special education classes? yes_____, no_____.

Signed _____
Principal or Superintendent

Signed _____
Clerk of the Board (also print or type name)

A STUDY OF THE CHANGES IN THE KANSAS
JUNIOR HIGH SCHOOL CURRICULUM
FROM 1961 TO 1966

by

MAUREEN ANN COOK

B. A., Baker University, 1964

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

1966

The problem undertaken in this study was that of determining the changes in the Kansas junior high school curriculum during the time period from 1961 to 1966. The data for the investigation was obtained from the Junior High School Principal's Organization Reports as established by the Kansas State Department of Public Instruction and from observations from the subject area curriculum coordinators of the Kansas State Department of Public Instruction.

The report was divided into three areas of curriculum: subject matter fields, procedures, and services.

In the subject matter fields the main changes were found in the areas of foreign language, science, English, mathematics, and core. There was a definite increase in the foreign language offerings and more specifically in Spanish. The science curriculum was more often turning from general science courses to those of a more specific nature. The addition of reading programs to fifty-three of Kansas' one hundred and seven junior high schools was the greatest change in the English curriculum. Modern mathematics was widely accepted for all students instead of just those of higher ability as was the case when the program was introduced into Kansas schools. Core classes increased in number, but the more prominent trend was that of decreasing the number of courses being combined as a unit.

Procedures affected by change were team teaching and ability grouping. Team teaching was accepted as a more

effective plan for course instruction in twenty-one Kansas junior high schools. Ability grouping, based on intelligence or achievement test scores, was introduced into thirty-five junior high school curriculums.

Service areas of the curriculum included guidance and library facilities. The number of volumes in the Kansas school libraries increased forty-five per cent from 1961 to 1966 with all but seven junior high schools having a yearly increase in the number of volumes. The main change in the field of counseling has been in the revisions of qualifications for guidance counselors.

The main stimulus for change in the 1961-1966 time span seemed to be that of federal funds for the improvement of the mathematics, science, and foreign language programs in schools. These funds were made possible through the passage of the National Defense Education Act of 1958. Many more changes can be expected in the future with the extension of Title III of the Act to include English, reading, history, civics, geography, and economics.