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AN ANALYSIS OF ADMINISTRATIVE PRACTICES OF LARGE SIX-YEAR HIGH SCHOOLS OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

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CHARLES E. GRADY, JR.

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APPROVED BY

DISSERTATION COMMITTEE

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CHAPTER I

INTRODUCTION

With the many changes in our schools and society has come a new concept of school administration. The idea of democratic educational leadership is emerging to compete with the authoritarian concept which was formerly the basis for the organization and operation of the schools. Under this concept the administrator must be able to give professional direction and leadership in all phases of the school program. He must work with the faculty in such a way that the best thinking of the group can be used for the improvement of the school. He must also work with the students and parents in much the same way. The school is no longer organized and controlled by the actions of a single individual. The administrator has become an educational architect who combines the thinking of these groups and advises them as to what is practical in light of his professional preparedness and experience.

As schools grow in size and complexity, well prepared and efficient men and women are needed to organize them and to see that they are properly administered. Educational leaders in many sections of the United States have realized the importance of getting better prepared persons in the administrative positions in the schools. In 1945, the Executive Committee of the National Association of Secondary-School Principals appointed a committee to make a study of the requirements for certification of secondary principals. This committee's findings were submitted and made public in November, 1951.[1] Perhaps the most important part of this lengthy report was the last section proposing a program for state certification of secondary principals which was given nationwide publicity. Many state departments of education and commissions of teacher certification studied these reports and may have used them to raise the standards for certification of principals in their respective areas.

Not only is more professional preparedness now being required, but more administrators are voluntarily going back to school. A study by Farmer indicates that the public high school principalship is rapidly growing in professional status. Principals with graduate degrees have increased in number, and many others have continued their college training.

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[1]D. H. Eikenberry, "Training and Experience Standards for Principals of Secondary Schools," Bulletin of the National Association of Secondary-School Principals, XXXV (November, 1951), pp. 5-62.

From 1943-47, over 50 per cent of the principals surveyed attended college while over 30 per cent indicated their intention of attending college during the summer of 1947. The better prepared principals were included in the group returning to school. Twenty-eight per cent of those holding master's degrees had made plans to return to school for the 1947 summer session.[1]

In stressing the importance of good high school administration, French has said:

> Never before has it been so important that those who organize and administer secondary education in the United States have the highest degree of professional competence. Changes in social and economic conditions have increased the pressure on conventional secondary education and far-sighted leadership. Many high schools in the United States have such leadership and are changing their philosophy and their practices and procedures. Many have resisted change, and many, in making changes, have floundered about to a greater extent than seems necessary. High school principals and students of secondary school administration who aspire to become principals need a more highly specialized training and at the same time a more comprehensive education than ever before.[2]

At the Fourth Annual Southwestern Conference on Improving Preparation Programs for School Administrators held at Denver, Colorado, December 12-15, 1954, the following purposes of school administrators were set up and approved.

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[1]Floyd Merle Farmer, "The Public High-School Principalship," Bulletin of the National Association of Secondary-School Principals, XXXVI (April, 1948), p. 86.

[2]Will French, J. Dan Hull, and B. L. Dodds, American High School Administrator: Policy and Practice (New York: Rinehart and Company, 1951), p. 25.

1. To facilitate the processes of education within the specific school or region over which the leader's responsibilities extend.
2. To expedite the accepted policies.
3. To coordinate the various parts of the program into a unified program.
4. To stimulate and lead co-workers in all worthwhile activities.[1]

Since the establishment of the first high school in 1827, four types of secondary schools have been organized, and all are still in existence in various sections of the country. These have been classified by the U. S. Office of Education as (1) Junior High School (grades 7, 8, 9); (2) Senior High School (grades 10, 11, 12); (3) Four-Year High School (grades 9, 10, 11, 12); (4) Junior-Senior High School or Six-Year High School (grades 7, 8, 9, 10, 11, 12).[2]

Statement of the Problem

The problem is: What are the administrative practices now being used in the large six-year high schools of the North Central Association of Colleges and Secondary Schools?

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[1]"Concepts Underlying the Professional Preparation of School Administrators, a Basis for the Formulation of Program Objectives," (Conference Study Document for the Fourth Annual Southwestern Conference on Improving Preparation Programs for School Administrators, 1954), pp. 11-13 (from the files of Dr. Glenn Snider, University of Oklahoma).

[2]U. S. Office of Education, Biennial Survey of Education in the United States, 1951-52, p. 23.

Purpose of the Study

It is the purpose of the study to discover and analyze certain administrative practices in the large six-year high schools of the North Central Association of Colleges and Secondary Schools. An effort was made to determine whether these practices exist because of the organization of the school as a six-year school or as a combination of two separate units.

Need for the Study

In 1920 there were 828 junior-senior high schools throughout the United States.[1] By 1952 this number had increased to 8,591 which was 36.2 per cent of all secondary schools.[2] The 1952 report from the U. S. Office of Education listed only the four-year high school with more schools than the junior-senior or six-year high school.[3] This same report revealed, however, that more students were attending the six-year school than any other type of secondary school. The six-year high schools had a total enrollment of 2,696,707 students while the enrollment of the four-year high schools totalled 1,937,280.[4] Despite the rapid growth of six-year

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[1] Ibid.

[2] Ibid.

[3] Ibid., p. 24.

[4] Ibid.

high schools throughout the nation, very few studies have been made dealing with this type of organization.

In the nineteen-state area comprising the North Central Association of Colleges and Secondary Schools with which this study will be concerned, the six-year high schools have shown a tremendous growth, increasing from 220 schools and 9.17 per cent of the member schools in 1931-32 to 739 schools and 22.28 per cent of the member schools in 1953-54.[1] In studying the growth of the various types of school organization, it is found that there is a definite trend in this area away from the four-year high school toward the six-year high school.

The 1952 report from the U. S. Office of Education shows that thirty-nine of the fifty cities in the United States with a population over 200,000 had one or more six-year schools. In the North Central Association of Colleges and Secondary Schools every city in this group, with the exception of Chicago, had one or more six-year schools. The large cities of Ohio lead the area in the number of six-year schools, Cleveland having nine; Columbus, seven; Dayton, six; Cincinnati, five; Toledo, two; and Akron, two. Other large cities in the area with six-year high schools are St. Louis, Missouri; Milwaukee, Wisconsin; Minneapolis, Minnesota;

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[1]Arthur W. Clevenger, "Trend Away from the Eight-Four Plan in North Central Territory," The North Central Association Quarterly, XXX (January, 1956), pp. 284-294.

Kansas City, Missouri; Indianapolis, Indiana; Denver, Colorado; Louisville, Kentucky; Omaha, Nebraska; and Oklahoma City, Oklahoma.[1]

The writer will give some attention to the six-year high schools of Oklahoma City because of the recent reorganization of the secondary schools by the Oklahoma City Board of Education.[2] Since there are now seven six-year high schools, much interest and concern prevails concerning the appropriateness of this type of school organization for Oklahoma City schools.

Until 1952, the annual convention of the National Association of Secondary-School Principals offered no sectional meeting devoted to six-year schools. Since that time, those interested in such schools have had one sectional meeting on the last day of the convention, although on several occasions, it met in the halls of the convention building when no rooms were available. Recognition of the growth in numbers of the six-year schools and the need for discussion of problems peculiar to that grade grouping is gradually being given.

More time and study should be given to the six-year school since it now enrolls more than thirty-five per cent

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[1]U. S. Office of Education, Federal Security Agency, Directory of Secondary Day Schools, 1951-52, by Mabel C. Rice, Statistician (Washington: U. S. Government Printing Office, 1952).

[2]Minutes of the Board of Education Meeting, May 2, 1955, Oklahoma City, Oklahoma.

of all boys and girls attending a secondary school in the United States.[1] It is hoped that this study will discover significant administrative practices now in operation in the large six-year high schools of the North Central Area of the United States. Very few studies have been made of the six-year high school, and none has been made of the schools of the North Central Association which includes the Oklahoma City schools.

Delimitation and Scope of the Problem

This study is based chiefly upon data received from a questionnaire distributed to all principals of large six-year high schools which held memberships in the North Central Association of Colleges and Secondary Schools during 1955-56. The term, "large," refers to six-year high schools with an enrollment of over 1,000 students.

No attempt was made to discover all administrative practices now being used in the six-year high schools because of the excessive length of a questionnaire required to obtain such information. The basis for the selection of the practices included were: (1) the general administrative practices most frequently discussed in the sectional meeting of the National Association of Secondary-School Principals meetings from 1952-56, (2) practices frequently discussed in

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[1] U. S. Office of Education, Biennial Survey of Education in the United States, 1951-52, p. 24.

publications dealing with secondary school administration, (3) practices mentioned in many individual school handbooks, and (4) practices mentioned in administrative handbooks of city school systems.

Definition of Terms

Administrative Practices: Procedures which are being followed to facilitate or achieve the attainment of certain purposes. Practices may stem from policies or from customs and traditions or expediency.

Six-Year High School: The six-year high school includes grades seven, eight, nine, ten, eleven, and twelve. The school must also be under one administrative head.

Large: Refers to schools with an enrollment of 1,000 or more students.

Upper Grades: Grades 10, 11, and 12 of the six-year high school.

Lower Grades: Grades 7, 8, and 9 of the six-year high school.

Sources of Data

There are three principal sources of data involved in the study. They are: (1) statistical information received from the Department of Health, Education, and Welfare, Office of Education, Research, and Statistical Standards, Technical Services Unit; (2) information on administrative practices derived from literature and from interviews with

school administrators; and (3) findings of the questionnaires received from the six-year high school principals concerning administrative practices.

Method of Procedure

A study of related literature was made to assist in determining the most important administrative tasks in the six-year high schools before making out the questionnaire. Brief interviews were held with many principals attending the National Association of Secondary-School Principals convention which was held in Chicago, February 25-29, 1956. They offered numerous suggestions as to items which should be placed on the questionnaire. Seventy-five of them signified their willingness to participate in a study concerning six-year high schools. Of this number, twenty were principals of large six-year high schools in the North Central area.

The first draft of the questionnaire was sent to a selected list of principals from five different states with the request that they check the clarity of the questions asked, and that they offer suggestions for the improvement of the questionnaire. They were also asked to record the length of time required to complete it. When these questionnaires were returned, the original was corrected in part in the light of suggestions made by these individuals. The form of the questionnaire will be discussed in Chapter III.

The Department of Health, Education and Welfare,

Office of Education, Research, and Statistical Standard Technical Services Unit prepared especially for this study "Selected Data for Junior-Senior High Schools in the Continental United States Having an Enrollment in Excess of 1,000 Students: 1951-52." Of the schools on this list, 112 were found to hold membership in the North Central Association of Colleges and Secondary Schools. These 112 schools were divided into nineteen state groups comprising the North Central area.

On April 13, 1956, a letter was sent to the chairmen of the State Committees of the Commission on Secondary Schools of the North Central Association asking them to check the enclosed list of six-year high schools and to make such additions and deletions as were necessary to make the list correct. Where a state had no schools on the list, a letter was sent to verify the information.

Within ten days or by April 23, 1956, all state chairmen had answered the letter, returning the corrected lists sent them. In checking the lists, they deleted fifty schools and added thirty-eight to the original list of 112, thus making a corrected list of 100 six-year high schools holding membership in the North Central Association. When the lists had all been returned, a double post card was sent to principals on it who had not been previously contacted, inviting their assistance in the study. Because of the inconsistencies in accrediting the six-year schools, there was some doubt as

to the type of organization of thirty other schools. The double post cards were also sent to the principals of these thirty schools.

On May 5, 1956, a letter and questionnaire were sent to the twenty principals who had been personally contacted. Nineteen of these men returned the completed questionnaire. Letters and questionnaires were sent to the principals who had signified their interest in the study by returning the post cards. Eighteen had returned the cards stating that their schools were not six-year schools. Sixty-one questionnaires were received from this group which could be used in the study. With the questionnaires received from the first group of principals, eighty questionnaires were usable.

The total number of six-year high schools with an enrollment of 1,000 or more students, in the nineteen state area comprising the North Central area, was set at 99 schools. This figure was arrived at by combining the information received from state chairmen and from the post cards returned. Of this number, eighty schools, or 80.8 per cent of the total population considered, are included in this study.

Five states of the North Central area did not have any six-year schools large enough to be included in this study. This group included Arizona, Arkansas, New Mexico, North Dakota, and South Dakota. Four states, Colorado, Illinois, Missouri, and Wyoming, had only one school included in the study. The ten remaining states had from two to

seventeen schools per state.

The eighty schools are located in fifty-seven different communities in fourteen states. Some of the schools are located in small communities where the school district includes a large area outside the town while other schools are in large cities. Three of the schools are in very small towns in West Virginia. Three others are located in Cleveland, Ohio, which is the seventh largest city in the United States with a population of approximately a million people.

Six six-year high schools of Oklahoma City were included in the study. Another school in Oklahoma City was not included because it had only four grades the past school year. It was established as a six-year high school with one grade being added each of the next two school years until it has all six grades. The school already has an enrollment of over 1,000 students and will make application for North Central membership in the fall of 1957 when it has its first graduating group. A similar school was created in Oklahoma City two years ago as a four-year school and was admitted to the North Central Association in 1956 as a six-year high school. A school in Tulsa, Oklahoma, was also excluded from the study because it offered only five grades last fall and will not become a six-year school until the 1956-57 school year. The enrollment is also over 1,000 students and it, too, will apply for North Central membership. Cincinnati, Ohio, has four six-year high schools included. All schools that are

included in the study now have six grades. The findings of the questionnaire will be discussed in Chapter IV.

Review of Related Research

In checking the dissertations written in the field of secondary education since 1920, the writer found many studies on various educational problems, but very few dealing with the six-year high school. The following significant studies of the six-year school have been made:

The Six-Year High School: Current Purposes and Practices of the Six-Year School

Geiger's study in 1934 included six-year high schools from the following regional accrediting associations: 56 from North Central, 21 from Southern Association, 23 from Middle States, 17 from Northwest, and 8 from New England.

In studying the literature, Geiger found there were 48 purposes listed for the six-year high schools. He took the 23 most frequently mentioned and used them in his study. He stated that these purposes of the six-year high school were to provide a more varied program of studies, more efficient administration, a more effective guidance program, greater holding power for the school, and better organized student activities.

From his study of the 124 schools listed above he concluded that the program in the small schools had very likely been enriched; that the schools were practicing those

phases of school administration which will aid in economizing on buildings, equipment, and administration; that there was very little guidance done according to a definite plan; that the schools do not have any greater holding power on the students; and that the activities were 71 per cent segregated, according to junior-senior divisions.[1]

The Six-Year Rural High School: A Comparative Study of Small and Large Units in Alabama

Riddle's study was concerned with the problem of whether the large rural six-year high schools of the State of Alabama provided better educational advantages for students than the small rural six-year high schools. Schools with an enrollment in excess of 200 were considered as large schools.

Riddle's conclusions were that the large school had superior staff, better buildings, more equipment, and a much wider range in curricular offerings. The achievements in English, Algebra, and Latin were about the same, but the graduates of the large schools were more successful in college.[2]

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[1]Albert James Geiger, "The Six-Year High School: Current Purposes and Practices of the Six-Year School," (unpublished Doctor's dissertation, George Peabody University, 1934).

[2]John Ingle Riddle, "The Six-Year Rural High School; a Comparative Study of Small and Large Units in Alabama," (unpublished Doctor's dissertation, Columbia University, 1937).

Mechanical Organization in Large Six-Year Public High Schools of Pennsylvania

McArdle's study was concerned with the importance of mechanical organization of six-year high schools in Pennsylvania whose enrollment was over 500 students. The study attempted to find out how six-year high schools work out their mechanical organization. She was interested in measures by which program of studies, extra-curricular programs, the student body, the teacher force, and physical equipment were organized in keeping with the aims and purposes of the school.

Her conclusions were that programs of study were greatly influenced by state departments of education, but that large schools have the desire and ability to increase offerings, and that guidance was a necessity before schedule building could be started. Those making schedules were confronted with 21 different items and there was no uniformity in the schedule patterns developed regardless of the type of schedule built or the size of the school. All schools were concerned with the best possible service for students.[1]

Six-Year High Schools in New York State

The purpose of Wilber's study was to analyze the elements of the curriculum, guidance program, teaching staff, school plant, and public relations. An individual school in

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[1]Mary McArdle, "Mechanical Organization in Large Six-Year Public High Schools of Pennsylvania," (unpublished Doctor's dissertation, University of Pittsburgh, 1941).

New York state was selected to illustrate techniques and practices by a study of actual conditions as they occur in a six-year high school.

Data used in the study were obtained from the Regent's Inquiry as to cost and character of education in New York state, questionnaires that were sent to principals of each of the six-year high schools of the state, and results obtained from the visitation of Falconer High School.

Wilber concluded that six-year high schools do not exist as a rigid type of organization; that a continuous public relations program to acquaint the public with school offerings was needed; emphasis was being placed on continuity of courses; and instructors were not considered merely subject matter specialists, but sympathetic advisors for students. Wilber was concerned about the cost of six-year high schools, and thought further investigation was needed.[1]

In addition to the above studies completed as part of the requirements of an advanced degree, other studies listed below have been reported in the Bulletin of the National Association of Secondary School Principals.

Maryland Study of the Ninth Grade Program

In 1947 a committee of principals appointed at the Fourth Annual State-wide Conference of the Maryland High

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[1]Gerald Wilber, "Six Year High Schools in New York State," (unpublished Doctor's dissertation, University of Buffalo, 1953).

School Principal's Association made a study on "The Place of the Ninth Grade in the Six-Year Program." The committee agreed that the ninth grade should be simply one year of a unified, articulated program. The study was significant in view of the fact that Maryland schools have been in the forefront of curriculum innovation, having more schools using core type curriculum than any other state.[1]

Recognition of the Variation of Maturity of Pupils in the Six-Year High School

Carl F. Bonar was in the process of completing a dissertation on this subject at the time of his death. P. W. Hutson of the University of Pittsburgh thought the facts gathered by Bonar were of sufficient value that the study should be completed. With the help of Mrs. Bonar, he was able to summarize the findings of the study. The study included 371 six-year high schools with an enrollment of over 1,000 students. From the information gathered from these schools conclusions were drawn that, as a whole, the six-year high school did not recognize variations in maturity, and the result was a lack of opportunity for younger pupils.[2]

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[1]Committee of High School Principals from Maryland, "The Place of the Ninth Grade in the Six-Year Program," Bulletin of the National Association of Secondary-School Principals, XXXVII (December, 1943), pp. 53-60.

[2]Carl F. Bonar and P. W. Hutson, "Recognition of Variation of Maturity of Pupils in Six-Year High Schools," Bulletin of the National Association of Secondary-School Principals, XXXVII (October, 1954), pp. 108-116.

Administrative Practices in Large Six-Year Schools

This study by Charles Schmidt, principal of Leslie Junior High School, Salem, Oregon, included 135 six-year schools in 42 states. Schmidt concluded that there were few large six-year high schools, comparatively speaking, in which separate activity and athletic activities were provided for lower grade groups; that the common learnings programs were seldom found in the upper grades; and that in the area of certification the schools depended on secondary teachers in the lower grades of the organization.[1]

The Most Significant Functions of the Six-Year School

Young reported on this subject at the 1952 convention of the National Association of Secondary-School Principals held at Cincinnati, Ohio. He stressed the economy of operation; administrative advantages through articulation, schedule building, community activities, parent-teacher relationship; and educational opportunities through integrated guidance program, elimination of one psychological adjustment, wider range of extra-curricular activities, and greater selection in subject choices.[2]

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[1]Charles D. Schmidt, "Administrative Practices in Large Six-Year High Schools," Bulletin of the National Association of Secondary-School Principals, XXXVI (December, 1953), pp. 82-84.

[2]Irvin F. Young, "What are the Most Significant Functions of the Six-Year School?" Bulletin of the National Association of Secondary-School Principals, XXXVI (March, 1952), pp. 304-331.

Summary

These unpublished dissertations which have been reviewed on the previous pages show to some extent the problems that have confronted those interested in the six-year school since 1920. They dealt with purposes and practices of the school, a comparison of large and small units, the mechanical organization of large schools and analyzing the elements of the curriculum, guidance program, teaching staff, school plant, and public relations. Additional articles which have appeared in the Bulletin of the National Association of Secondary-School Principals on the problems in recent years have been included to supplement the work of the men who have made special studies on the various phases of the six-year high school.

CHAPTER II

THE DEVELOPMENT OF THE SIX-YEAR HIGH SCHOOL

The high school, or secondary school, as we know it today, in America, had its beginning when the Boston English Classical High was established in 1821.[1] This first high school was opened as a three-year school, exclusively for boys living in the Boston area.[2] The school was established by action taken at a town meeting in which there were only three votes against the proposed new adventure in education.[3] Shortly after the establishment of the high school for boys, an attempt was made to set up a similar school for girls which was voted down. However, in November, 1825, the citizens approved the establishment of the first high school for girls and opened its doors on January 13, 1836.[4] With these

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[1]William T. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), p. 6.

[2]E. D. Grizzell, Origin and Development of the High School in New England Before 1865 (New York: Macmillan Company, 1933), p. 42.

[3]Ellwood P. Cubberley, Readings in Public Education in the United States (Boston: Houghton Mifflin Company, 1934), p. 228.

[4]Grizzell, op. cit., p. 46.

two high schools in operation, Boston set the pattern for other communities throughout the country to follow in providing secondary education for their boys and girls.

The Massachusetts legislature passed the first American law requiring the establishment of the high school which became an important landmark in the development of the high school.[1] The provisions of the bill were mandatory whereas the legislation in many states which patterned after the bill in some detail were often permissive in nature.[2]

In 1872 at Kalamazoo, Michigan, the Board of Education decided to open a high school and employ a superintendent of schools. A citizen by the name of Charles E. Stuart, brought a suit against the board in an effort to prevent the collection of a tax for the new school. The decision of the court established the right of a community to maintain a high school.[3]

From 1821 to 1890, 2,526 high schools were established throughout the United States.[4] These schools were, in most part, four-year high schools which students entered after the

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[1]James Mulhern, A History of Education (New York: The Ronald Press, 1946), p. 487.

[2]Cubberley, op. cit., p. 232.

[3]Paul B. Jacobson (ed.), The American Secondary School (New York: Prentice-Hall Co., 1952), p. 153.

[4]U. S. Office of Education, Statistics of Public Secondary Day Schools, 1951-52, Chapter 5, p. 5.

completion of eight-year grades or grammar school. In 1888, President Charles Eliot of Harvard University made a report before the Department of Superintendents of the National Education Association on the subject, "Can School Programs Be Shortened and Enriched?"[1] In this talk he advocated a reorganization of the public schools, shortening the grade or grammar school and lengthening the secondary school. In 1892, he made another report to the same group on the subject, "Shortening and Enriching the Grammar School Course." In July, the Harvard University president made a third report at the summer meeting of the National Education Association on "Undesirable and Desirable Uniformity in Schools."[2]

According to Gruhn and Douglass, ". . . Eliot was, in all probability, more concerned about getting students to college at an earlier age than improving the secondary schools, but what he said led to many changes and perhaps improvements in schools."[3]

Cubberley reports:

> These three papers started a discussion of a new educational program--that of the respective purposes and places in our educational system of the common elementary school, the high school and the college. The discussion centered about the question of shortening the instruction in the old drill subjects, the addition of new and more advanced studies in the upper grades of the elementary school, the specialization of the work of teachers, this by the introduction of a departmental type of teaching

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[1]Charles W. Eliot, Educational Reforms (New York: D. Appleton Century Co., 1898), pp. 151-179.

[2]Ibid., pp. 273-343.

[3]Gruhn and Douglass, op. cit., p. 13.

> for the sixth, seventh, and eighth grades, and the shortening of the whole course of instruction so that boys might begin their professional study and life work at an earlier age.[1]

At the meetings of Conferences of Academies and High Schools at the University of Chicago in 1901 and 1902, additional reports were given on suggested school reorganization. John Dewey presented a paper in 1901, and President Harper of the University of Chicago made a report in 1902. Both suggested that the elementary school be condensed and shortened to six years and the high school be of the same length.[2]

The results of the three papers presented by Eliot, along with the individual papers by Dewey and Harper, plus the action of a division of the National Education Association, led to a change in school organization from 8-4 to 6-3-3 which often was more of a 6-6 plan.

In 1905, the Department of Secondary Education of the National Education Association appointed a standing committee on equal division of time between elementary and secondary schools. Mr. Gilbert Morrison, principal of William McKinley High School, St. Louis, Missouri, was selected as the chairman of the committee which became known as the Committee on Six-Year Courses.[3]

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[1]Ellwood P. Cubberley, Public Education in the United States: A Study and Interpretation of American Educational History (Boston: Houghton Mifflin Company, 1934), p. 17.

[2]Ibid., p. 24.

[3]Gruhn and Douglass, op. cit., p. 24.

Mr. Morrison made his first report on the work of the committee at the 1907 meeting of the department of secondary education of the N. E. A. The report made the following recommendations favoring the 6-6 plan of organization:

1. Pupils could be taught by teachers specially trained in the various subject fields.
2. Departmentalized instruction would give seventh and eighth grade pupils contact with several teacher personalities.
3. It would make laboratories available so that elementary science could be introduced earlier.
4. "The work in the modern languages could be begun earlier and continued longer than at present . . ."
5. Manual training shops would be more readily accessible to upper grade pupils.
6. The transition from the elementary to the secondary school would be less abrupt.
7. More pupils would be likely to enter the ninth grade than under the traditional plan.
8. "An equal division of the twelve years would make the system more nearly self-consistent," as shown by European secondary schools.
9. The six-year secondary course would give pupils more time to prepare for college.
10. The lengthening of the high school course to six years would help to extend the curriculum to include some of the newer subjects.[1]

The second report of the Committee on Six-Year Courses

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[1]Gilbert B. Morrison, "Report of the Committee on an Equal Division of the Twelve Years in the Public School between the District and High School," Journal of Proceedings and Addresses of the National Education Association (Los Angeles, California: 1907), pp. 705-710.

was made at the 1908 meeting of the National Education Association held in Cleveland, Ohio. Mr. Eugene Lyttle, inspector of high schools for the state of New York, made the report as the chairman of the committee. His report stressed two points:

1. What may be reasonably required of pupils at the end of the sixth year of school as essential to a preparation for high school work.

2. A suggested course of study for the seventh and eighth grades which included a minimum required list of courses for about 70 per cent of the pupil's total program, and elective courses for the remaining 30 per cent of his work were to be chosen.[1]

The third report was given by Gilbert B. Morrison, who had given the first report at the Los Angeles meeting. The 1909 report summarized the work of the two previous reports at the meeting held at Denver, Colorado:

> There is a general impression revealed by this and other correspondence that the whole course of instruction, both elementary and secondary, should be simplified; that the differentiation of pupil's work should begin at the end of the sixth grade; that time is wasted on nonessentials and on impractical topics; that there should be greater flexibility in the promotion of pupils; that the whole system should be reorganized . . .
>
> The problem involves not only division by years, but a well-digested curriculum of both the elementary and secondary branches. This curriculum should (a) provide the content of the work, including vocational studies; (b) establish the points of differentiation; and (c) consider methods of teaching and plans for promotion of

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[1] Eugene W. Lyttle, "Report of the Committee on Six-Year Courses of Study," Journal of Proceedings and Addresses of the National Education Association (Cleveland, Ohio: 1908), pp. 625-628.

pupils.[1]

The work of the Committees on the Six-Year Courses was also of importance in that they were the first investigating groups of national significance to be appointed primarily to study the reorganization of the 8-4 plan.

In 1911, Superintendent Frank P. Bunker of Berkeley, California, made a survey to ascertain the type of grade organization prevalent in 669 cities with a population of over 8,000. A traditional grade organization of 8-4, 9-4, or 7-4 was found in 623 cities while only 24 cities, or 3.6 per cent, had attenpted any type of reorganization. Ithaca, New York, Rahway, New Jersey, and Saginaw, Michigan, claimed to have a 6-6 organization.[2] Perhaps the six-year school at Saginaw was the first six-year high school in America as its new plan was introduced in 1898.

Six-Year Schools in the 48 States

In 1920, when the U. S. Office of Education made its report on types of school organizations, the facts in Table 1 were discovered. It shows the number of schools of different types and the per cent of each type of school. Many changes have taken place in the organizational set up of the

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[1]Gilbert B. Morrison, "Third Report of the Committee on the Six-Year Courses of Study," Journal of Proceedings and Addresses of the National Education Association (Denver, Colorado: 1909), pp. 498-503.

[2]Gruhn and Douglass, op. cit., pp. 43-45.

TABLE 1

PUBLIC SECONDARY SCHOOLS IN THE UNITED STATES, BY TYPE OF SCHOOL, 1920-1952[a]

Type of School	1920		1938		1952	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Junior High School	55	.4	2,372	9.5	3,227	13.6
Senior High School	22	.1	959	3.8	1,760	7.4
Four-Year High School	13,421	93.7	15,523	61.9	10,168	42.8
Six-Year High School	828	5.8	6,203	24.8	8,591	36.2
Total	14,326	100.0	25,059	100.0	23,746	100.0

[a] U. S. Office of Education, op. cit., p. 23.

secondary schools since these figures were first gathered and published in 1920, and Table 1 shows these numerical changes in the four types of secondary schools. These figures show a definite trend toward the six-year secondary school.

It is interesting to note that during this thirty-two year span from 1920 to 1952 there were 3,172 new junior high schools, 1,760 new senior high schools, 7,763 new six-year schools, while the four-year high schools lost 3,253 schools.

During this time some significant changes can be noted from a percentage point of view. The junior high gained 13.2 per cent, the senior high school gained 7.2 per cent, and the six-year school gained 30.4 per cent. During this same period of time the four-year high school lost 40.9 per cent of the total number of schools it had previously held.

The growth of a type of school can also be checked by studying the enrollment figures of each kind of school. This may be done by analyzing the figures in Table 2.

These figures reveal that by 1952 more students were attending the six-year high school than any other type of secondary school, and that each type of school showed an increase in number enrolled due primarily to the tremendous increase in the total secondary enrollment. From 1920-1952, the enrollment in the junior high school increased 1,489,665; in senior high school, 1,510,215; in the four-year high school, only 270,730; and in the six-year school, 2,420,203. These

TABLE 2

PUPILS ENROLLED IN PUBLIC SECONDARY SCHOOLS IN THE UNITED STATES, BY TYPE OF SCHOOL: 1920-52[a]

Type of School	1920		1938		1952	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Junior High School	37,331	1.9	1,408,584	19.0	1,526,796	19.8
Senior High School	17,791	.9	972,218	22.1	1,528,006	19.9
Four-Year High School	1,667,480	83.4	3,230,708	43.5	1,937,210	25.2
Six-Year High School	276,504	13.8	1,812,063	24.4	2,696,707	35.1
Total	1,999,106	100.0	7,423,573	100.0	7,688,920.	100.0

[a]Ibid., p. 23.

These figures also reveal a trend toward the six-year school.

If the enrollment figures are set up on a percentage basis, they will also show the rapid development of the six-year school. The figures in Table 2 show the percentage gain in enrollment figures for the junior high school, senior high school, and the tremendous loss in the four-year high school. These percentage figures indicate that the six-year school is now the leading type of secondary school with both the three-year junior high school and the three-year senior high school gaining rapidly on the four-year high school.

One of the chief reasons for the rapid growth of the six-year high school is the fact that the six-year school is particularly suited to the needs of the small community. An effort has been made for many years to reduce the number of extremely small high schools since they are considered inefficient, have limited programs, and a relatively high cost per pupil. This can best be done in a small community by including grades seven through twelve in a six-year school.

Advantages of the six-year school that apply especially to small communities are:

1. Building costs can be reduced by constructing one large building instead of two small ones.
2. Economies can be effected in the assignment of administrative, supervisory, and teaching staffs and in the adjustment of class size and teaching load.
3. The facilities of certain departments--such as music, art, home economics, and industrial arts--

can be used by both the junior and senior high schools.

4. Economies may result from the joint use by the junior and senior high schools of the gymnasium, auditorium, library, and administrative offices.

5. Broader curricular and extraclass offerings are made possible by a larger teaching staff.[1]

The disadvantages of the six-year school are given as:

1. A tendency for pupils in grades 7, 8, and 9 to become prematurely sophisticated through close contact with senior high school pupils.

2. A tendency to give preference to the pupils in the upper grades in both curricular and extra-class activities.

3. A tendency for the upper-class pupils to dominate positions of leadership in school activities.

4. A tendency to pattern the curricular and extra-class activities of the lower grades after those of the upper grades, rather than to develop a program suited especially to the needs of the younger pupils.[2]

Other advantages of a six-year school which apply to large as well as small communities are:

1. It is easier to develop a well-articulated junior-senior high school program.

2. It is easier to retain pupils in school if the break between the junior and senior high schools is eliminated.

3. It is easier in a six-year school to obtain superior teachers for the junior high school

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[1]Gruhn and Douglass, op. cit., p. 403.

[2]Gruhn and Douglass, op. cit., p. 404.

grades.[1]

In large as well as in small communities, growth in the number of six-year high schools makes it apparent that the advantages have offset the disadvantages. In the large systems, the plan becomes less desirable as the size of the school increases. Some administrators in larger systems feel, however, that the six-year organization is preferable to other types of high schools of several thousand students.

In an adequate six-year secondary school program we find good administration, efficient teachers, adequate housing, and a well-articulated program of studies such as may be found in any well organized secondary school. In addition, the administration has stressed the advantages and opportunities to be found only in this type of organization. Six continuous years in the same school offer significant opportunities such as:

1. A better articulated program.
    a. Better coordination of courses.
    b. Teachers and pupils see education as a continuous process.
2. More efficient teachers.
    a. Have more and longer contact with students.
    b. Have more equable distribution of teaching load.
    c. Higher standards for teachers have been maintained at a single salary schedule.
3. A more flexible schedule.

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[1] Ibid.

a. Senior high school subjects may be elected by junior high school students.
b. Provides for promotions by subject rather than by grade.
c. Provides for more varied exploratory courses.
d. Facilitates grouping for some purposes.

4. A program which may be more advantageous psychologically.

a. Guidance service is more effective.
b. Promotes the orientation of pupils.
c. Promotes school spirit and morale.
d. Accomplishments of older students incite junior group to wholesome emulation.

5. Better public relations.

a. Better P. T. A.
b. Greater and more continuous local interest in the school.

(1) More opportunity for development of community resources.
(2) Better social, civic, and health guidance services.

In an adequate six-year secondary school the administration has attempted to overcome the disadvantages of this type of school by:

1. Segregating younger from older students in as many ways as possible.

2. Providing equal opportunities for both grade groups in activities and housing.

3. Elimination of promotion from junior to senior high school.

The 8,591 six-year high schools of the United States are found in every state in the union. However, there are no such schools in the District of Columbia. The figures in Table 3 indicate that the six-year schools are located in all sections of the country and are not confined to any one

TABLE 3

NUMBER OF SIX-YEAR HIGH SCHOOLS, ENROLLMENT IN THE SCHOOLS, NUMBER OF PROFESSIONAL STAFF, BY STATE AND BY RACE, 1951-52[a]

State and Race	Number of Schools	Enrollment in School	Number of Professional Staff Members
United States	8,591	2,696,707	131,990
Alabama	470	139,038	5,971
White	306	97,188	4,204
Negro	164	41,850	1,767
Arizona	23	7,994	368
Arkansas	462	100,799	4,439
White	357	80,023	3,562
Negro	105	30,776	877
California	67	49,177	2,372
Colorado	89	18,982	1,021
Connecticut	24	9,183	510
Delaware	29	12,191	672
White	28	10,971	618
Negro	1	1,220	54
Florida	261	89,429	4,387
White	170	62,830	3,088
Negro	91	26,599	1,281
Georgia	326	94,360	4,479
White	231	73,775	3,557
Negro	95	20,585	922
Idaho	26	8,443	338
Illinois	57	15,462	898
Indiana	542	111,524	6,091
Iowa	261	48,744	2,924
Kansas	69	20,429	1,148
Kentucky	271	75,297	3,466
White	235	69,973	3,188
Negro	36	5,324	278
Louisiana	138	43,236	2,028
White	107	33,887	1,634
Negro	31	9,349	394
Maine	62	13,949	712
Maryland	130	60,833	2,844
White	101	46,990	2,215
Negro	29	13,843	629

TABLE 3--Continued

State and Race	Number of Schools	Enrollment in School	Number of Professional Staff Members
Massachusetts	87	31,510	1,588
Michigan	375	148,736	6,606
Minnesota	307	97,486	4,935
Mississippi	470	85,344	4,096
White	360	63,238	3,093
Negro	110	22,106	1,003
Missouri	98	45,030	2,038
White	91	42,327	1,953
Negro	7	2,703	125
Montana	32	5,421	332
Nebraska	51	15,276	755
Nevada	4	661	41
New Hampshire	53	11,663	630
New Jersey	31	22,375	1,227
New Mexico	44	11,018	618
New York	451	186,597	11,038
North Carolina	62	33,044	1,332
White	44	24,010	986
Negro	18	9,034	346
North Dakota	98	14,992	798
Ohio	755	222,120	10,421
Oklahoma	191	46,497	2,336
White	170	41,962	2,105
Negro	21	4,535	231
Oregon	33	9,679	486
Pennsylvania	510	261,798	13,120
Rhode Island	7	3,782	193
South Carolina	332	91,510	4,163
White	235	62,691	3,007
Negro	97	28,819	1,156
South Dakota	30	7,172	337
Tennessee	215	63,783	2,774
White	182	57,748	2,478
Negro	33	6,035	296
Texas	316	93,991	4,903
White	224	71,829	3,805
Negro	92	22,162	1,098
Utah	46	16,008	697
Vermont	47	11,511	618
Virginia	296	93,844	4,798
White	229	69,847	3,651
Negro	67	23,997	1,147

TABLE 3--Continued

State and Race	Number of Schools	Enrollment in School	Number of Professional Staff Members
Washington	38	24,445	1,054
West Virginia	198	76,263	3,093
White	168	69,294	2,781
Negro	30	6,969	312
Wisconsin	65	39,476	1,874
Wyoming	42	6,684	439
Dist. of Columbia	...	...	...

[a]Ibid., pp. 52-64.

section. In addition to showing their location, this table also gives the enrollment in the six-year schools and the number of professional men and women working in them. The six-year school now predominates in twenty-one states. The figures are listed by race because of the importance of integration at this time.

Table 4 shows that the six-year form of organization is found in all sizes of schools. You will note that there are eleven schools with an enrollment of less than twenty-five and twelve schools with an enrollment of over 2,500.

Table 5 gives the figures which divide the six-year high schools into four divisions: (1) those with enrollment under 199 (2) those with enrollment between 200 and 499, (3) those with enrollment between 500 and 999, and (4) those with enrollment above 1,000.

TABLE 4

NUMBER OF SIX-YEAR HIGH SCHOOLS IN THE UNITED STATES, BY SIZE OF ENROLLMENT, AND PER CENT OF SCHOOLS IN EACH CLASSIFICATION, 1952[a]

Classification by School Enrollment	Number of Schools in Each Classification	Per Cent of Schools in Each Classification
10 to 24	11	.12
25 to 49	168	1.25
50 to 74	397	4.62
75 to 99	610	7.10
100 to 149	1,502	17.48
150 to 199	1,355	15.88
200 to 299	1,673	19.58
300 to 399	935	10.88
400 to 499	580	6.75
500 to 749	704	8.19
750 to 999	294	3.53
1000 to 1499	238	2.79
1500 to 2499	112	1.30
2500 or more	12	.13

[a] Ibid., p. 50-51.

TABLE 5

NUMBER OF SIX-YEAR HIGH SCHOOLS, BY SIZE OF ENROLLMENT, BY STATE AND BY RACE, 1951-52[a]

State and Race	Total Number of Schools	Enrollment of 10-199	200-499	500-999	Over 1,000
United States	8,591	4,043	3,188	998	362
Alabama	470	171	245	49	4
White	306	92	175	37	2
Negro	164	79	71	12	2
Arizona	23	12	4	6	..
Arkansas	462	279	155	27	1
White	357	208	126	23	..
Negro	105	71	29	4	1
California	67	13	25	12	17
Colorado	89	66	15	6	2
Connecticut	24	4	15	5	..
Delaware	29	9	11	7	2
White	28	9	11	7	1
Negro	1	..	..	..	..
Florida	261	121	92	33	15
White	170	72	64	23	11
Negro	91	49	28	10	4
Georgia	326	179	99	31	15
White	231	110	76	32	13
Negro	95	69	23	1	2
Idaho	26	11	11	3	1
Illinois	57	28	19	10	..
Indiana	542	385	121	25	11
Iowa	261	199	48	7	7
Kansas	69	40	16	9	4
Kentucky	271	123	128	13	7
White	235	95	121	12	7
Negro	36	28	7	1	..
Louisiana	138	62	52	20	4
White	107	50	36	15	4
Negro	31	10	16	5	..
Maine	62	25	22	5	..
Maryland	130	32	65	19	14
White	101	25	48	17	11
Negro	29	7	17	2	3
Massachusetts	87	31	41	9	6
Michigan	375	106	181	68	20

TABLE 5--Continued

State and Race	Total Number of Schools	Enrollment of 10-199	200-499	500-999	Over 1,000
Minnesota	307	123	137	35	12
Mississippi	470	346	108	14	2
White	360	272	78	8	2
Negro	110	74	30	6	..
Missouri	98	49	57	13	9
White	91	16	54	13	8
Negro	7	46	3	..	1
Montana	32	21	9	2	0
Nebraska	51	30	16	1	4
Nevada	4	3	1	..	..
New Hampshire	53	30	20	3	..
New Jersey	31	2	5	20	4
New Mexico	44	29	8	6	1
New York	451	117	211	93	29
North Carolina	62	10	28	16	8
White	44	8	18	12	6
Negro	18	2	10	4	2
North Dakota	98	76	18	2	2
Ohio	755	403	256	69	27
Oklahoma	191	98	80	12	1
White	170	82	77	11	..
Negro	21	16	3	..	1
Oregon	33	20	7	4	2
Pennsylvania	510	83	227	152	48
Rhode Island	7	2	1	3	1
South Carolina	332	170	122	30	10
White	235	119	90	22	4
Negro	97	51	32	8	..
South Dakota	30	28	9	2	..
Tennessee	215	102	97	19	7
White	182	71	85	19	7
Negro	33	20	13	..	..
Texas	316	153	119	29	15
White	224	91	97	24	12
Negro	92	62	22	5	2
Utah	46	18	18	7	3
Vermont	46	27	15	4	1
Virginia	296	139	107	31	17
White	229	112	83	22	12
Negro	67	29	24	9	5
Washington	38	7	17	5	9

TABLE 5--Continued

State and Race	Total Number of Schools	Enrollment of 10-199	200-499	500-999	Over 1,000
West Virginia	198	53	101	36	8
White	168	38	89	31	8
Negro	30	15	12	3	..
Wisconsin	65	14	20	21	10
Wyoming	42	33	6	3	..
Dist. of Columbia	..	..	..	..	..

[a]Ibid., pp. 50-51.

Six-Year Schools in the North Central Area

What has been true of the growth of the six-year school throughout the country has also been true in the nineteen states which make up the North Central area. In the study by Clevenger, the following statement is made concerning the six-year high schools.

> A slight trend toward the six-year high school seems to have started prior to 1931. Twenty years later, 22.28 per cent of all high schools, public and private, holding membership in the North Central Association were the six-year type. There has been only a slight increase in the percentage of the schools of the six-year type since 1951. During the school year 1953-54 approximately one out of every four public high schools was a school of the six-year type.
>
> The six-year high school appears most likely to be one with an enrollment of fewer than 900 pupils. Most of these secondary schools, however, are comparatively small institutions enrolling from 300 to 600 pupils. Experience seems to indicate that some of the advantages of the six-year type of high school begin to disappear when the enrollment exceeds about 900 pupils.[1]

[1]Clevenger, loc. cit., pp. 284-294.

According to Clevenger one out of every four schools in the North Central Association are six-year schools. The figure would be even higher if the schools in Oklahoma were permitted to become accredited by the state as six-year schools. Many schools housing the seventh through the twelfth grades in one building and under one administration are accredited as either a three-year junior high school and a three-year high school or as a two-year junior high school and a four-year high school. Fifty North Central schools from Oklahoma are listed as six-year schools by the U. S. Office of Education.[1] Also listed as six-year schools by the U. S. Office of Education are 136 other schools in Oklahoma which are not members of the North Central Association.[2] If the Oklahoma figures were corrected, the North Central figures would be somewhat higher than the 22.28 per cent.

As Clevenger pointed out, most six-year schools are under 900 enrollment and that when schools exceed that figure, some of the advantages of the six-year type of school begin to disappear. This study will be concerned with the administration of schools above 1,000 students. There are 521,539 students attending 362 six-year high schools over 1,000 in enrollment throughout the United States, and 177,330 attending

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[1]Mabel C. Rice, Directory of Secondary Day Schools, 1951-52 (Washington: U. S. Government Printing Office, 1952), pp. 97-102.

[2]Ibid.

125 six-year schools in the North Central area.[1] However, this study will be concerned only with the schools in the latter group which are members of the North Central Association.

Oklahoma City Six-Year Schools

Since Oklahoma City is one of the largest cities in the North Central area and also a city in which the six-year high school has become the predominant type of secondary school, the history of the secondary school growth and organization there will be traced briefly.

Oklahoma City became a city overnight when the middle section of what is now the State of Oklahoma was opened for free settlement on April 22, 1889. During the first year there were no community schools but several subscription schools in various parts of the city. The first public schools were set up under the provisions of the school bill passed by the legislature which convened at Guthrie, Oklahoma, on August 19, 1890.[2]

In the fall of 1925 Capitol Hill Junior High School building was converted to a six-year high school. This building served as a six-year high school until the new Capitol

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[1]Department of Health, Education and Welfare, Office of Education, Research and Statistical Standards, Technical Services Unit, Selected Data for Junior-Senior High Schools and for Undivided High Schools in the Continental United States Having an Enrollment in Excess of 1,000 Students: 1951-52.

[2]Oklahoma Statutes (1890), pp. 1118-1119.

Hill High School was opened in the fall of 1929 at which time the school was reconverted to a junior high school.

There were no six-year high schools in Oklahoma City during the school years 1929-30 and 1930-31. On September 14, 1931, the Britton school district was annexed to the Oklahoma City district; and since the school had opened as a new six-year school in the fall of 1923, the Board of Education continued it as a six-year school.[1] The building was later condemned by the State Fire Marshal, and a new building in a new location in the same area was opened in February, 1950. The Board of Education selected the name, "John Marshall," for the new school.

In September, 1937, the Board of Education opened Northeast High School as a six-year school.[2] This was the first six-year high school actually built and planned as such a school by the Oklahoma City school officials.

On February 25, 1937, District Number 60, better known as the Old Valley Brook or Foster district, was annexed to the Oklahoma City school district.[3] This district was similar in size to the Britton district previously annexed

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[1]Oklahoma County, Annexation Records (on file in the office of the County Superintendent of Schools, Oklahoma City Court House, Oklahoma City, Oklahoma.)

[2]Minutes of the Board of Education Meeting, August 27, 1937, Oklahoma City, Oklahoma.

[3]Oklahoma County, loc. cit.

and also had a small six-year high school which the Board of Education accepted and continued to use as that type of school. This community had developed as a result of the discovery of oil in the southeast Oklahoma City field; and when the oil field play began to drop off, the enrollment of the school began to drop rapidly. At the same time, the Capitol Hill area of Oklahoma City was growing rapidly; so the Board of Education decided to build a new six-year school in southeast Oklahoma City which could take care of the small number of students attending Foster and relieve the crowded conditions of Capitol Hill Senior High School. The new school was named Southeast High School and opened in the fall of 1950.

U. S. Grant was opened as a four-year high school in the fall of 1952 with plans for adding the eleventh grade during the 1954-55 school year and for becoming a full six-year high school in 1955-56. Plans have been followed and U. S. Grant is now one of the six-year high schools of Oklahoma City.

During the school year 1954-55 there was a great deal of speculation as to what the boundary lines would be for the new high school being built in the northwest part of Oklahoma City, and just how the opening of a new school would affect the other secondary schools of the city. After months of careful study the Board of Education met on May 2, 1955, and approved a plan for the reorganization of the secondary schools of the city. Dr. J. Chester Swanson, Superintendent

of Schools, made the following statement about the plan:

> An increasing and changing school population in the north central part of Oklahoma City makes it advisable to change the grades assignment of several junior and senior high schools. These changes will improve the following conditions related to the school program.
>
> It will make it possible to improve the instructional program by reducing the number of students in any one grade level at any one high school. It will make it possible to use more effectively and efficiently the existing class facilities. It will thus make it unnecessary to construct certain additions and certain new buildings in the immediate future.
>
> It will greatly reduce the distance necessary for high school students to travel to school, thus reducing travel hazards to students and travel expenses for parents.
>
> The school board requests teachers, parents and public to have patience during the period of change and to work together for an improved educational program.[1]

The Oklahoma City newspapers devoted much space to explaining the meaning of the new reorganization plan to citizens of the community. Many individuals who have lived in Oklahoma City since the turn of the century said that this was the most publicized act of any Board of Education in the history of the growth and development of the Oklahoma City schools. It not only affected plans for the educational program of the city, but also had a definite bearing on the real estate values in many parts of the city.

There were many implications in the reorganization plan, but the only ones which will be considered at this time are those that affect the program of the six-year high schools of Oklahoma City. This reorganization gave the city

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[1]Special Superintendent's Bulletin, May 21, 1955, Oklahoma City Board of Education, Oklahoma City, Oklahoma.

three additional six-year high schools. Central High School, which had been a four-year high school from 1910-1920, and a three-year high school since that time, now became the down-town six-year high school. Classen High School, which opened as a junior high school in 1921 and has served as a three-year high school since 1925, became a six-year high school. Harding Junior High School, which had opened as a junior high school in 1925 and remained one, now became a six-year school.

In 1931, Oklahoma City had one six-year school with an enrollment of less than 300 students. In 1956, there were seven six-year schools with an enrollment of over 8,500 students. It is with this growth and development in mind that the analysis of the administrative practices of similar six-year high schools in the nineteen state area of the North Central Association of Colleges and Secondary Schools is undertaken. The material is shown in Table 6 on the following page.

TABLE 6

SIX-YEAR HIGH SCHOOLS IN OKLAHOMA CITY[a]

School	Year Opened	First Year Enrollment	Present Enrollment (1955-56)
Capitol Hill[b]	1925-26		
Britton (John Marshall)	1931-32	280	1435
Foster (Southeast)	1936-37	287	1230
Northeast	1937-38	482	1090
Grant	1953-54	586	1421
Central	1955-56	1655	1655
Classen	1955-56	907	907
Harding	1955-56	1182	1182

[a]Information taken from accrediting reports on file at the State Department of Education, State Capitol Building, Oklahoma City, Oklahoma.

[b]School discontinued as a six-year school after the 1928-29 school year. The enrollment that year was 2,239 which made it the largest six-year high school in the history of the Oklahoma City schools.

CHAPTER III

THE QUESTIONNAIRE

Since 1952, when the National Association of Secondary-School Principals met in Cincinnati, Ohio, the convention program has included a sectional meeting dealing with the problems of the six-year high school principals. At each meeting the officials of the association, through Dr. Paul Elicker, the executive secretary, have selected two principals from six-year high schools to give two twenty-minute talks on some phase of administering this particular type of school organization. In addition to the two prepared talks, those in attendance usually spend an hour or more discussing the problems presented by the speakers. The speakers for these meetings have come from schools in every section of the United States. The nineteen states of the North Central Association of Colleges and Secondary Schools have been well represented.

It is from these five sectional meetings in which the administrative practices of the six-year high schools were discussed that suggestions were gathered which were used to construct the questionnaire used in this study.

Numerous books, periodicals, reports, studies, and administrative handbooks in the field of secondary school administration were checked to see whether the problems raised by the six-year high school principals were considered important administrative practices which might warrant additional study. Three books which were of much help were (1) Staff Personnel in the Public Schools, by Willard S. Elsbree and E. Edmond Reuther, Jr.; (2) Administration and the Teacher, by William A. Yeager; and (3) The Effective School Principal, by Paul Jacobson, William C. Reavis, and James D. Logsdon. Bulletins of the National Association of Secondary School Principals since 1950 provided much relevant material as did the North Central Quarterlies for the same period of time. Francis H. Bryant's unpublished dissertation, "A Critical Analysis of Administrative Manuals Utilized in Missouri's Secondary Schools,"[1] was also helpful.

Part I

The questionnaire consisted of two parts. The first part contained questions concerning the individual found as the administrative head of the school and the number and types of personnel with whom he works. Information was gathered on the principal showing his age, previous position,

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[1]Francis H. Bryant, "Critical Analysis of Administrative Manuals," (unpublished Doctor's dissertation, University of Missouri, 1946.)

years served as principal of other schools, years in present position, degrees held, and last year of graduate study. The personnel of each school was classified showing the number of assistant principals, men counselors, women counselors, men teachers, women teachers, secretaries, men custodians, and women custodians. This auxiliary information was needed to help interpret the findings of the second part of the questionnaire.

A question was also asked, in this section, as to the length of time the school had been a member of the North Central Association and when it had last been evaluated by an evaluation team from the organization.

Part II

The second part of the questionnaire was concerned with the actual administrative practices used in the school and whether they were in force because of the six-year organization.

Staff and Schedule Making

The first four questions were concerned with the amount of responsibility the principal has in the selection of personnel with whom he works. These were included to see whether the principal actually has professional status and the right to have a voice in the selection of his staff.

The next four questions (5-8) were set up to determine actual responsibility for curriculum improvement,

attendance supervision, custodial staff supervision, and the making of the class schedule. These questions showed how much authority was delegated and to whom it was delegated.

Two questions (9-10) were set up to try to determine whether teachers worked with students in the upper grades or in the lower grades or in both sections of the school. These also show whether teachers confined their teaching to one or more subject matter fields.

Two questions (11-12) were concerned with the school day for teachers and students. Many authorities feel that all teachers should have some portion of the day when they can get away from the students for a period of time. This time is usually used for lesson planning. The student's day was checked on to discover the number of periods each grade was in school.

Since there have been many discussions on the best time for the activity period, a question (13) was included to determine its present status.

The financial management of the cafeteria and its supervision during the lunch hour are important problems to the high school administrator. Questions (14-15) were included on cafeteria management and supervision.

Activities

One of the most vital problems now facing the schools is determining the proper balance between curricular

activities and extra-curricular activities. Some authorities are of the opinion that both are of such importance that extra-curricular activities, as well as classes, should be included in the school day. Some prefer to eliminate many activities or to schedule them outside school time. There is also the problem of financing and sponsoring these extra services for the students. Questions 13-16 and 21 attempt to find out just how schools are solving these important problems.

Several years ago, a committee working on the activity problem in the North Central Association identified a list of twelve activities in which junior and senior high school students have an opportunity to participate.[1] These were used in the questionnaire to check on the number of activities offered. Each activity in the list was given two classifications in order to determine the amount of participation by students in both upper and lower grades.

Since many local boards of education as well as state legislatures have attempted to control or eliminate social fraternities and sororities in high school, a question was included to determine the present status of such organizations.

Curriculum

The problems related to subject choices provided

[1]Edgar G. Johnson and Roland C. Faunce, Student Activities in Secondary Schools (New York: The Ronald Press, 1952), pp. 13-15.

and to the enrollment of students were considered of sufficient importance that seven questions (35-42) were included to gather this valuable information.

Several studies have been made on the cost of attending the public schools of our nation. To focus some attention on this problem, two questions (43-44) were asked concerning fees. Information was collected to see whether special fees were charged in certain areas, and whether these fees deprived students of participation in these classes or activities.

Use of Building

One of the big problems in any school organization is the proper utilization of the building facilities. This is of particular importance to the six-year high school as many authorities feel that the lower grades do not have equal opportunities in the use of specialized equipment and facilities. Questions (45-53) were set up to discover how buildings were being utilized at the present time.

Pupil Services

Another important problem for administrators of six-year high schools, as well as to administrators in all other types of secondary schools, is the work of the counselors and the guidance program of the school. Seven questions were used (54-61) to gather information on numerous phases of the program.

General Administration

Schools will always have discipline problems as long as students and teachers work together. Two questions were used to obtain information on this subject.

One of the advantages which are attributed to the six-year high school is the elimination of one adjustment in the school life of the student. Question 64 is concerned with the number of promotions or graduation certificates given by the school. It is felt that elimination of promotion at the end of the eighth or ninth grade aids in the continuous growth of the student through all six years of his school work in the six-year high school.

The final question was set up to determine what types of diplomas were given by the various high schools.

The sixty-five questions were written to cover the total school program without attempting to go into the minute details of any particular area. The questions were also designed so that the entire questionnaire could very likely be answered in thirty minutes by the principals taking part in the study.

CHAPTER IV

FINDINGS

The results of the questionnaire were tabulated by the I. B. M. operators in the Research Department of the Oklahoma City Board of Education. This information was then subdivided into eleven sections for this part of the study.

Accreditation of the Schools

As previously stated, each school included in the study is a member of the North Central Association of Colleges and Secondary Schools, but all schools are not accredited as six-year high schools. Only 51.2 per cent were accepted in the association as six-year high schools while 48.8 per cent were accredited as three, four, and five-year high schools. Table 7 shows accrediting of the schools included in the study.

The North Central Association might encourage all such schools to have their total program evaluated and accredited. If one part of the program is accredited, and the other is not, it is very likely that the unaccredited part will not be considered as good. One of the supposed disadvantages of the six-year high school is discrimination

against the lower grade secondary student. By following the above suggestion, this disadvantage might be eliminated or greatly reduced.

TABLE 7

NORTH CENTRAL ACCREDITING OF THE EIGHTY SIX-YEAR SCHOOLS ACCORDING TO YEAR OF ACCREDITATION AND TYPE OF SCHOOL

Years	Three-Year School	Four-Year School	Five-Year School	Six-Year School
1904-1913	13	1	3	15
1914-1923	3	..	..	2
1924-1933	11	..	1	11
1934-1943	5	..	1	4
1943-1956	1	..	..	9
Totals	33	1	5	41

The North Central Association might also revise its regulations concerning the evaluation of member schools. At the present time, a school must be evaluated by an evaluation team selected by the state committee of the North Central Association from member schools, at the time it applies for membership. The membership is kept active by making yearly written reports indicating certain standards are being maintained. Occasionally, schools request an evaluation by the association, but this is not the general practice. In checking the results of the questionnaire, it was found that 90 per cent of the schools had not been evaluated by a visiting

team since their first year in the association, and 47 per cent of the schools have been members since 1923.

Periodic evaluation of each school might provide stimulation toward better educational programs. Many educators are convinced that a school visited by a North Central committee gains much from the evaluation. Perhaps the total study and preparation by the administration and staff prior to the visitation is more valuable to the school faculty and students than the actual evaluation. At any rate, periodic evaluations should do much to encourage better practices and policies in school administration.

Administrative Leaders of the Schools

The eighty principals who serve as the leaders of the schools have only two characteristics in common. In the first place, the administrative head in each school is a man, and secondly, each man has earned a Master's degree. Table 8 shows that 68 per cent listed a Master of Arts Degree, 15 per cent a Master of Science Degree, 11 per cent a Master of Education, 5 per cent other types of Master's degrees and 1 per cent did not list degrees. Two men, or 2.5 per cent, have received the Doctorate, and five others are in the process of completing it.

As a group, these administrative leaders have been quite active in graduate study in recent years. Fifteen, or 18.7 per cent, were in school during the summer of 1955.

TABLE 8

TYPES OF MASTER'S DEGREES HELD BY SCHOOL ADMINISTRATORS AND PER CENT OF ADMINISTRATORS HOLDING EACH DEGREE

Arts	Science	Education	Others	Not Reported	Total
68.	15.	11.	5.	1.	100.

Table 9 shows that forty-four, or 55 per cent, have additional study since 1950. Twenty-one, or 25 per cent of them, had their last graduate study in the years from 1940 through 1949. The remaining fifteen, or 20 per cent of the group, had their last graduate study from 1927 through 1939.

TABLE 9

MOST RECENT GRADUATE STUDY OF THE SCHOOL ADMINISTRATORS SHOWING THE YEARS IN WHICH THEY LAST ATTENDED SCHOOL AND PER CENT OF ADMINISTRATORS ATTENDING IN EACH PERIOD

1950-1955	1940-1949	1927-1939	Total
55.	25.	20.	100.

Table 10 indicates the type of position that each principal held immediately prior to accepting the principalship of the large six-year high school; it shows that fifty-nine, or 73.7 per cent, were either principals of other secondary schools or assistant principals of the schools in

TABLE 10

POSITIONS HELD BY ADMINISTRATORS IMMEDIATELY PRIOR TO THEIR PRESENT POSITIONS AND PER CENT OF ADMINISTRATORS SERVING IN EACH

Principal	Assistant Principal	Teacher	Other Positions	Total
46.2	27.5	12.5	14.9	100.

which they became the administrative head. Thirty-seven, or 46.2 per cent, had been principals of other secondary schools; and twenty-two, or 27.5 per cent, had been assistant principals. Ten, or 12.5 per cent, were classroom teachers; six, or 7.5 per cent, were supervisors; three, or 3.7 per cent, were counselors, while of the remaining three, one was an elementary principal, one a superintendent of schools, and one was a member of the armed forces before accepting the position of principal of a six-year high school.

In 37 per cent of the schools, the principals did not have an administrative certificate. In many of these schools, the principal had been in the teaching profession a number of years, and his life teaching certificate was all that was required. In Oklahoma, the educational leaders of the state have attempted to professionalize the position of the high school principal by requiring an administrator's certificate, based on the completion of an approved program, for this type of professional responsibility. Special

provisions have been made for men who are nearing retirement. This type of program is also being carried on in some of the other states. Perhaps the North Central Association might serve as an agency which could encourage all states to work out a program which would improve the professional requirements for serving as a secondary school principal.

In checking the amount of experience these men had serving as principals of other schools, it was discovered that, according to Table 11, twenty-seven, or 33.7 per cent had never served as principal of any school when they took their present positions. Twenty-one, or 26.5 per cent, had served from one to five years as the head of other schools before assuming their present positions. Eleven, or 13.6 per cent, had served from six to ten years; twelve, or 15 per cent, had served from eleven to fifteen years; and nine, or 11.2 per cent, had served from sixteen to twenty years as the administrative head of another school.

TABLE 11

AMOUNT OF TIME ADMINISTRATORS HAD SERVED OTHER SCHOOLS AS PRINCIPALS SHOWING PER CENT OF ADMINISTRATORS SERVING EACH PERIOD OF TIME

Years	None	1-5	6-10	11-15	16-20	Total
Per Cent	33.7	26.5	13.6	15.	11.2	100.

The study also reveals in Table 12 that thirty, or 37.5 per cent of the principals, had been in their present positions in the six-year high schools from one to five years. Twenty-six, or 32.5 per cent, had served from six to ten years; eleven, or 13.8 per cent, from eleven to fifteen years; four, or 5 per cent, from sixteen to twenty years; and nine, or 11.2 per cent, from twenty-one to thirty-four years.

TABLE 12

AMOUNT OF TIME ADMINISTRATORS HAVE BEEN IN PRESENT POSITIONS SHOWING PER CENT OF ADMINISTRATORS SERVING EACH PERIOD OF TIME

Years	1-5	6-10	11-15	16-20	21-34	Total
Per Cent	37.5	32.5	13.8	5.	11.2	100.

Table 13 reflects the age of the principal. Eight, or 10 per cent, were forty years of age or younger; thirty, or 37.5 per cent, were from forty-one to fifty; thirty-four, or 42.5 per cent, were from fifty-one to sixty; and nine, or 11.8 per cent, were from sixty-one to seventy.

TABLE 13

PRESENT AGE OF SCHOOL ADMINISTRATORS SHOWING PER CENT OF ADMINISTRATORS IN EACH AGE GROUP

Age	Under 40	41-50	51-60	61-70	Total
Per Cent	10.	37.5	42.5	11.8	100.

If one were to determine the characteristics of the average six-year high school principal from the median scores of the schools included in this study, this individual would be a man of fifty-one years of age, with a Master's degree, who had attended summer school since 1950, had served as a principal of another school four years and had been in his present job seven years. The figures reveal that the superintendents of schools and boards of education consider the principalship of this type of school an important position and have attempted to have a man qualified by experience, training, and age in the position.

Basic Administrative Responsibilities

Curriculum Improvement

Curriculum improvement is a job in which all members of the faculty should participate. However, one or more individuals or a group should assume the leadership in achieving this purpose. With this in mind, the study has attempted to find out who was largely responsible for this important school function.

The figures in Table 14 reveal that many of the eighty principals showed that responsibility for curriculum improvement was shared in that most of the principals checked more than one person for this responsibility which resulted in a percentage totalling more than 100 per cent. This selection showed that in fifty-four schools, or 67.5 per cent, the

TABLE 14

ADMINISTRATIVE RESPONSIBILITY FOR CURRICULUM IMPROVEMENT IN THOSE SCHOOLS IN WHICH IT IS DELEGATED AS A JOINT RESPONSIBILITY

	Principal	Assistant Principal	Faculty Organization	Others
Number	54	24	46	20
Per Cent	67.	30.	57.5	25.

principal was sharing this responsibility with others. Twenty-four, or thirty per cent, checked the assistant principal as having a major part in working to improve the curriculum. Forty-six principals, or 57.5 per cent, listed this work as being done by some type of faculty organization while twenty, or 25 per cent, showed that others worked with the school on this responsibility.

Twenty-four principals thought that curriculum improvement should be the responsibility of one group or individual. Table 15 shows that of this number, thirteen, or 16.3 per cent, considered this assignment as their individual responsibility. Four principals, or 5 per cent, assigned this job to some faculty organization while seven principals, or 8.7 per cent, assigned this job to a curriculum director or person with a similar title.

TABLE 15

ADMINISTRATIVE RESPONSIBILITY FOR CURRICULUM IMPROVEMENT IN THOSE SCHOOLS IN WHICH IT IS ASSIGNED TO ONE INDIVIDUAL OR GROUP

	Schools	Principal	Faculty Organization	Curriculum Director
Number	24	13	4	7
Per Cent	30.	16.3	5.	8.7

It should not be assumed that these twenty-four principals thought that this important work could be done by a single individual or group, but that it was the responsibility of the individual or group to direct the activities of the entire faculty in such a way that all would work toward the continuous improvement of the curriculum.

Attendance Supervision

The eighty principals were somewhat divided as to the delegation of the administrative responsibility for the attendance supervision. Fifty-two principals, or 65 per cent, assigned this administrative task to one individual while twenty-eight, or 35 per cent, divided the task, assigning it to two or more individuals.

In Table 16, we see that thirty-one principals, or 38.7 per cent, assigned this job to the assistant principal and held him solely responsible for seeing that it was

properly carried out. Twenty-four, or 30 per cent, assigned the supervision of attendance to the assistant principal but also assigned one or more people to share the responsibility with him. Altogether, fifty-five principals assigned the attendance supervision to the assistant principal on either an individual or joint responsibility basis.

TABLE 16

ADMINISTRATIVE RESPONSIBILITY FOR ATTENDANCE SUPERVISION SHOWING DELEGATION OF THIS RESPONSIBILITY

	Principal	Assistant Principal	Counselors	Others
As an Individual Responsibility:[a]				
Number	4	31	9	8
Per Cent	5.	38.7	11.2	10.
As a Joint Responsibility:[b]				
Number	19	24	16	6
Per Cent	23.7	30.	20.	7.5

[a]Fifty-two schools, or 65 per cent.

[b]Twenty-eight schools, or 35 per cent.

Four principals, or 5 per cent, assumed the attendance supervision as their own responsibility while nineteen, or 23.7 per cent, shared the responsibility with one or more

staff members. A total of twenty-three principals, or 28.7 per cent, had something to do with the problem of attendance supervision.

The twenty-eight, or 35 per cent of the principals assigning attendance supervision as a joint responsibility assigned the tasks to two or more individuals.

Nine principals, or 11.2 per cent, assigned the problem of attendance supervision to the counselors while sixteen principals, or 20 per cent, assigned some phase of attendance to them. In a total of twenty-five schools, or 31.2 per cent, the counselors were working on some part of the attendance supervision.

In eight schools, or 10 per cent, special people such as attendance officers, visiting teachers, or special clerks were assigned the problem of supervising attendance while in six, schools, or 7.5 per cent, they were partially responsible for this job. Thus, in fourteen schools, or 17.5 per cent, this special group had something to do with the attendance problem.

Supervision of Custodial Staff

The health and safety of those attending any school is greatly affected by the way in which the custodial staff takes care of the building. Thus, the supervision of the custodial staff is of vital importance to all who are interested in the administrative problems of the school.

Findings of the questionnaire indicated that the

responsibility of custodial supervision was not always given to one person since many of the eighty principals, in checking administrative policies concerning supervision of the custodial staff, checked more than one individual for this responsibility. In thirty-nine schools, or 48.8 per cent, the assignment was given to one individual while in forty-one schools, or 51.2 per cent, the job was set up as a joint responsibility.

TABLE 17

ASSIGNMENT OF RESPONSIBILITY FOR SUPERVISION OF THE CUSTODIAL STAFF

	Principal	Assistant Principal	Custodial Supervisor	Other
As an Individual Responsibility:[a]				
Number	11	..	20	8
Per Cent	13.7	..	25.	10.
As a Joint Responsibility:[b]				
Number	35	8	35	4
Per Cent	43.7	10	43.7	5.

[a]Thirty-nine schools, or 48.8 per cent.

[b]Forty-one schools, or 51.2 per cent.

In eleven schools, or 13.7 per cent, as shown in Table 17, the principal assumed the responsibility for the

custodial supervision, and in thirty-five others, or 43.7 per cent, he shared this responsibility, usually with the custodial supervisor. Thus, in fifty-five schools, or 68.7 per cent, he has something to do with the custodial staff. The custodial supervisor can be of much help to the principal and should work closely with him.

In twelve schools, or 15 per cent, other officials were given the responsibility for the supervision of the custodial staff. In eight schools, or 10 per cent, one person had sole responsibility, and in four schools, or 5 per cent, he shared the work with others. This person was usually a business manager or an assistant superintendent of schools.

All schools are greatly dependent on the work of the custodians who see that they are ready for use each day. These people have been, until recent years, practically all men, but because of the difficulty of obtaining good men for these positions, many schools are hiring women for this type of work. Thirty-one schools, or 38.7 per cent, had one woman on their custodial staff while twenty other schools, or 25 per cent, employed from two to thirteen women. The use of women custodians may be the answer to one of the major employment problems facing the schools. It has become difficult to obtain men who are able and willing to do the work necessary to maintain the buildings as they should be kept.

Scheduling Responsibilities

The eighty principals, in checking those responsibilities for making the class schedule for the school, indicated that this is another task that is not always assigned to an individual or a group but is worked out through joint efforts. Many principals checked more than one item in answering the question concerned with the class schedule.

TABLE 18

ASSIGNMENT OF RESPONSIBILITY FOR MAKING THE CLASS SCHEDULE

	Principal	Assistant Principal	Counselors	Committee Appointed	Principal and Counselors	Others
As an Individual Responsibility:[a]						
Number	35	8	..	1	..	..
Per Cent	43.7	10.	..	1.2	..	..
As a Joint Responsibility:[b]						
Number	34	27	7	2	8	9
Per Cent	42.5	33.7	8.7	2.5	10.	11.2

[a]Forty-four schools, or 55 per cent.

[b]Thirty-six schools, or 45 per cent.

Table 18 shows that in thirty-six schools, or 45 per cent, the making of the class schedule was an administrative responsibility shared jointly while in forty-four schools, or 55 per cent, the task was assigned to a particular individual.

The principal made out the class schedule in thirty-five schools, or 43.7 per cent, and helped with schedule making in another thirty-four schools, or 42.5 per cent. In a total of sixty-eight schools, or 86.2 per cent, he was working with some phase of schedule making.

The assistant principal was directly responsible for making out the schedule in eight schools, or 10 per cent, and worked with others on the problem in twenty-seven, or 33.7 per cent of the schools. Thus, in thirty-five schools, or 43.2 per cent, he had some assignment in setting up the class schedule.

In seven schools, or 8.7 per cent, the counselors shared with others in the administrative tasks of making the schedule. There were no schools included in the study where they were given the complete responsibility for schedule making.

In three schools, or 3.7 per cent, an appointed faculty committee was assigned the task of making the schedule. In two of the schools, or 2.5 per cent, this task was a joint responsibility while in one school, or 1.2 per cent, this group was in complete charge of making the schedule.

There were no schools in which the faculty elected a

committee to make the class schedule. In eight schools, or 10 per cent, a committee working with the principal shared in the work of setting up the class schedule. In nine schools, or 11.2 per cent, others not previously mentioned had some part in making out the schedule. This group usually consisted of individual members of the faculty.

Corporal Punishment

At the 1956 meeting of the North Central Association of Colleges and Secondary Schools considerable publicity was given the stand taken by the association on corporal punishment. The association went on record as stating that this type of punishment is occasionally necessary in taking care of many discipline problems. The schools of this study which are all members of the association also tend toward approval of corporal punishment. We see in Table 19 that forty-three schools, or 53.7 per cent, discourage corporal punishment but permit it when other methods have proved unsuccessful. In twenty-six schools, corporal punishment is permitted only in the presence of the principal or assistant principal. Only in twenty-one schools, or 26.2 per cent, is corporal punishment no longer permitted.

Table 20 shows that the assistant principal handles more discipline problems than other members of the school staff. In sixty-three schools, or 78.7 per cent, discipline problems are referred to him. In fifty-three schools, or

TABLE 19

ADMINISTRATIVE POLICIES CONCERNING CORPORAL PUNISHMENT[a]

Policy	Number	Per Cent
Discouraged, but permitted when other methods were unsuccessful	43	53.7
Permitted only in presence of school administrator	26	32.5
Not permitted under any conditions	21	26.2

[a]Some schools checked both of first two policies.

66.2 per cent, they may be referred to the principal. The counselors work with these problems in twenty-three schools, or 28.7 per cent, while in eight schools, or 10 per cent, the teachers are required to take care of their own problems. In six schools, or 7.5 per cent, a school court made up of teachers and students rule on many of the discipline problems.

This is another example of a job being handled jointly by two or more individuals or groups. In this case, it has been primarily the work of the assistant principal, but others have been involved from time to time. Perhaps it would be better if this assignment were made the individual responsibility of the assistant principal.

TABLE 20

ASSIGNMENT OF ADMINISTRATIVE RESPONSIBILITY IN HANDLING DISCIPLINE CASES[a]

	Principal	Assistant Principal	Counselors	Teachers	Student Court
Number	53	63	23	8	6
Per Cent	66.2	78.7	28.7	10.	7.5

[a]The preceding figures show that most schools assign discipline cases to two or more groups which accounts for the total of 192.1 per cent.

Assignment of Teachers

In the assignment of teachers to the various grade levels, as seen in Table 21, school principals reported 37 per cent of the teachers assigned to the upper grades, 34 per cent to the lower grades, and 29 per cent to both divisions. This was perhaps due to the fact that in the upper grades there are many more elective courses and the classes tend to be smaller. Another factor which had a bearing on assignment of teachers was the pupil-teacher ratio which is often higher for junior high than for senior high school. In only twelve schools, or 15 per cent, were more than 50 per cent of the faculty teaching in both grade levels of the school. In one school, 1.2 per cent, the entire faculty worked in both grade levels.

TABLE 21

ASSIGNMENT OF TEACHERS IN THE SIX-YEAR SCHOOLS

	To Upper Grades Only	To Lower Grades Only	To Both Divisions
Percentages Based on Arithmetical Mean	37.	34.	29.

In subject matter assignment, sixty-eight principals, or 85 per cent, assigned more than 50 per cent of their faculties to one area. In only 14 schools, or 17.5 per cent, were teachers assigned classes in more than two subject matter fields. In fifty-nine schools, more than 70 per cent of the teachers were teaching in only one subject matter area.

Planning Time for Teachers

Many authorities in school administration are of the opinion that teachers can do a better job in the instructional program if given some time during the day in which they are assigned no students. Teachers use this time to prepare themselves to do a better job with their teaching and extra-class responsibilities.

Table 22 shows that in sixteen schools, or 20 per cent, teachers were given little or no planning time while in fifty-eight schools, or 72.5 per cent, practically every teacher on the faculty was given one free hour during the

TABLE 22

PREVALENCE OF PLANNING PERIODS FOR TEACHERS IN EIGHTY SCHOOLS

	No Planning Periods	One Planning Periods	Two Planning Periods	No Reply
Number	16	58	5	1
Per Cent	20.0	72.5	6.2	1.2

day. In five schools, or 6.2 per cent, almost all of the faculty members were given two hours each day for planning. One principal did not answer this question.

Diploma Practices

All schools stress the importance of finishing the entire six years before presenting the student with his high school diploma. Only one type of diploma is given in 95 per cent of the schools regardless of subjects taken while in high school. All schools require that certain subjects be taken, and all demand a definite number of credits. Special diplomas such as college preparatory, commercial, vocational, and special education were given in only 5 per cent of these schools.

One advantage claimed by many for the six-year high schools is that they eliminate one of the steps in the educational life of the student by doing away with graduation

or promotion at the end of the eighth or ninth grade. In 91.2 per cent of the schools, this extra activity has been eliminated, and such exercises are held in only seven schools. Three schools give promotion certificates at the end of the eighth, and only four at the end of the ninth grade. This is the clearest indication reflected in this study that the schools are actually operated as six-year high schools.

Personnel of the Schools

Selection of Personnel

A school official can have no greater responsibility than that of being given an opportunity to participate in the selection of the men and women who are to be largely responsible for the education of the students who are attending the public schools. Recently, in many school systems, the principal has had some voice in the selection of teachers who are to be assigned to his building. In sixteen years experience as a principal of a six-year high school, the writer has worked under only one superintendent of schools who thought that the principal should have no voice whatsoever in the selection of his teachers. Other superintendents have felt that no teacher should ever be employed unless first recommended by the principal with whom he is to work.

The results of this study show that the principalship is considered a professional position and that the principal

TABLE 23

ADMINISTRATIVE RESPONSIBILITY FOR SELECTION OF SCHOOL PERSONNEL

Principal's Recommendation the Determining Factor in Selection of	Number	Per Cent[a]
Teachers	49	61.2
Secretaries	60	75.
Custodians	11	13.7
Cafeteria Workers	8	10.
Principal's Recommendation not always the Determining Factor		
Superintendent Assumed the Responsibility	26	32.5
Director of Personnel Assumed the Responsibility	14	17.5
Director of Secondary Education Assumed the Responsibility	8	10.
Others Assumed the Responsibility	16	20.

[a]Per Cent of 80 schools.

is given the responsibilities that such a position warrants. Figures in Table 23 indicate that forty-nine, or 61.2 per cent of the principals, had the responsibility of making the recommendations as to whether a particular teacher was to be employed and assigned to their buildings. An even higher percentage of principals had a determining voice in the

selection of school secretaries. Sixty, or 75 per cent, were given the opportunity of choosing their office help. Very few principals were given the opportunity of selecting custodians and cafeteria workers. It is assumed that this authority was taken from them primarily to assist them in securing adequate help in these service areas, since there is a great turnover in these two classes of workers. Only in eleven schools, or 13.7 per cent, was the principal's recommendation a determining factor in the selection of custodians while in eight schools, or 10 per cent, he selected the cafeteria workers for Board of Education approval.

In some schools the principal's recommendation was only occasionally requested in the selection of staff workers. This was true in twenty-six, or 32.5 per cent of the schools, in selecting teachers and in fifteen, or 18.7 per cent, in selecting secretaries. It was also true in the selection of custodians in forty-three schools, or 53.7 per cent, and in the selection of cafeteria workers in forty-six, or 57.5 per cent of the schools.

Only five principals, or 6.2 per cent, were given no opportunity to recommend teachers or secretaries for election and assignment to their buildings. There were twenty-six, or 42.5 per cent, who had no part in the selection of custodial and cafeteria workers.

Thirty-one principals felt that at one time or another they had been denied an opportunity to have a voice in

selection of personnel. This privilege had been assumed, individually or jointly, by others. In twenty-six cases, or 32.5 per cent, it had been assumed by the superintendent of schools; in fourteen, or 17.5 per cent, by the director of personnel; in eight, or 10 per cent, by the director of secondary education; and in sixteen, or 20 per cent, by other administrative officers primarily connected with food and custodial service.

Type and Number of Personnel

The administration of any achool is somewhat determined by the type and number of personnel working in the school. As no six-year school was considered for this study which was not under the administration of one individual, the eighty schools involved have eighty principals.

In recent years, as secondary schools have grown larger and greatly expanded the duties of the principal, additional help has been provided for him in the person of an assistant or vice-principal. The duties and responsibilities of the latter vary from place to place but the position has been accepted as a very important one in all large secondary schools.

In this study of the eighty large six-year schools, nine schools, or 11.2 per cent, had no assistant principals. For the most part, these were schools with a faculty of about thirty-five teachers. Two of these, however, had faculties

of over fifty. Forty-five schools, or 56.2 per cent, had one assistant principal while twenty-two schools, or 27.5 per cent, had two assistant principals. Four schools, or 5 per cent, had three assistant principals. One of these four schools had a faculty of ninety-seven, another a faculty of eighty-six, the third a faculty of fifty-nine. The fourth school had a faculty of only thirty-six, but since the school had no counselors, the assistant principal may have assumed some of the duties of counselors. Table 24 gives the distribution of personnel in the schools.

TABLE 24

DISTRIBUTION OF PERSONNEL EMPLOYED IN THE EIGHTY SCHOOLS

	Principal	Assistant Principal	Counselors	Teachers	Secretaries	Custodians
Totals	80	101	137	4,750	247	609
Averages	1	1.26	3.09	60.8	3	7.6

In checking on the number and size of the eighty faculties, it was discovered that they vary in size from thirty-five to one hundred and seventeen. As shown in Table 25, forty-eight, or 60 per cent of the schools, had a majority

TABLE 25

DISTRIBUTION OF MEN AND WOMEN TEACHERS IN THE SCHOOLS[a]

	Majority of Men	Majority of Women	Equal Representation	No Report
Number of Schools	48	28	2	2
Per Cent of Schools	60.	35.	2.5	2.5

[a]Men teachers totalled 2,390; women teachers, 2,364.

of men on the faculty while only twenty-eight schools, or 35 per cent, showed a majority of women. Of the remaining four schools, two had equal representation, and two did not report on the size of the faculty. In spite of the large number of faculties where men were in the majority, many school faculties were made up so predominantly of women that there was a difference of only twenty-six in considering the total faculties. In the seventy-eight schools which reported, there were 2,390 men teachers and 2,364 women teachers.

In secretarial help, six schools, or 7.5 per cent, had only one secretary while thirty schools, or 37.5 per cent, reported two secretaries. Twenty-one schools, or 26.2 per cent, had three secretaries. Only twenty-three schools had more than three secretaries. Of this number, six schools, or 7.5 per cent, had four secretaries; nine schools, or 11.2

per cent, had five secretaries; and eight schools, or 10 per cent, had seven secretaries.

There was a wide range in the number of custodians employed in the various buildings with many schools employing women to do at least part of the work. Thirty-one schools, or 38.7 per cent, had one woman custodian while twenty-one other schools, or 26.2 per cent, employed from two to thirteen women for this type of work. Nine schools, or 11.8 per cent, employed at least as many women custodians as they did men.

Counselors

Another position which has been created in recent years in many schools and which is gradually being accepted by administrators and school staffs is that of the boys' or girls' counselor. A few schools list this position as Dean of Boys or Dean of Girls. Regardless of the title, all work with the students in helping them solve problems which are so important to the adolescent boy or girl. In the eighty schools of this study, fourteen, or 17.5 per cent, still do not have a boys' counselor; nine schools, or 11.2 per cent, are working without a girls' counselor. Forty-three schools, or 53.7 per cent, have one boys' counselor, and forty-two schools, or 52.5 per cent, have one girls' counselor. Nine schools, or 11.2 per cent, have two boys' counselors and seventeen schools, or 21.2 per cent have two girls' counselors. Three boys' counselors are assigned to work in five

schools, or 6.2 per cent, while eight schools, or 10 per cent, have three girls' counselors. These figures reveal that there is a wide range in services offered to students in the various schools throughout the North Central area. This information reveals that 37.5 per cent of the schools are not providing students with adequate counseling service since each counselor must be responsible for 500 or more students.

In sixty-three schools, or 78.7 per cent, the counselors were assigned on the basis of school enrollment, ranging from one counselor for every one hundred students to one for every thousand, or more students. Table 26 gives the ratio used by the various schools.

TABLE 26

RATIO OF COUNSELORS TO STUDENTS

Schools		Basis of Assignment
Number	Per Cent	
3	3.7	1 to 99 students
8	10.0	100 to 249 students
22	27.5	250 to 499 students
18	22.5	500 to 999 students
10	12.5	1,000 or more students
2	2.5	Did not have counselors

Fifteen schools assigned counselors by methods other than enrollment. Five of the schools, or 6.2 per cent,

assigned them by grade level; five assigned one boys' counselor and one girls' counselor on a school plan which gave two counselors to each school; and five other schools had no particular plan other than to see that the counseling work in the various areas of responsibility was properly assigned.

In 82.5 per cent of the schools, the counselors were organized under the supervision of the principal, and in several instances, under both the principal and a staff member from the superintendent's office. In order to have a clear administrative policy, all counselors should be directly responsible to the principal, the staff member from the superintendent's office being used as a technical advisor to the group. The latter can be of much service to both the principals and the counselors as he works with them in the development of a sound guidance program. He should be considered as a specialist helping the counselors and not their immediate superior.

Table 27 shows that counselors in 75 per cent of the schools had been assigned the following tasks: vocational, educational, and personal counseling; interpreting the school testing program to the staff and students; and administering the school testing program. In 57.5 per cent of the schools, the counselors did not work during the summer months which largely accounts for the many schools in which they did not enroll the students. If an adequate staff of counselors were given the opportunity of working from two weeks to a month

just prior to the opening of school, they could handle the entire problem of enrollment, and the teachers could use the time they usually spend in enrollment getting ready for the year's work.

In 80 per cent of the schools, the counselors worked with all the students in both the upper and lower grades and did not confine their work to students in a particular grade. Under this procedure, counselors could follow a group of students through the entire six years of their secondary schooling, provided the number of students was not excessive. This should tend to improve the quality of the counseling service received by the students.

TABLE 27

MAJOR RESPONSIBILITIES OF THE SCHOOL COUNSELORS

Assignments	Schools	
	Number	Per Cent
Vocational Educational, and Personal Counseling	71	88.7
Interpreting School Testing Program to Staff and to Students	65	81.2
Administering School Testing Program	62	77.5
Enrollment of Students	46	57.5
Home Visitation	18	22.5

The preceding table (27) shows the five duties which were generally assigned to counselors, with the number of schools which assigned to particular jobs.

There was no set pattern found as to whether a counselor was assigned as a full-time counselor or served as a part-time counselor and part-time teacher. In thirty-six schools, or 45 per cent, they were full-time counselors; in forty-six schools, or 57.5 per cent, they served as both counselors and teachers.

In the latter group of schools, the principals had the same amount of time set aside for counseling, but used more teachers as counselors. Some followed this procedure because they thought it would help the counselor if he were confronted with the daily problems of the classroom teachers. Those who used the full-time counselors felt that the same individuals should be on duty at all times since no one could predict when a student would have an opportunity to, or want to see his counselor.

Home Room

All schools use some form of home room assignment with only 15 per cent of the schools assigning students to one teacher for more than three years. More of the schools assigned students to the teacher for only one year. Five schools, or 6.2 per cent, have the same teacher with the students for two years while in twenty-three schools, or 28.7

per cent, the student stays with the one teacher for three years. These practices indicate that the schools are not organized as six-year schools.

With 50.1 per cent using a one-year plan, it would appear the home room assignment is primarily for administrative convenience and not as an instrument in the guidance program. If such is the case, perhaps the home room period might be included in the first or second hour. Additional time needed to take care of the administrative details could be added to the hour scheduled. In some of the schools using the one-year plan, the guidance work is left almost entirely to the counselors who stay with the same group for six years.

Practices in the Administration of the Curriculum

Lower Grades

In the seventh grade, fifty-one of the schools, or 63.7 per cent, enrolled the students in required courses and offered them no electives. In following this plan, these schools gave the new students entering the school an opportunity to take numerous exploratory courses. Table 28 indicates that in thirty-one schools, or 38.7 per cent, some of the students were enrolled in a core program. In fifteen schools, or 18.7 per cent, the students were not grouped while in forty-six schools, or 57.5 per cent, some form of grouping was practiced. Nineteen schools, or 23.8 per cent, did not report as to whether they did or did not group the

TABLE 28

PREVALENCE OF CERTAIN PRACTICES IN THE ENROLLMENT OF LOWER GRADE STUDENTS IN THE EIGHTY SCHOOLS

Grade	Choice of Elective		In Core Program		Students Grouped	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
7	29	36.0	31	38.7	46	57.5
8	38	47.5	20	25.0	43	53.7
9	69	86.2	5	6.2	30	37.5

students.

Twenty-six courses were listed by the eighty schools as required courses for seventh graders. The most frequently required courses were English, mathematics, social studies, physical education, music, art, shop, home making and science.

The eighth grade pattern of enrollment was very similar to the seventh. However, the percentages vary slightly as the students are given a little more freedom of selection. Forty-two schools, or 52.5 per cent, offer no electives to the students as compared to the 63.7 per cent of schools in which the seventh grades had no choice in selection of subjects to be taken. Only twenty schools, or 25 per cent, enrolled the students in a core program as compared to 38.7 per cent in the seventh grade. In setting up the schedule for students, forty-three schools, or 53.7 per cent, used

some form of grouping for the eighth grade; twenty-two schools, or 27.5 per cent, did not group them; and fifteen schools, or 18.7 per cent, did not check this question.

In the eighth grade, twenty-four courses were listed as required, the most frequently mentioned being English, mathematics, social studies, physical education, music, art, shop, home making, and science. About the only difference in the requirements for these two grades was that more schools were requiring science in the eighth grade.

Ninth grade students were given much more freedom in the selection of subjects, when enrolling in the various schools. Sixty-nine schools, or 86.2 per cent, allowed them to select two or more electives; thirty-five schools, or 43.7 per cent, permitted them to enroll in activities and classes with students in the upper grades. In only five schools, or 6.2 per cent, were there any students enrolled in a core program in the ninth grade. Thirty-two of the schools did not group the students while thirty schools, or 37.5 per cent, grouped them. Eighteen schools, or 22.5 per cent, did not reply to this question.

Seventy-seven of the eighty schools reported that 54.2 per cent of the students were enrolled in algebra while 39.3 per cent were in some form of general mathematics. This meant that 93.5 per cent of the students in the ninth grade were enrolled in a mathematics class. Enrolled in a foreign language were 28.8 per cent, and 54.8 per cent were continuing

the study of science which was started in the eighth grade.

The schools listed eighteen subjects as being required in the ninth grade, but only English, mathematics, social studies, science and physical education were mentioned as being required by as many as thirty schools.

The core program had practically disappeared from the schedule in grade 9, with only 6.2 per cent of the schools listing it. In 37.5 per cent of the schools there was grouping of some type in the ninth grade.

Upper Grades

Eighteen subjects were listed as required for tenth grade students with English the only one required by the majority of the schools. Others mentioned by more than twelve schools were mathematics, world history and social studies, science and physical education.

Thirteen subjects were listed as required for the eleventh grade students in the various schools. English and American history were required by more than 82 per cent of the schools. The other subjects were listed by no more than twelve schools.

In the twelfth grade, requirements were very similar to the eleventh grade requirements except that fewer schools were requiring English and some course in the social studies field. Physical education was required in ten schools while other courses were mentioned by only a few schools.

All schools seem to follow the same pattern in requiring the seventh and eighth grades to enroll in almost all required courses. From the ninth grade through the twelfth grade, more freedom is given the student as he advances in his school work.

Offerings in Selected Subject Fields

Science

Table 29 shows the science offering for the upper three grades of seventy-nine schools, or 98.7 per cent, included biology; seventy-seven schools, or 96.2 per cent, offered physics; eight schools, or 10 per cent, offered geology; forty-three, or 53.7 per cent, offered general science; and twenty-six schools, or 32.5 per cent, offered a course

TABLE 29

SCIENCE OFFERING IN UPPER GRADES

Subject	Schools	
	Number	Per Cent
Chemistry	80	100.0
Biology	79	98.7
Physics	77	96.0
General Science	43	53.7
Physical Science	26	32.5
Geology	8	10.0

in advanced physical science. Every school offered chemistry.

Physical Education

Most of the schools conducted physical education classes in all grade levels. However, some schools reduced the physical education offerings for the older students. Table 30 indicates that seventy-eight schools, or 97 per cent, had physical education in the seventh grade; seventy-nine, or 98.7 per cent, in the eighth grade; seventy-six schools, or 95 per cent, in the ninth grade; fifty schools, or 62.5 per cent, in the eleventh grade, and forty-four schools, or 55 per cent, in the twelfth grade.

TABLE 30

COMPARISON OF PHYSICAL EDUCATION CLASSES IN THE SIX GRADES

Grade	Schools	
	Number	Per Cent
7	78	97.0
8	79	98.7
9	76	95.0
10	70	87.5
11	50	62.5
12	44	55.0

In the field of physical education, the students in the lower three grades have greater opportunities than the

students in the other division.

Health Education

Schools reported numerous ways in which health objectives were achieved. Each school averaged 2.7 ways in which this was done. Sixty-six schools, or 82.5 per cent, worked through physical education classes; fifty-five, or 68 per cent, worked through science classes; forty-eight, or 60 per cent, through special health classes; forty-six, or 57.5 per cent, through the school nurse or school doctor; and five, or 6.2 per cent, used other ways.

Core Program

In twenty-six schools, or 32.5 per cent, some form of the core program was offered. In some instances, it was confined to the seventh or eighth grades, and a very small percentage of the teachers was assigned to work in this phase of the school program. Table 31 discloses that nine of these schools, or 11.2 per cent, participating in this type of program had 5 per cent or less of their faculty assigned to it. Seven schools, or 8.7 per cent, had from 6 per cent to 10 per cent of their faculty in the program while eight schools, or 10 per cent, had from 11 per cent to 25 per cent of their teachers assigned to teach in the core program. One school had 50 per cent and one school had 100 per cent of its faculty working in this type program.

Limiting the core program to the seventh and eighth

grades may be additional evidence that this type school is actually operated as two separate schools under one administration. Those administrators who are interested in having a coordinated six-year high school do not consider this such an indictment, but prefer to think the offerings of the school should vary with the age of the student. They feel that having the core program in the lower grades may help make the adjustment between grade school and the secondary school easier, eliminating it as the students become adjusted in high school.

TABLE 31

FACULTY ASSIGNMENTS TO THE CORE PROGRAM[a]

	Per Cent of Faculty in Program				
	5 or less	6-10	11-25	50	100
Number of Schools	9	7	8	1	1
Per Cent of Schools	11.2	8.7	10	1.2	1.2

[a]Twenty-six schools, or 32.5 per cent.

[b]Per cent of the eighty schools.

Special Fees

Many schools feel that they must charge special fees in certain areas to help finance the additional cost of special

courses. The eighty schools show fees are charged in fifty-seven, or 71.5 per cent of the industrial education classes; in forty-three, or 53.7 per cent, for band work; in twenty-one, or 26.2 per cent, for commerce work; in twenty-four, or 30 per cent, for science classes; and in twenty, or 25 per cent, in numerous other areas.

In checking to see whether these fees kept students from taking the courses, we find forty-five schools, or 56.2 per cent, reported no students were kept out on that account. Twenty-two schools, or 26.2 per cent, reported a few students were kept out of courses because of the fees. No schools reported that many students were kept out because of them. The procedure used to get this information was not revealed by the reporting schools. If the schools are going to provide equal opportunities for all youths, these special fees must be eliminated. In 26.2 per cent of the schools considered, at least a few youngsters were not given equal opportunities.

Activities

Activity Period

Much has been written about the varied activities program of the public secondary school. One of the problems which has confronted the schools for years is finding the proper balance between classroom activities and those which must be carried on outside the classroom. Of the eighty schools studied, Table 32 shows that there were thirty-nine

schools, or 48.7 per cent, that did not set any time aside for the activity period. The forty-one schools, or 51.3 per cent, which had an activity period used various parts of the day for it. Nineteen of these, or 21.2 per cent of the eighty schools, set aside some time in the morning for their activity period; eight schools, or 10 per cent, had a time in the early afternoon; and fourteen schools, or 17.5 per cent, had their activity periods late in the afternoon.

TABLE 32

TIME OF DAY OF ACTIVITY PERIODS IN THE EIGHTY SCHOOLS

	None	Morning	Early Afternoon	Late Afternoon
Number	39	19	8	14
Per Cent	48.7	21.2	10.0	17.5

Activity Coordination

The coordination of the various activities is another administrative task that has not always been given to one particular individual. The eighty schools reported this assignment has been given to an average of 1.3 persons in each school. Table 33 shows twenty-seven schools, or 33.7 per cent, in which the coordinating of all activities was set up as a joint responsibility. Under such a set up, the principal

TABLE 33

ASSIGNMENT OF RESPONSIBILITY FOR COORDINATION OF ACTIVITIES IN THE SCHOOLS

	Student Council	Principal and Assistant Principal	Activity Director	Activity Committee
As an Individual Responsibility:[a]				
Number	..	48	4	1
Per Cent	..	59.9	5.0	1.2
As a Joint Responsibility:[b]				
Number	1	37	8	6
Per Cent	1.2	46.2	10.0	7.5

[a]Fifty-three schools, or 66.2 per cent.

[b]Twenty-seven schools, or 33.7 per cent.

shared in this responsibility in twenty-six schools, or in 32.5 per cent, while the assistant principal had a like responsibility in eleven schools, or 13.7 per cent. In eight schools, or 10 per cent, an activity director was partially responsible for this task, while in six schools, or 7.5 per cent, the activity committee had the same responsibility. In one school, or 1.2 per cent, the student council had a part in coordinating the activity program.

Fifty-three schools, or 66.2 per cent, reported the coordinating of all activities as an administrative task which was given to one individual. Forty-three of these schools, or 53.7 per cent, assigned this work to the principal while five, or 6.2 per cent, set it up as part of the work of the assistant principal. In four schools, or 5 per cent, the work was done by the activity director, and in one school, or 1.2 per cent, it was done by the activity committee.

Twelve schools, or 15 per cent, reported that they had activity directors, yet only four of these schools had given this person the complete responsibility for coordinating all activities. In the other eight schools, this responsibility was shared.

Activity Sponsorship

There was no particular method used more than others in the assignment of sponsors for the various activities. According to Table 34, thirty-six schools, or 45 per cent, paid the teachers an additional salary for assuming the responsibility for sponsoring an activity. Twenty-four schools, or 30 per cent, reduced the number of classes taught for those who were assigned activities to sponsor. Twenty-three schools, or 26.5 per cent, assigned teachers activities on a rotating basis. Four principals, or 5 per cent, admitted that they assigned activities to teachers who never refused an assignment. Eight schools, or 10 per cent, reported

they assigned activity sponsors in numerous ways such as on an interest basis, on a volunteer basis, and at the invitation of the students. Most schools used more than one method as the average number of plans reported was 1.8 per school. Two schools did not report on this section of the questionnaire.

TABLE 34

PRACTICES IN THE ASSIGNMENT OF SPONSORSHIP OF ACTIVITIES

Plan	Number	Per Cent
1. Assigning all teachers an activity to sponsor	36	45.0
2. Paying teachers additional salary for added responsibility	32	40.0
3. Reducing the number of classes taught by activity sponsors	24	30.0
4. Assigning teachers to an activity on a rotation basis	23	26.5
5. Activities assigned teachers who never refuse an assignment	4	5.0
6. Assigning teachers on an interest or on a volunteer basis and at the invitation of the students	8	10.0
7. Not reporting	2	2.5

Where additional salaries were paid to teachers to sponsor an activity, the eighty schools showed many activities

under the direction of paid sponsors but not all of them. In Table 35 it is shown that seventy-three schools, or 91.2 per cent, gave teachers extra pay to serve as athletic coaches. There was not a single school which paid for any type of sponsorship that did not give extra pay to those who worked with athletic teams. There were seven schools, or 8.7 per cent, that did not make additional payment to the sponsors of any of the various school activities.

TABLE 35

SCHOOLS PROVIDING ADDITIONAL PAY FOR ACTIVITY SPONSORSHIP RESPONSIBILITY

Title of Individual	Number of Schools	Per Cent of Schools
1. Athletic Coach	73	91.2
2. Band Director	47	57.2
3. Speech Director	32	40.0
4. Class Sponsor	11	13.7
5. Student Council	9	11.2
6. Club Sponsor	6	7.5
7. Other	6	7.5
No Additional Pay to Anyone	7	8.7

Financing Activities

In forty-four schools, or 55 per cent, an activity must be self-supporting if it is to be approved and sponsored by the school. In thirty-six schools, or 45 per cent, the

total program must be self-sustaining. Under this procedure, one prosperous activity could support many worthwhile activities which might be less successful financially. In thirteen schools, or 16.2 per cent, the Board of Education provides funds so that an activity program may be provided for all students.

Perhaps the most expensive activity is that carried on by the athletic department. Many principals are constantly concerned as to whether or not they will be able to meet these bills when they fall due.

Fifty-three of the schools, or 66 per cent, were expected to finance their athletic program through gate receipts. There was no school in the entire group which reported that their athletic program was supported by Board of Education allocation. This is interesting in view of the fact that the N. E. A. recommended in 1950 that athletic programs be financed by such an allocation.

Thirty-seven schools, or 46.2 per cent, reported that their program was financed by receipts and Board of Education funds. It will be noted that this totals 112.4 per cent. This overreporting is caused by the fact that a number of principals reported that their athletic program was supported by both gate receipts and gate receipts plus Board of Education allocation. Several indicated that they received funds from the Board of Education when they went in debt on their athletic program. This could very likely be

true with all of the ten schools which double checked these items.

Principals reported that in forty-one, or 51.2 per cent of the schools, the principal set up and approved the budget for each activity. In twenty-six schools, or 31.4 per cent, this was done by a faculty committee; in four schools, or 5 per cent, by the entire faculty; in eight schools, or 10 per cent, by student groups; and in six schools, or 7.5 per cent, by numerous other teachers and adults. In four schools more than one individual or group was required to approve the budget.

Student Activity Participation in Upper and Lower Grades

In reporting on the activity participation in twelve areas in the upper grades, over seventy-one schools, or 88.7 per cent, showed significant student participation in (1) interscholastic athletic and physical training activities, (2) school publications, (3) musical activities, and (4) assemblies. Fifty schools, or 62.5 per cent, to sixty-nine schools, or 86.5 per cent, had significant participation in (1) dramatics and other speech activities, (2) purely social activities and (3) participation in the organization, management, and control of the school. In the other five activities from forty-four, or 55 per cent, to forty-nine schools, or 61.2 per cent, indicated significant participation. These activities were (1) drives and community activities,

TABLE 36

PERCENTAGE OF STUDENT PARTICIPATION IN ACTIVITIES IN UPPER GRADES

Activity	Participate Significantly		Participation not Significant		No Participation	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Participation in the organization, management and control of school	50	62.5	29	36.2	1	1.2
2. Drives and community activities	49	61.2	27	33.7	4	5.0
3. Interscholastic athletics and physical training activities	76	95.0	4	5.0	..	..
4. School publications	76	95.0	4	5.0	..	..
5. Religious and social welfare clubs and organizations	44	55.0	14	17.5	22	27.5
6. Purely social activities	61	76.2	14	17.5	5	8.2
7. Dramatics and other speech activities	69	86.2	11	13.7	..	..
8. Musical activities	78	97.5	2	2.5	..	..
9. Subject matter clubs	48	60.0	26	32.5	6	7.5
10. Special Clubs	46	57.5	32	40.0	2	2.5

TABLE 36--Continued

Activity	Participate Significantly		Participation not Significant		No Participation	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
11. Assemblies	71	88.7	8	10.0	1	1.2
12. Home room activities	48.	60.0	18	22.5	14	17.5
Averages	59.7	74.6	15.7	19.6	4.6	5.8

(2) subject matter clubs, (3) special clubs, (4) home room activities, and (5) religious and social welfare clubs and organizations.

There were only two activities in which more than six schools, or 7.5 per cent, showed no participation. These were the home room activities in fourteen schools, or 17.5 per cent, and religious and social welfare clubs and organizations in twenty-two schools, or 27.5 per cent. Other facts concerning participation can be obtained by checking Table 36. The average at the bottom of the table presents a good picture of the upper grade activity participation. In an average of fifty-nine and seven-tenths, or 74.6 per cent of the

TABLE 37

PERCENTAGE OF STUDENT PARTICIPATION IN ACTIVITIES IN LOWER GRADES

Activity	Participate Significantly		Participation not Significant		No Participation	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1. Participation in the organization, management and control of school	26	32.5	44	52.5	10	12.5
2. Drives and community activities	40	50.0	32	40.0	3	3.7
3. Interscholastic athletics and physical training activities	54	67.5	24	30.0	3	3.7
4. School publications	24	30.0	35	43.7	21	26.2
5. Religious and social welfare clubs and organizations	28	35.0	27	33.7	25	31.2
6. Purely social activities	36	45.0	37	46.2	7	8.7
7. Dramatics and other speech activities	24	30.0	44	55.0	12	15.0
8. Musical activities	70	87.5	10	12.5	..	..
9. Subject matter clubs	16	20.0	40	50.0	24	30.0
10. Special clubs	29	36.2	37	46.2	14	17.5

TABLE 37--Continued

	Activity	Participate Significantly		Participation not Significant		No Participation	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
11.	Assemblies	60	75.0	14	17.5	5	7.5
12.	Home room activities	50	62.5	20	25.0	10	12.5
	Averages	38.1	47.6	30.3	37.8	11.6	14.5

schools, there was significant participation in the twelve areas; in fifteen and seven-tenths, or 19.6 per cent, participation was not significant; and in four and six-tenths schools, or 5.8 per cent, there was no participation.

It may be seen from an examination of Table 37 that fewer schools report significant participation with an average of thirty-eight schools, or 47.6 per cent. This is about 27 per cent less than in the upper grades.

The lower grades show participation is not significant in activities in 37.8 per cent of the schools, which is 18.2 per cent more non-participation than reported in the upper grades. The lower grades participation table shows

that in an average of 14.5 per cent of the schools there is no participation in activities in the lower grades of the six-year high school.

Social Fraternities and Sororities

Many schools have been confronted with an activity which exists illegally. Local rules and regulations as well as state laws have been made to curb or eliminate the social fraternity and sorority. Table 38 indicates that thirty-eight schools, or 47.5 per cent, reported that the rules and regulations of the local Boards of Education prohibited social fraternities. Forty schools, or 50 per cent, reported that they were governed by state laws which prohibited them. Thirty schools, or 37.5 per cent, reported there were no social fraternities or sororities in their local community. Eight schools, or 10 per cent, reported that the individual school prohibits social fraternities and sororities, but that there was evidence that they existed outside the school. Three schools, or 3.7 per cent, admitted their existence and regulated their activities. One of these schools reported that they encouraged and supervised them. The school gives a teacher released time to help plan student social activities to ensure that they will be adequately supervised.

This is one problem which many administrators, working with the superintendent of schools and Board of Education, have not been able to solve. These fraternities and

TABLE 38

LEGAL STATUS OF FRATERNITIES AND SORORITIES

Legal Regulations	Number of Schools	Per Cent of Schools
1. Prohibited by local Board of Education regulations	38	47.5
2. Prohibited by state laws	40	50.0
3. No fraternities or sororities	30	37.5
4. Exist in spite of prohibitive regulations	8	10.0
5. Admitted existence and regulated them	3	3.7

sororities will likely continue underground or on the outside until a group of incoming students and their parents cooperate with the school officials by refusing to join the organizations. This is likely to happen when students become convinced that their needs are being met through other activities. The Oklahoma City Board of Education is attempting to solve the problem by asking incoming students to sign statements that they are not members of fraternities and sororities.

The School Day

The schools were about evenly divided into two groups, the first of which had a uniform day for all students and the second which reduced the number of periods in which the older

students were in school.

Table 39 shows forty-one schools, or 51.2 per cent, maintained a uniform day for all students with four schools, or 5 per cent, having a five-period day; twenty-nine, or 36.2 per cent, having a six-period day; five, or 6.2 per cent, having a seven-period day; and three, or 3.7 per cent, having an eight-period day.

Thirty-six schools, or 45 per cent, did not require the older students to be enrolled in as many periods per day as the younger students. Nine of these schools, or 11.2 per cent, started with a five-period day for lower grades and reduced the length of the day, variously, for the upper grades. Four of the nine schools, or 5 per cent, required only four periods in the ninth grade. Three schools, or 3.7 per cent, required only four periods for students in the tenth grade or above. One school, or 1.2 per cent, required only four periods for eleventh and twelfth graders and another school required seniors to enroll in only four periods. The three remaining schools did not report on the length of the school day.

There were twenty-three schools, or 28.7 per cent, using a six-period day, with the number of classes required varied according to the grade. Three of the schools, or 3.7 per cent, required students in the ninth grade or above to have only four classes. Seven schools, or 8.7 per cent, required ninth grade students or above to have five class

periods while five other schools, or 6.2 per cent, required the ninth grade to have five periods and the tenth or above to have only four class periods. Six schools, or 7.5 per cent, required five periods for students in the tenth grade and above; two other schools, 2.5 per cent, had other variations.

TABLE 39

NUMBER AND PERCENTAGE OF SCHOOLS WITH A UNIFORM NUMBER OF PERIODS IN A SCHOOL DAY[a]

	Five Periods	Six Periods	Seven Periods	Eight Periods
Number	4	29	5	3
Per Cent	5.0	36.2	6.2	3.7

[a]Forty-one schools or 51.2 per cent.

To some this is an indication that the six-year high school is often nothing more than two separate schools since the students at different grade levels are treated differently and not given the same opportunities. Others think this represents a single unit such as a family in which the older youngsters are given added privileges and opportunities.

The Use of the Building

In fifty-seven schools, or 71.2 per cent, the entire student body is housed in one building while in twenty-three, or 28.8 per cent, one or more additional buildings are a part of the school campus. Some of these schools had annexes for regular classroom work, but more often such areas as the gymnasium, auditorium, band rooms, and shop classes were not in the main building.

TABLE 40

SEGREGATION OF LOWER GRADE STUDENTS FROM UPPER GRADE STUDENTS

	In Room Assignments		In Locker Assignments		In Lunch Rooms	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Segregated	40	50.	50	62.5	27	33.7
Not Segregated	38	47.5	26	32.5	49	61.2
No Report	2	5.0	4	5.0	2	2.5

Table 40 discloses that in the segregation of the lower grade students from the upper grade students in room assignments, forty schools, or 50 per cent, segregated them and thirty-eight schools, or 47.5 per cent, did not segregate them. Two schools, or 2.5 per cent, made no report on this question.

In checking the question on the assignment of lockers,

fifty schools, or 62.5 per cent, reported that students were segregated while twenty-six, or 32.5 per cent, did not segregate them. Four schools, or 5 per cent, did not answer this question.

Twenty-seven schools, or 33.7 per cent, segregated the younger from older students during lunch periods while forty-nine schools, or 61.2 per cent, did not separate them. Two schools, or 2.5 per cent, did not report on this question.

In checking on the special rooms of the school such as the gymnasium, library, shop, home economics rooms, and music rooms, it was found that twenty schools, or 25 per cent, had two sets of special rooms while the remaining sixty schools, or 75 per cent, reported only one set.

Of the twenty schools which had two sets of special rooms, seven schools, or 35 per cent, assigned the better rooms to the older students, and two schools, or 10 per cent, assigned them to the younger students. Eleven of the schools, or 55 per cent, considered their two sets of special rooms of equal value with all students sharing equally and none receiving any special consideration.

Of the sixty schools having only one set of special rooms, only seven schools reported that all students did not share equally in the use of them. In these seven schools, the older students had more privileges in the use of these rooms. The only facilities denied use in general by the lower grade students were the specialized shops which had

equipment which the younger students had not been trained to use, advanced science laboratories, specialized home making rooms, band rooms, and the gymnasium after school hours. The above facilities were denied the lower grade students in about 1 per cent of the schools while in the remaining schools, classes in different grades were treated equally.

The data indicates, however, that administrators in most of the schools were doing a very good job of organizing the use of the building so that students of all ages were given every consideration.

In this respect, the six-year high school might be compared with separate junior and senior high schools of a given community. Do the students in the lower and upper grades in those schools have facilities that are equal? In many communities, the new school is usually for the senior high students, and what is left is given to the junior high students. If this is generally true, perhaps the younger students in the six-year high schools are being provided facilities as good as those made available for senior high school pupils.

Cafeterias

The eighty schools checked one hundred and four different groups supervising the cafeteria during the lunch period which meant that each school had an average of 1.3 groups doing this work.

It may be seen from Table 41 that teachers in sixty-two schools, or 77.5 per cent, were on duty in the cafeteria during lunch periods. In many schools, this assignment was equivalent to one classroom assignment. Cafeteria employed personnel supervised or helped with the supervision during the lunch period in eighteen schools, or 22.5 per cent, while students were used in nineteen, or 21.2 per cent. Two schools, or 2.5 per cent, had no supervision in the cafeteria and two schools used counselors. One of the principals in the school using counselors for this type of work made the statement that they combined discipline and counseling and believed that the combination worked in this case.

TABLE 41

ASSIGNMENT OF RESPONSIBILITY FOR SUPERVISION OF THE CAFETERIA DURING LUNCH HOUR

	Teachers	Cafeteria Personnel	Students	No Supervision	Counselors
Number of Schools	62	18	19	2	2
Per Cent of Schools	77.5	22.5	21.2	2.5	2.5

The financial operation of the cafeteria was another administrative problem for the schools which attempt to see

that each child in school has an opportunity to have a good lunch at noon. There were two schools, or 2.5 per cent, which did not operate a cafeteria. In the remaining seventy-eight, or 97.5 per cent, the cafeteria manager had the financial responsibility, so that it was not an administrative responsibility for the principal. This responsibility was shared with others in 45 schools, or 56.2 per cent. A supervisor from the superintendent's office in thirty-four schools, or 42.5 per cent, had some financial responsibility in the operation of the cafeteria. Just as the principal had little to do with the selection of cafeteria personnel, he also was not greatly concerned with the financial problems of the cafeteria. In only seven schools, or 8.7 per cent, did he even share these financial responsibilities. In four schools, or 5 per cent, other persons are assigned to look after the financial problems of the cafeteria.

CHAPTER V

SUMMARY AND CONCLUSIONS

The eighty schools included in the study were large six-year high schools holding membership in the North Central Association of Colleges and Secondary Schools. Schools of the association were selected partly because requirements for membership tended to encourage good administrative practices. In this status study, many of these practices were carefully analyzed.

The historical development of the six-year high school was presented to show why this type of school was first organized and to show the tremendous growth of these schools. Reorganization of the secondary schools in Oklahoma City by the Board of Education in May, 1955, was briefly traced. This reorganization gave Oklahoma City more large six-year schools than any other city in the nineteen states which make up the North Central area.

The first group to advocate the six-year high school was a group of college presidents and professors, who were probably more concerned with getting students to college at an earlier age than with improving the secondary schools.

Regardless of their purpose, they created much interest in the movement. The Department of Secondary Education of the National Education Association appointed a standing committee on equal division of time between elementary and secondary schools. This committee, composed of men working in the secondary schools, made yearly reports at the N. E. A. conventions in 1907, 1908, and 1909, which brought out the merits of the six-six plan of school organization. They focused national attention on the six-year high school.

Eleven years after the third report on the six-year high school was made at the N. E. A. convention, there were 828 six-year high schools in the United States. According to the 1952 figures, which are the latest available from the U. S. Office of Education, there were 8,591 six-year high schools in this country. These schools were located in every state in the union, but there were none in the District of Columbia. There were eleven six-year high schools with an enrollment of less than twenty-five students and twelve schools with an enrollment of more than 2,500 students. Six-year high schools were found in the smallest communities as well as in the largest cities.

It was found in studying the large six-year high schools of the North Central area that some reorganization had occurred. This resulted in a slight decline in the total number of these schools in the past four years.

The North Central Association reports on the eighty schools included in the study revealed that only 51.2 per cent were accredited as six-year high schools. The remaining schools were accredited as either three, four, or five year schools. This type of accreditation tended to divide the school into two units.

Perhaps the North Central Association might well revise its regulations concerning the evaluation of member schools. At the present time a school is evaluated by a team composed of professional educators representing member schools and the Association, at the time it applies for membership. Membership is kept active by making yearly written reports indicating that certain standards are being maintained. Occasionally, schools request an evaluation by the Association, but this is not the general practice. In checking the schools included in this study, it was found that 90 per cent of the schools had not been evaluated by a visiting team since their first year in the Association, and 47 per cent had been members since 1923.

The administrative leadership in each school was in the hands of the principal. The average individual serving in the principalship of the schools included in this study was a man fifty-one years of age, with a Master's degree, who had served as principal of another school four years and who had been in his present position seven years. This indicates that the superintendents of schools and Boards of

Education have considered the principalship of this type of school an important position and have attempted to have a man qualified by experience, training, and age in the position.

The schools were not in agreement as to whether curriculum improvement should be set up as a joint responsibility or an individual responsibility. However, in a large majority of them, the principal was always vitally concerned with this important task and did not delegate it to others.

The schools were also somewhat divided as to whether attendance supervision should be the responsibility of one individual or shared by several administrative officers. Regardless of which method was used, the schools were in agreement that this administrative task should be assigned to the assistant principal.

There was a question as to whether the supervision of the custodial staff should be done by the principal or the custodial supervisor from the superintendent's office. Perhaps schools favoring this assignment for the principal thought that the custodial supervisor could do a better job of improving custodial service if he worked through the principal rather than being directly in charge of the custodians.

Many schools were solving the problem of obtaining adequate custodial help by the employment of women. If this trend continues, it will not be long until all schools will

have one or more women on their custodial staffs.

In most schools the principal assumed the responsibility for the making of the class schedule. In some schools he shared this responsibility with others. This is another administrative task which was usually considered the responsibility of the principal.

The study reaffirmed the stand taken on corporal punishment by the North Central Association of Colleges and Secondary Schools at its 1956 meeting held in Chicago. This meant that these schools occasionally favor this type of punishment in taking care of the many discipline problems.

The assistant principal handled discipline problems either jointly with the principal or individually. Since he is largely responsible for this assignment, perhaps it would be better if he were given complete responsibility.

As a general rule, most teachers were assigned classes in either the upper or lower division of the school; they seldom taught students of all age groups. Most administrators attempted to assign teachers in their major fields. In fifty-nine schools, 70 per cent or more taught in only one area; seldom were teachers assigned to more than two teaching fields.

School administrators gave special consideration to the work load of the teacher. In 80 per cent of the schools, teachers were given at least one hour a day to use as a planning period.

Almost all the schools were in agreement in eliminating junior high promotion or graduation whether it was at the end of the eighth or ninth grade. At the completion of the twelfth grade, most schools gave only one type of diploma regardless of the variation in the curriculum taken. The diploma was usually referred to as a "regular" or "general" diploma.

There was an indication that the position of the principal in the schools had assumed professional status. The principal was given a great deal of freedom in the selection and retention of faculty members assigned to his building.

All schools included in the study had one principal, one or more secretaries, and one or more custodians. All but nine schools had an assistant principal; only two were without a boys' counselor or a girls' counselor.

In most schools, counselors were assigned on a basis of enrollment ranging from one for each 100 to one for each 1,000 students. In 37.5 per cent of the schools, the counselor-pupil ratio was obviously inadequate for effectively carrying on this important task. Schools were in agreement in assigning the following tasks to the counselors: vocational, educational, and personal counseling; interpreting the school testing program to the staff and students; and administering the school testing program. In more than three-fourths of the schools, the counselors worked with all the

students in both the upper and the lower grades and did not confine their work to students in a particular grade. This made it possible to follow students through the entire six years of their secondary schooling.

School officials tended to divide the students into two groups when enrolling them. The seventh and eighth grades were enrolled under one set of regulations which gave them few, if any, elective courses. This practice is not consistent with that followed in many junior high schools where the eighth grade is used as an exploratory year. In the other grades, the students were given much more freedom in the selection of courses. The graduation requirements in all eighty schools were very similar.

There has been much said and written about the home room period and whether it has been used as a guidance period for students or an administrative device to aid school officials. Results of this study indicate that it is used as an administrative aid. Most schools following this procedure lean heavily on the counselors for much of the guidance work.

Chemistry, biology, and physics were taught in practically all the schools while general science, physical science, and geology were offered in some of the schools.

In practically all the schools, students in the seventh, eighth, ninth, and tenth grades were given the opportunity to enroll in physical education classes. In a number of schools, students in the eleventh and twelfth

grades did not have that privilege.

Health education objectives were achieved primarily by working through physical education and science classes. Some schools worked through special health classes and a few had the aid of a school doctor or school nurse.

The core program was found in less than a third of the schools included in the study. Usually, this type of program was limited to the seventh and eighth grades; however, one school had a core program for all six grades of the school.

Special fees were charged in many schools to help finance the additional cost of specialized courses. Courses for which fees were most frequently charged were (1) industrial arts, (2) band, (3) commerce, and (4) science. Most of the schools reported that the special fees do not keep students out of the courses, but in about one-third of the schools, a few students could not take them because of additional costs.

Schools were not in agreement as to whether there should be an activity period. About 40 per cent of the schools did not have one. The remaining schools had activity periods scheduled in the morning, early afternoon, or late afternoon.

The coordination of the activities in the schools was largely handled by the principal either as individual or joint responsibility. In a few of the schools an activity director worked in coordinating the activities.

In assignint activity sponsorship, many plans were followed but two were used more than the others. These were (1) assigning each teacher an activity to sponsor or (2) paying teachers an additional salary for the added responsibility and work. As interest in an activity increased, more schools were paying teachers extra for this responsibility and work. This was evident by the large number of schools now paying athletic coaches and band directors additional money.

In most schools the activity program was expected to be self-supporting but in a few instances the Board of Education allocated funds to help provide for such a program. Schools provided a wide variety of activities for students in the upper grades but somewhat limited the non-class participation of the students in the lower grades.

The schools were about equally divided as to whether there should be a uniform school day for all students. Where this type of schedule was followed, most schools operated on a six-period day. Schools not using the uniform day followed a schedule which permitted students in the upper grades to have a shorter school day. As a general rule, they were in class one hour less than the students in the lower grades.

The school administrators were not in agreement as to whether students in the upper and lower grades should be segregated. About 50 per cent of the schools segregated the students as to room assignments and one-third as to lunch periods.

A great majority of administrators attempted to see that each age group was given an equal opportunity in utilizing the building facilities. In only a few instances was discrimination shown against any particular group.

All but two schools operated a cafeteria which was usually the financial responsibility of the cafeteria manager. In most schools, the supervision of the lunch room during the noon-day periods was the responsibility of the principal. In seeing that this was properly carried out, teachers were assigned to the cafeteria duty. This task was usually equivalent to a classroom assignment.

Conclusions

1. The administrative heads of the school appeared to possess minimum qualifications for their positions in terms of professional preparation. Many possessed secondary administrative experience prior to their present positions; 90 per cent were over forty years of age; and 62.5 per cent had been in their present positions for more than five years (Table 8, page 59; Table 9, page 59; Table 10, page 60; Table 11, page 61; Table 12, page 62; Table 13, page 62).

2. The position of the principal had assumed professional status in that he was given a great deal of freedom in the selection and retention of faculty members assigned to his building (Table 23, page 78).

3. The administration of the large schools was too

big a job for one man which made it necessary to have a second administrator, usually referred to as an assistant principal (Table 24, page 81; Table 14, page 64; Table 16, page 66; Table 17, page 68; Table 18, page 70).

4. The principal tended to assume responsibility for curriculum improvement (Table 14, page 64), the assignment of teachers (Table 21, page 75), making the class schedule (Table 18, page 70), and the supervision of the custodial staff (Table 17, page 68).

5. The assistant principal was usually responsible for attendance supervision (Table 16, page 66) and discipline problems (Table 20, page 74).

6. The provisions made for counseling in over one-third of the schools studied were weak since the counselor-student ratio in these schools ranged from 1-500 to 1-1,000 or more (Table 26, page 84).

7. Less than one-third of the schools offered any type of a core program and in most cases this work was provided in grades seven and eight (Table 31, page 95). Science offerings in the upper grades were uniform with almost all schools offering Chemistry, Biology and Physics (Table 29, page 92). The opportunity for students to take Physical Education in the upper grades of the secondary school was deprived students in many of the schools, although some health education was provided through Science, Physical Education and Home Economics classes. Health Education courses

were offered in 60 per cent of the schools (Table 30, page 93).

8. In 45 per cent of the schools all teachers were assigned activities to sponsor; 40 per cent paid teachers an additional salary for this added responsibility, while many schools reduced the teaching load to compensate for this additional task (Table 34, page 100).

9. Evidence that the schools were single unit six-year high schools was indicated by single administration, use of building (Table 40, page 112), and elimination of promotion and graduation exercises for lower grades.

10. There was some indication, however, that the schools were being administered as both junior and senior high schools. This was noticeable in accrediting rules and regulations (Table 7, page 57), enrollment procedure (Table 28, page 89), activity participation (Table 36, page 104; Table 37, page 106), and the assignment of teachers (Table 21, page 75).

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APPENDIX

Distributed at Secondary Principal's Meeting in Chicago.

February 27, 1956

To: Principals of Six-Year High Schools:

In completing the requirements for advanced degree I am making a study of the administrative practices now in use in the six-year high schools throughout the United States. As one of your co-workers, I solicit your help in obtaining information to make such a study possible. To signify your intentions to help with the study, please sign lower part of the card and return to me before leaving the meeting. A questionnaire will be sent to you shortly after you return to your school. If you are interested in a summary of the questionnaires returned I will be pleased to send the information to you.

Sincerely,
Charles Grady
Southeast Six-Year High School
Oklahoma City, Oklahoma

I will be glad to help with the study by filling out a questionnaire.

Enrollment of School	Your Name
Name of School	Location & Mailing Address

I would like to have a
Summary of the questionnaire

Yes_____ No_____

Distributed at North Central Meeting in Chicago, March 30, 1956

~~February 27, 1956~~

To: Principals of Six-Year High Schools:

In completing the requirements for advanced degree I am making a study of the administrative practices now in use in the six-year high schools throughout the ~~United States~~ North Central Area. As one of your co-workers, I solicit your help in obtaining information to make such a study possible. To signify your intentions to help with the study, please sign lower part of the card and return to me before leaving the meeting. A questionnaire will be sent to you shortly after you return to your school. If you are interested in a summary of the questionnaires returned, I will be pleased to send the information to you.

Sincerely,
Charles Grady
Southeast Six-Year High School
Oklahoma City, Oklahoma

- -

I will be glad to help with the study by filling out a questionnaire.

Enrollment of School	Your Name
Name of School	Location & Mailing Address

I would like to have a
Summary of the questionnaire

Yes_____ No_____

OKLAHOMA CITY PUBLIC SCHOOLS
Southeast Jr.-Sr. High School
5201 S. Shields
Oklahoma City 9, Oklahoma

Charles Grady, Principal

April 3, 1956

(To the nineteen State Chairmen of the North Central Commission on Secondary Schools)

In a study of six-year high schools of the North Central Association with enrollment of over 1,000, Mr. Standifer Keas suggested I write to you to get an up-to-date list of schools from your state. For the study a six-year school has been defined as a school with grades 7, 8, 9, 10, 11, and 12 under one administration. It need not be accredited as a six-year school.

Please check the enclosed list of six-year schools from your state and add to or delete from the list to being it up-to-date and return it to me. An early reply will be greatly appreciated.

Sincerely,

Charles Grady
Principal

CG:m

Mr. Charles Grady
2833 N. W. 17th
Oklahoma City, Oklahoma



THIS SIDE OF CARD IS FOR ADDRESS

Oklahoma City, Oklahoma
April 18, 1956

As one of your co-workers, I am making a study of the administrative practices of large six-year high schools in the North Central area. I solicit your help in obtaining the information needed to make such a study possible, and hope that you will permit me to send a questionnaire which a group of principals checked and found that it could be filled out in thirty minutes or less. I certainly will appreciate it if you will sign the attached post card and drop it in the mail today.

Sincerely,
Charles Grady
Southeast Jr.-Sr. High School





Mr. Charles Grady
2833 N. W. 17th
Oklahoma City, Oklahoma

Dear Mr. Grady:

I will be glad to help with your study by filling out the questionnaire.

I would like to have a summary of the questionnaire.

Yes_____ No_____

Sincerely,

_____
Name

_____
School

OKLAHOMA CITY PUBLIC SCHOOLS
Southeast Jr.-Sr. High School
5201 S. Shields
Oklahoma City 9, Oklahoma

Charles Grady, Principal

May 5, 1956

Recently you kindly returned my post card signifying your willingness to permit me to send you the enclosed questionnaire. Your help is greatly appreciated and I trust that you will be able to fill it out in a few minutes and return it to me in the self-addressed stamped envelope which is attached to the questionnaire.

You will note that you are not asked to sign the questionnaire since all data collected will be handled as group data and no school or principal will be signaled out for what is done or is not done in his school. I would like to have the name of your school so I may list each one included in the study. It will also help me to know which questionnaires have been returned.

The study is under the direction of Dr. Glenn R. Snider of the University of Oklahoma and has the approval of Mr. Standifer Keas, Commission Chairman of the North Central Association of Colleges and Secondary Schools for the State of Oklahoma.

When the study is completed I will want to send you a summary of the findings for your help in making such a study possible. I will certainly appreciate it if you will return the questionnaire at the earliest possible date.

Sincerely

Charles Grady
Principal

CG:h
encl.

OKLAHOMA CITY PUBLIC SCHOOLS
Southeast Jr.-Sr. High School
5201 S. Shields
Oklahoma City 9, Oklahoma

Charles Grady, Principal

May 22, 1956

Recently I sent you a questionnaire on "The Administrative Practices of Large Six-Year High Schools of the North Central Association of Colleges and Secondary Schools." I know this is a very busy time for you and thought perhaps you had misplaced it so I am enclosing another one which I hope you will take time to fill out and return to me in the enclosed self-addressed air mail envelope.

I have discovered many interesting facts about the six-year high schools from the sixty-five questionnaires returned and would like very much to get information about your school so that the study will cover all such schools in the North Central Area.

With your help I can complete my study during the summer months and have a summary of my findings in your hands when school begins next fall.

I am looking forward to receiving your questionnaire.

Sincerely,

Charles Grady
Principal

CG:1

SCHOOLS BY STATES

Arizona

none

Arkansas

none

Colorado

Loveland, Loveland Senior

Illinois

Roxana, Roxana

Indiana

Bloomington, Bloomington
Crawfordsville, Crawfordsville Junior-Senior
Crown Point, Crown Point
East Chicago, Washington
Gary
- Froebel
- Lew Wallace

Michigan City, Michigan City
South Bend
- Central
- James Whitcomb Riley

Iowa

Boone, Boone
Cedar Rapids
- Franklin
- Roosevelt

Des Moines
- Lincoln
- Roosevelt

Kansas

Atchison, Atchison
Junction City, Junction City
Newton, Newton
Salina, Salina
Winfield, Winfield

Michigan

Belleville, Van Buren Township Consolidated
Flint, Kearsley Agricultural
Grand Rapids
    Creston
    Union
Lapeer, Lapeer
Menominee, Menominee
River Rouge, River Rouge
Romulus, Romulus
Ypsilanti, Ypsilanti

Minnesota

Albert Lea, Albert Lea
Austin, Austin
Edina-Morningside, Edina-Morningside
Faribault, Faribault
Hibbing, Hibbing
Little Falls, Little Falls
Minneapolis
    Patrick Henry
    Marshall
St. Paul, Murray
White Bear Lake, White Bear Lake

Missouri

St. Charles, St. Charles

Nebraska

Lincoln, Northeast
Scottsbluff, Scottsbluff

New Mexico

None

North Dakota

None

Ohio

Ashland, Ashland
Cincinnati
    Walnut Hills
    Western Hills

Ohio (cont.)

- Cincinnati
  - Withrow
  - New Woodward
- Cleveland
  - Collinwood
  - John Marshall
  - West
- Columbus
  - Linden-McKinley
  - Upper Arlington
- Fremont, Fremont
- Mt. Vernon, Mt. Vernon
- New Philadelphia, New Philadelphia
- Painesville, Harvey
- Washington Court House, Washington
- Youngstown
  - East
  - North

Oklahoma

- Oklahoma City
  - Central
  - Classen
  - Grant
  - John Marshall
  - Northeast
  - Southeast
- Okmulgee, Okmulgee

South Dakota

- None

West Virginia

- Belle, Du Pont
- Buckhannon, Buckhannon-Upshur
- Man, Man
- Parkersburg, Parkersburg

Wisconsin

- Madison
  - Central
  - East
  - West

Wisconsin (cont.)

Milwaukee
Custer
Lincoln
Solomon Juneau
Shorewood, Shorewood
Waukesha, Waukesha

Wyoming

Laramie, Laramie

THE ADMINISTRATIVE PRACTICES OF LARGE SIX-YEAR HIGH SCHOOLS

OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND

SECONDARY SCHOOLS

PART I

A. Before starting to work on the questionnaire, will you please fill in the blanks listed below. This will make it possible for me to better interpret the findings of the study.

1. _____Name of school.
2. _____Location of school.
3. _____Type of administrative certificate held by you.
4. _____Your previous position.
5. _____Years served as principal in other schools.
6. _____Years served in present position.
7. _____Your present age.
8. _____Degrees held.

_____

9. _____Sex.
10. _____Last year of graduate study.

B. In the blanks below, fill in the number of people in each classification.

1. _____Assistant principals.
2. _____Men counselors.
3. _____Women counselors.
4. _____Men teachers.
5. _____Women teachers.
6. _____Secretaries.
7. _____Men custodians.
8. _____Women custodians.
9. _____Staff people serving in more than one capacity (for example, assistant principal may also be a teacher).

C. Give the: 1. _____Year school was admitted to the North Central Association.

2. _____Last year school was evaluated by the North Central Association.

Please return to Charles Grady
2833 N. W. 17
Oklahoma City, Okla.

PART II

FILL IN THE INFORMATION ASKED FOR, CHECK THE APPROPRIATE BLANKS, OR CIRCLE THE APPROPRIATE LETTERS.

Each question is also graded as to whether the procedure followed is the result of having a six-year organization.

If such is the case circle the letter Y.
If not circle the letter N.

1. The principal's recommendation Y N is the determining factor in the selection of new:

   a. _____Teachers.

   b. _____Secretaries.

   c. _____Custodians.

   d. _____Cafeteria workers.

2. The principal's recommendation is Y N occasionally requested in selection of new:

   a. _____Teachers.

   b. _____Secretaries.

   c. _____Custodians.

   d. _____Cafeteria workers.

3. The principal has no voice Y N in the selection of new:

   a. _____Teachers.

   b. _____Secretaries.

   c. _____Custodians.

   d._____Cafeteria workers.

4. If the principal has no voice in the selection of personnel listed above, then this responsibility is assumed by:

   a. _____Superintendent of schools.

   b. _____Director of personnel.

   c. _____Director of secondary education.

   d. _____Another administrative officer

   _____(Specify).

5. Curriculum improvement is the responsi- Y N bility of :

   a. _____Principal.

   b. _____Assistant principal.

   c. _____Faculty organization.

   d. _____Others

   _____(Specify).

6. Attendance supervision is the responsi- Y N bility of :

   a. _____Principal.

   b. _____Assistant principal.

   c. _____Counselors.

   d. _____Others

   _____(Specify).

7. Supervision of the custodial staff is Y N the responsibility of :

   a. _____Principal.

   b. _____Assistant principal.

c. _____Custodial supervisor from superintendent's office.

d. _____Others.

_____(Specify).

8. Y N Class schedule is made out by:

a. _____Principal.

b. _____Assistant principal.

c. _____Counselor.

d. _____Faculty committee appointed.

e. _____Faculty committee elected.

f. _____Principal with the aid of faculty committee.

g. _____Others.

_____(Specify).

9. Y N Give the percentage of teachers assigned classes in each of the following divisions:

a. _____In upper grades only.

b. _____In lower grades only.

c. _____In both divisions.

10. Y N Give the percentage of teachers assigned classes according to subject matter areas.

a. _____In one subject matter field.

b. _____In two subject matter fields.

c. _____In more than two subject matter fields.

d. _____In core or unified studies program.

11. Y N Give percentage of teachers assigned time to plan their work.

a. _____No time for planning.

b. _____One period for planning.

c. _____Two or more periods for planning.

12. Y N How many periods a day are the students in each grade assigned?

a. _____7th. d. _____10th.

b. _____8th. e. _____11th.

c. _____9th. f. _____12th.

13. Y N What time of day is your activity period

a. _____Do not have one.

b. _____In morning.

c. _____Early afternoon.

d. _____Late afternoon.

14. Y N Who supervises the students in the cafeteria during the lunch periods?

a. _____Cafeteria employed personnel.

b. _____ Teachers.

c. _____Students.

d. _____No supervision given.

e. _____Others.

_____(Specify).

15. Y N The financial operation of the cafeteria is the responsibility of:

a. _____Principal.

b. _____Cafeteria manager.

c. _____Supervisor from the superintendent's office.

d. _____Others.

_____(Specify).

16. Who is directly responsible for
Y N the coordination of all activities sponsored by the school?

a. _____Principal.

b. _____Assistant principal.

c. _____Activity director.

d. _____Activity committee.

e. _____Others

_____(Specify).

17. Activity sponsorship is set up
Y N and administered by:

a. _____Paying teacher an additional salary for the added responsibility.

b. _____Assigning teachers an activity on a rotation basis.

c. _____Assigning all teachers an activity to sponsor in addition to full time teaching.

d. _____Activities assigned to the teacher who never refuses an assignment.

e. _____Reducing the number of classes taught.

f. _____Others

_____(Specify).

18. Additional salary is paid teachers
Y N to sponsor or direct:

a. _____Athletic teams.

b. _____Band.

c. _____Speech activities.

d. _____Student council.

e. _____Class sponsorship.

f. _____Club sponsorship.

g. _____Other (Specify).

19. How are activities financed?
Y N

a. _____Each activity must be self-supporting.

b. _____Total activity program must be self-supporting.

c. _____School is allocated money by the Board of Education to provide an activity program for all students.

20. The cost of maintaining an ath-
Y N letic program must be financed by:

a. _____Receipts from games.

b. _____Board of Education allocati

c. _____By gate receipts and Board of Education funds.

21. Each activity operates on a budget
Y N set up and approved by:

a. _____Faculty.

b. _____Principal.

c. _____Faculty committee.

d. _____Student group.

e. _____Others

_____(Specify).

A committee representing the North Central Association identified twelve activities in secondary schools in which upper grade students and lower grade students might have an opportunity to participate.

Please check those activities which apply to your school.

In order to know the degree of participation in each area for each group:

Circle "A" if THEY PARTICIPATE SIGNIFICANTLY.

Circle "B" if PARTICIPATION IS NOT SIGNIFICANT.

Circle "C" if THERE IS NO PARTICIPATION.

22. Participation in the organization, management and control of school.
Y N

A B C Upper grade students.
A B C Lower grade students.

23. Drives and community activities.
Y N

A B C Upper grade students.
A B C Lower grade students.

24. Interscholastic athletics and physical training activities.
Y N

A B C Upper grade students.
A B C Lower grade students.

25. School publications.
Y N

A B C Upper grade students.
A B C Lower grade students.

26. Religious and social welfare clubs and organizations.
Y N

A B C Upper grade students.
A B C Lower grade students.

27. Purely social activities.
Y N

A B C Upper grade students.
A B C Lower grade students.

28. Dramatics and other speech activities.
Y N

A B C Upper grade students.
A B C Lower grade students.

29. Musical activities.
Y N

A B C Upper grade students.
A B C Lower grade students.

30. Subject matter clubs.
Y N

A B C Upper grade students.
A B C Lower grade students.

31. Miscellaneous clubs (Special interest clubs).
Y N

A B C Upper grade students.
A B C Lower grade students.

32. Assemblies.
Y N

A B C Upper grade students.
A B C Lower grade students.

33. Home room activities.
Y N

A B C Upper grade students.
A B C Lower grade students.

34. What is the status of social fraternities and sororities?
Y N

a. _____Prohibited by rules and regulations of the Board of Education.
b. _____Prohibited by state laws.
c. _____There are no such organizations now in existence in the local community.
d. _____The individual school prohibits such organizations but there is evidence that they exist outside the school.

Check all of the following practices if used in your school.

35. Seventh grade students:
Y N

a. _____Have no elective courses.
b. _____Are enrolled in a core program.
c. _____Are not grouped.
d. _____If grouped, by what method?

_____(Specify)

36. Eighth grade students:
Y N

a. _____Have no elective courses.
b. _____Are enrolled in a core program.
c. _____Are not grouped.
d. _____If grouped, by what method?

_____(Specify).

37. Ninth grade students:
Y N

a. _____May select two or more electives.

b. _____May enroll in activities and classes with students in upper three grades.

c. _____Are enrolled in a core program.

d. _____Are not grouped.

e. _____If grouped, by what method?

_____(Specify).

38. What percentage of ninth grade
Y N students take:

a. _____Algebra.

b. _____Gen. Math.

c. _____Foreign language.

d. _____Science.

39. What science courses are offered
Y N in the upper grades?

a. _____Biology d. _____Geology.

b. _____Chem. e. _____Gen. Sci.

c. _____Physics. f. _____Phy. Sci.

40. Check the grades for which you have
Y N an organized physical education program.

a. _____7th. d. _____10th.

b. _____8th. e. _____11th.

c. _____9th. f. _____12th.

41. Health education objectives are
Y N achieved through the:

a. _____Physical education classes.

b. _____Science classes.

c._____Special health classes.

d. _____School nurse or school doctor.

e. _____Others

_____(Specify).

42. What courses are required each
Y N year of all students of the following grades?

a. _____7th.

_____

_____

b. _____8th.

_____

c. _____9th.

_____

d. _____10th.

e. _____11th.

f. _____12th.

43. Students are charged special
Y N fees for classes in the following areas:

a. _____Shops. c. _____Commerce.

b. _____Band. d. _____Science.

e. _____Others

_____(Specify).

44. Do these special fees keep
Y N students out of the courses?

a. _____None.

b. _____Very few.

c. _____Many.

45. Y N Is the total student body housed in one building?

a. _____Yes.

b. _____No.

46. Y N Are the lower secondary grades segregated as a group from the upper secondary grades in room assignments?

a. _____Yes.

b. _____No.

47. Y N Are the lower secondary grades segregated from the upper grades as to locker assignments?

a. _____Yes.

b. _____No.

48. Y N Are the lower secondary grades segregated from the upper secondary grades as to lunch period assignments?

a. ____Yes.

b. ____No.

49. Y N Do you have two sets of special rooms? (gym., library, shops, home economics, music rooms).

a. _____Yes.

b. _____No.

50. Y N If you have two sets of special rooms, which students get to use what are considered the better rooms?

a. _____The older students.

b. _____The younger students.

51. Y N If you have only one set of special rooms, do all students have equal opportunity to use them?

a. _____Yes.

b. ____No.

52. Y N If the answer to the preceding question is "no", which group is discriminated against?

a. _____The upper secondary grades.

b. _____The lower secondary grades.

53. Y N Which of the special facilities are denied use in general by the lower secondary grades?

_____

_____

_____

54. Y N Counselors are organized under the supervision of:

a. _____Principal.

b. _____Assistant principal.

c. _____Director of student services.

d. _____Others

_____(Specify).

55. Y N Counselors are assigned on the basis of enrollment, one for each:

a. _____1 to 99 students.

b. _____100 to 249 students.

c. _____250 to 499 students.

d. _____500 to 999 students.

e. _____1000 or more students.

56. Y N If the counselors are not assigned on the basis of enrollment, what plan is used?

_____

_____

_____

57. Y N Counselors work during the summer months?

a. _____One month.

b. _____Two months.

c. _____Three months.

d. _____None.

58. Y N Counselors work with students in the following divisions:

a. _____In upper grades.

b. _____In lower grades.

c. _____In both upper and lower grades.

59. Y N Counselor's work consists of:

a. _____Full time counseling.

b. _____Counseling half or more of the time.

c. _____Teaching more than half of the time.

60. Y N Counselors are responsible for the following services:

a. _____Administering school testing program.

b. _____Interpreting school testing program to staff and students.

c. _____Enrollment of students.

d. _____Vocational, educational and personal counseling.

e. _____Home visitation.

61. Y N The home room teacher keeps the same group:

a. _____One year.

b. _____Two years.

c. _____Three years.

d. _____Over three years.

62. Y N Corporal punishment is:

a. _____No longer permitted.

b. _____Permitted only in the presence of the principal or assistant principal.

c. _____Discouraged but permitted when other methods have proved unsuccessful.

d. _____Other plan (Specify).

_____

_____

63. Y N Discipline problems are referred to the:

a. _____Principal.

b. _____Assistant principal.

c. _____Each teacher must take care of his own problems.

d. _____Counselors.

e. _____School court made up of students and teachers.

64. Y N Promotion or graduation certificates are given at the end of:

Circle grade or grades.

7 8 9 10 11 12

65. Y N The high school awards the following types of diplomas:

a. _____General or regular. (All receive the same kind of diploma regardless of the type of curriculum taken.)

b. _____Other types. (Specify)

_____

_____

_____