The Evolution of The Junior High School in Kansas

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THE EVOLUTION OF THE JUNIOR HIGH SCHOOL IN KANSAS

being

A thesis presented to the Graduate Faculty of the Fort Hays Kansas State College in partial fulfillment of the requirements for the Degree of Master of Science

by

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Date May 14, 1948

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and

your two daughters

Clyndolyn and Ophelia
DEDICATION

To my wife, Amelia

and

our two daughters

Gwendolyn and Corlyss
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CHAPTER I

INTRODUCTION

The junior high school movement is the result of an older and a more comprehensive educational trend. It is not an isolated phenomenon, but an integral part of an effort to remake the American public school system in terms of true function. An adequate understanding of the junior high school movement is in a large measure conditioned by a fairly definite, historical orientation. The junior high school has been, and still is, a great cooperative enterprise.

In 1900, America's educational program was an 8-4 plan, grades 1-8 for children and early adolescent boys and girls, grades 9-12 for both early and later adolescent students. This plan of mixing childhood and adolescent natures in the various common experience-situations of the elementary school and of mixing all stages of adolescent nature in the high school was not sound psychologically; nor did it result in happiness, contentment, or satisfaction for pupils of varying emotional and chronological ages. It is interesting to note that, although the 8-4 plan was the product of three hundred years of American public school development, apparently little attention or emphasis was given to functional school organization.
Although the term "Junior High School" has been in use for more than thirty years, there are indications that confusion exists in the minds of many school administrators and educational theorists as to what a junior high school is. Whereas the regular high school and the elementary school operate along rather fixed lines, the junior high school often appears as neither "fish nor fowl." Is it a "glorified" grade school or a preparatory unit for the traditional high school? Is the junior high school justified as an educational entity or is it just a place in which to confine adolescents for two or three years?

In Kansas, the junior high school is often considered an educational "orphan" due to the lack of standardization and limited supervision. These factors identify the fundamental thought of this study as an inquiry into the "why and wherefore" of this type of school organization. A healthy curiosity concerning the background and evolution of junior high schools and an interest in correlating the diverse factors of their existence in Kansas constitute the stimuli for this thesis.

Problem

To be specific, the problem of this thesis is to trace the origin and development of junior high schools in the state of Kansas.
This study is concerned, basically, with the historical aspects of the problem. Diversions into administration, curriculum, and other elements, while constituting fruitful fields of study, are avoided in order to retain objectivity and continuity of thinking relative to the central theme. However, there are certain terms, definitions, and phraseology associated with the study which require some explanation, such as:

8-4 Plan--A graded system consisting of two divisions. Eight grades in the elementary and four in the secondary school.

6-3-3 Plan--A system in which the elementary school embraces the first six grades, an intermediate school for grades 7, 8, 9, and a secondary school including grades 10, 11, and 12.

6-2-4 Plan--The same as the 6-3-3, excepting for the intermediate organization which includes grades 7, and 8, and the secondary with grades 9-12, inclusive.

Junior High School--The intermediate school including grades 7 and 8, or 7, 8, and 9.

Method of Investigation

A narrative form using the historical method is employed in this study. In order to localize the problem in the state of Kansas, it is necessary to establish an historical background for the movement on a national scale. To do this the writer has surveyed materials written by reputable authors. The literature of the profession of education is quite extensive during the period from 1910
to 1925. It was at this time that such men as Koos, Smith, Davis, Briggs, and others were contributing works on the subject of junior high schools. These basic studies, together with such modern writers as Gruhn and Douglass, and current periodical articles, trace the development of these schools up to the present time.

Part Two of the thesis is confined to a study of the subject as applied to Kansas. Source material is secured by correspondence, newspaper files, interviews, and examination of primary documents.

An examination of the records of the State Department of Public Instruction, a study of the applicable portions of the Kansas Statutes, and perusal of the State Superintendent's biennial reports, constitute the general line of procedure in establishing the specifications for Kansas junior high schools. Interviews with public school men and personal visitations are employed for information relative to certain junior high schools.

A correlation of the materials and data previously gathered presents a picture of the scope and status of the junior high schools as they exist in Kansas in 1948.

**Review of Other Studies**

Numerous theses have been developed, pertaining to the internal workings of junior high schools, such as activities, curriculum, personnel, adolescent behavior,
et cetera; but none devoted to the evolutionary aspects have been located.

A guidance program as it relates to junior-senior high schools was developed in a thesis by Hubbart in 1946.¹

In giving a general treatment of Kansas educational history from 1914 to 1932, Brooks alludes to junior high schools with respect to their origins. He states that Neodesha was first.²

A study of school legislation and administration as affecting Kansas public schools was made by Andrews in 1923.³

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The United States is the only nation that has the 8-4 organization. The question naturally arises as to why this type of school organization should be peculiar to America. The causes of the 8-4, toward which the country tended for some three hundred years, are not clear. Histories of education, for the most part, have little to say concerning the matter. It is evident, however, that the usual distribution of time to elementary and to secondary education is not the result of careful definition of the functions of the two. Concerning the 8-4, Briggs writes as follows:

It has been argued that our eight-year elementary school has developed from Prussian influence, which provides for the children of the lowly a restricted education terminating about the time of confirmation by the several religious sects, and that on this foreign type of school we have superimposed a secondary school for those who may elect it. This argument is flatly contradicted, however, by the most fully informed of our historians of education. It seems more likely that the eight-four organization is partly an historical accident, a sort of compromise between the early contending elementary and secondary schools. The former, as is well known, existed with any number of "grades" up to twelve, and the latter as in Europe, often ran down in preparatory work as low as primary classes. Gradually as the two types were combined, there resulted what we now have. Certainly there is no evidence that at any time before the present there has been any widespread effort to consider
the needs of children and the demands of the nation in such a way as logically or scientifically to determine the length of either the elementary or the secondary school course.\footnote{Thomas H. Briggs, \textit{The Junior High School} (Boston: Houghton Mifflin Co., 1920), p. 6.}

The school system as it exists today has developed largely since 1800. An organized and graded elementary school as we know it, did not exist during the Colonial period in America. Wealthy families, especially in the South, employed tutors for the education of children. Frequently, a mother who had the rudiments of learning conducted a school for her own children and those of her neighbors. These were called "dame schools." In some communities the church took a sufficient interest in the education of the children to provide elementary instruction with the emphasis upon religion. Attendance in these colonial schools was very irregular depending, to a large extent, upon the seasons.

Apparently, the classification or grading of pupils was first introduced into the American elementary school during the period from 1810 to 1830. This was the time during which the English Monitorial system became popular. Pupils were classified according to their advancement in various learning processes.

Cubberly suggests three steps in the evolution of the graded school. In the first stage, the entire school
system was divided into distinct schools located in several buildings, such as the primary, the intermediate and grammar schools. In the second phase, these schools were sub-divided into classes or grades but continued in the same building. Later, larger schools were built which included all the grades. Classrooms were provided for the segregation of the various groups and a graded course of instruction was developed.²

The exact reasons for creation of an eight-year elementary school remain obscure. With regard to this matter, Gruhn and Douglass have this to say:

We do know that the system of gradation, which came to be generally accepted in our elementary schools, developed largely during the period from 1830 to 1850. We also know that during this period the Prussian schools were being carefully studied by many leading American educators. ... Whether the Prussian system exerted a major influence on the development of our elementary school is, however not particularly significant in the present discussion. What is of importance is the probability that the nature of child growth and development received little or no consideration in deciding the length of the elementary school course. Even though we accept the point of view that the eight year school was largely of American rather than European origin, still there is no reason to believe that it was based on a study of the psychology of the elementary school child. ... Considerations other than the nature of child development apparently shaped the evolution of the elementary education in America into an eight year course.³

Regardless of fundamental reasons, the 8-4 plan was the predominant form of grade organization in the United States by 1900. It had hardly become fully accepted in practice before criticisms were being directed toward certain weaknesses in the form. Oddly enough, these criticisms did not come from educators at the elementary and secondary levels but from leaders of the universities.

In 1888, President Elliott of Harvard made extensive proposals for organization reform. His chief concern was for the college student. This great educator was concerned with the advancing age of entering collegiate freshmen. He hoped to shorten the period of time required for education at the pre-collegiate level.

The period from 1890 to 1910 is known as the reform stage of the organization movement. Doctor Elliott's criticisms and discussions led to widespread discussion and several definite steps were taken. In 1892, the National Education Association created a group which became known as the Committee of Ten. The Department of Superintendence in 1893, with the idea of considering reforms, appointed the Committee of Fifteen. Following the general pattern, the Department of Secondary Education of the National Education Association set up the Committee on College Entrance Requirements in 1895. Leaders at the elementary and secondary

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levels soon followed the lead of the colleges, with all groups participating in investigations designed to improve the educational program below the collegiate level. Thus occurred in succession a series of events, including discussions at educational conferences, addresses by educational leaders, and reports by committees; all directed toward the improvement of certain phases of the 8-4 plan.

Thus, the period from 1890 to 1910 represents a period of time characterized in American educational history by a reorganization movement in upper elementary and secondary education.

An excellent summarization of this trend is given by Davis and is reproduced here:

**SUMMARY**

Thus, by way of summary, up to the present time the reform movement which has produced the junior high school has passed through three periods of development and may be viewed from three standpoints.

(A) Regarding Purposes

(1) From 1890 to 1900, the aim was to shorten the period of training for the college student who is preparing to enter professional life.

(2) From 1900 to 1910, the aim was to hold more pupils of all types in the upper grades of the elementary school and in the high school, and particularly to make vocational provision for those who intended to go to work.

(3) From 1910 to the present time, the aim has been to discover the individual characteristics of pupils and to provide a more adequate education for
each particular child in whatever grade of the school he may happen to be.

During the first period, the movement was guided and influenced largely by university administrators; in the second period, by public school authorities; in the third period, by professional students of pedagogy.

(B) Regarding Methods

(1) From 1890 to 1900, the movement consisted of destructive criticism of the old order and vague reachings for something better to take its place.

(2) From 1900 to 1910, the movement was characterized by the formulation of positive educational theories and of plans for putting them into operation.

(3) From 1910 to the present time, the movement has concerned itself with the practical application of theories, the analysis of processes, and the modification of administration in accordance with the results obtained. In other words, the method of school experimentation was adopted.

(C) Regarding Content

(1) From 1890 to 1900, interest and discussion centered in topics relating to the external forms of school organization.

(2) From 1900 to 1910, interest and discussion centered in topics relating to the internal administration of the school and the individual requirements of the pupils.

(3) From 1910 to the present time, interest and discussion have centered in the subject matter, the methods of teaching, and the spirit behind the work.

It is apparent from this review that the nature of the reorganization had not been formulated by 1900. It remained for the first decade of this century to produce

5. Ibid., pp. 28-29.
the type of organization that should replace the 8-4. It was now not an issue as to whether or not reforms were needed, but rather what shape these reforms should take. There were some departures from the traditional plans of grade organization prior to 1910. However, little is known of these early reorganized systems. Quoting from Gruhn and Douglass:

There are a number of practices which were fairly common to many of these early reorganized systems. These practices include the tendency to consider grades 7 and 8 as part of the secondary school, and the introduction of departmentalized teaching, promotion by subjects, and elective courses and curriculums below the ninth grade. Experience with these practices in the early reorganized schools was undoubtedly of value to leaders in the junior high school movement after 1910.

Many attractive and numerous claims have been made by proponents of the junior high school. These claims are largely based on the criticisms of the 8-4 organizations. Educational ideals, however, are often difficult to carry into effect. With the actual establishment of junior high schools as such, many modifications in thinking and practice develop. Briggs lists the following claims and objections to the junior high school.

A. Claims:

(1) The new organization will bring about certain administrative advantages.

(2) It will produce better curricula and courses of study.

(3) It will find or develop better teachers and therefore secure better teaching.

(4) It will provide more fittingly for the needs of pupils due to individual differences.

(5) These provisions will in turn retain pupils in school, facilitate their transition to higher schools, save time for them, and result in a more effective training in character.

B. Objections:

(1) The junior high school program is indefinite.

(2) Criticisms are for the most part of defects that can be remedied in the present organization.

(3) State laws make the establishment of junior high schools difficult, if not impossible.

(4) There is a lack of suitable textbooks.

(5) There is a lack of suitable teachers.

(6) There is lack of proper buildings and equipment.

(7) Elementary school principals and teachers feel slighted by not being taken into the junior high school.

(8) Departmental teaching is bad for pupils of the immaturity found in junior high schools.

(9) The junior high school will cause two gaps in the school system instead of one.

(10) The junior high school will cost more.

(11) The segregation of pupils of early adolescence is undesirable.

(12) The differentiated curricula should not be offered until pupils have completed eight years of work acquiring the tools of education.

(13) The junior high school may not promote democracy.
These items are given in order to indicate the need for objectivity in considering the many complexities involved in the evolution of the junior high school. Briggs was writing in 1920. Many of these issues have now been resolved.

With this brief historical background established, this thesis will be concerned, in the next chapter, with specific aspects of the junior high school.
In discussing the junior high school as an educational movement, one should establish a workable definition as to the meaning of the term. In the early history of the plan, "intermediate high school" and "intermediate school" were sometimes used. This terminology is used in various parts of the country at the present time; Wichita, Kansas being an example in this state.

A junior high school in the sense in which the term is commonly used, is characterized by Bennett as follows:

(A) It is a separate educational institution, with a distinct organization and corps of officers and teachers.

(B) It embraces the seventh, eighth and ninth grades, and sometimes the tenth.

(C) It has a curriculum in the seventh and eighth grades enriched by the presence of several subjects not ordinarily taught in elementary school, or by the broadening of the so-called common branches so as to make them contribute more largely to cultural, social and vocational ends.

(D) It promotes by subject even the seventh and eighth grades, thus permitting bright pupils to go faster and dull pupils to go more slowly than the average.

(E) It permits a differentiation of courses for pupils or groups of pupils at a time when individual differences are becoming accentuated by the onset of adolescence.
The faculty is organized on the departmental plan.

The Fifth Yearbook defines the junior high school as "An expression of a changing conception in education; a new school with a new attitude and atmosphere for early adolescent education." One of the best and most complete statements relative to junior high schools was given by Thomas W. Gosling as follows:

The purpose of the junior high school is to offer a program of studies which shall be suited to the varying needs of boys and girls in their early adolescence; to take into account the individual differences among boys and girls; to assist boys and girls to develop right attitudes toward life and its problems; to assist them in discovering and developing their natural aptitudes; to guide them carefully by a wise discipline through the trying time when they are passing from the period of control imposed by others to the period of self-control; to take into account their budding idealism and their emerging religious concepts; to give them opportunities for expressing their social instincts in helpful and inspiring service; to correct physical defects and to build up habits of clean and healthy living; to acquaint boys and girls in an elementary way with the social, the economic, and the political problems which they must soon face in the world outside of school; to inculcate in them both by theory and by practice the principles of good citizenship; to induce as many as possible to go on with their education in higher schools; and to give to those who must take up at once the toil for daily bread a good start by way of special, though elementary, vocational training. In brief, the purpose of the junior high school is to be a friend of the adolescent boy and


girl by giving them a full, rich, and joyous life, 
... full and rich and joyous in the present and 
for that very reason full and rich and joyous in 
the days and the years to follow. 3

What any school accomplishes will depend, of course, 
upon the philosophy held by the controllers of the system 
and the end they have in view. Unless a reorganization 
resulting in a junior high school produces results superior 
to those of the traditional school, there is no justifica-
tion for the change.

Basic aims of the junior high school as outlined by 
Davis consist of four parts. 4 First, the school should 
humanize the education of adolescents; second, bring about 
an economy of school time; third, minimize withdrawals; and 
finally, further the cause of democracy in education.

A review of the literature from 1910 to 1930 reveals 
a variety of thinking regarding a concrete definition of 
the junior high school. It appeared to writers of that 
period more as a state of mind rather than an actuality. 
One could make his own definition of what the school was, or 
ought to be.

From 1910 to 1920, there occurred a tremendous growth 
in the number of junior high schools. There was little or

3. The Bulletin of the National Association of Secondary 
School Principals, Vol. 29, April, 1945, p. 13 (Thomas 
W. Gosling, "Educational Reconstruction in the Junior High 
School", Educational Review, May, 1919.)

4. Calvin O. Davis, Junior High School Education 
no statutory provision or standardization among the several states. In many instances no actual change was realized except in name. In other cases a variety of grade arrangement was made, including the 6-6, 6-2-4, and 6-3-3. The immediate reason for reorganization in many localities was an overcrowded high school building. This was in accord with the general trend toward more widespread secondary education following World War I.

The school year 1909-1910 is considered by many writers to be the beginning of the junior high school movement. Columbus, Ohio, and Berkeley, California both introduced 6-3-3 organizations in that year. Many other cities studied these early experiments and were impressed favorably by the results; consequently the 6-3-3 plan spread rapidly. Thus the answer was given in tangible form to problems that had been discussed for over two decades.

Due to lack of standardization or uniformity of thinking, it is questionable as to which city was first to introduce an intermediate school corresponding to a junior high school organization. Richmond, Indiana, in 1896, set up a school for the seventh and eighth grades. This school


6. Ibid., p. 38.
modified its practices constantly and by 1910 embodied many of the principles which later came to be a part of the junior high school. The Columbus, Ohio school was established in September, 1909, and was the first to call itself a "junior high school." The Berkeley school, known as an "introductory high school," was founded in January, 1910. Gruhn and Douglass, in discussing this matter of priority have this to say:

It would obviously be difficult and perhaps pointless for us to try to decide which was the first junior high school. But what is of much more importance than the location of the first school of this type is the contribution which these several pioneer cities and others of the same period made in pointing the way toward a functional reorganization in harmony with the educational philosophy and practices that were stressed by leaders in the reform movement during the two decades before 1910.7

Because of its success in several communities, the junior high school gained the support of proponents for reorganization throughout the entire country, with the result that it was rapidly introduced in many cities during the decade after 1910. By 1912, thirty-one cities had introduced some form of junior high school organization.8

In 1914, reports to the Bureau of Education showed 193 cities, with population in excess of 2500, having junior high schools. It is of note that this number was reduced

7. Loc. cit.
when the definition of the Commissioner of Education was
applied:

A junior high school is defined as an organiza-
tion of grades 7 and 8, or 7 to 9, whether housed
with the senior high school or independently, to
provide by various means for individual differences,
especially by an earlier introduction of prevoca-
tional work or of subjects usually taught in high
school.

The reports of the Office of Education show a large
growth in the number of junior high schools since 1920. In
1922, 387 schools were given; in 1926, 1109; in 1930,
1842; in 1934, 1948; and in 1938, 2372. This would indi-
cate that the period of most rapid growth was from 1920 to
1930. However, consistent increase is shown during the
thirties despite the economic depression. One source gives
2372 junior high schools and 6203 junior-senior high schools
in America in 1942.

It is apparent that a number of outside factors
unrelated to the need for educational reform have had a
decided influence upon junior high school development. The
rapid increase in high school enrollment after 1920 has
been previously mentioned. This naturally led to housing

10. Biennial Survey of Education in the United States
p. 9.
11. The Bulletin of the National Association of Sec-
ondary School Principals, April, 1945, p. 13.
difficulties. A solution to this problem was the creation of an intermediate school which would draw some pupils from both the elementary and high school units.

It might also be suggested that density of population was a determining factor in the creation of junior high schools. They definitely would be more practical and workable in urban rather than rural areas to conform to the standards previously reviewed in this study. Regional influence, such as the negro situation in the South, coupled with the high expense of a dual system of education, would possibly act as a deterrent to school reorganization.

The suggestion that the junior high school development has come to an end is sometimes heard but there is little evidence to support this conclusion. Gruhn and Douglass conclude:

There is sufficient statistical evidence, therefore, to show that, until the beginning of the war, there was a decided trend toward the reorganization of the traditional plans of grade organization. The rate of growth of the reorganized schools, it is true, has declined perceptibly since 1930, but there has been a consistent increase from year to year in the United States as a whole in the total number of junior high schools and junior-senior high schools. Consequently, we must conclude that there has been, at least until the start of the war, a persistent trend toward the reorganization of the traditional plans of grade organization in the American school system.12

PART TWO

JUNIOR HIGH SCHOOLS IN KANSAS

CHAPTER IV

EARLY KANSAS SCHOOLS

To the reorganization movement throughout the United States during the first decade of this century, the schools of Kansas were not an exception. These early attempts were definitely of an exploratory nature; but they do indicate that Kansas school men of forty years ago were thinking along the lines indicated in the first part of this study.

Superintendent C. E. Birch, of Lawrence, wrote in 1938, that as early as 1907, the concentration of seventh and eighth grades at Central School was initiated by Superintendent Frank P. Smith.

In Coffeyville for five or six years preceding 1920, the eighth grade pupils were all housed in one of the smaller elementary buildings. This had given opportunity for a departmentalized school at this level.

T. W. Wells had occasion to visit the school system of Junction City in 1907, which, at that time, was under

1. C. E. Birch, The Lettergram (Lawrence, Kansas, September, 1938.) (The Staff Bulletin, Public School System)

2. J. H. Benefiel, Correspondence (Coffeyville, Kansas, October 30, 1947.)

the superintendency of W. S. Heusner. Mr. Wells feels that Superintendent Huesner was a genuine, pioneer thinker. During his visit, Mr. Wells observed seventh grade boys taking courses in printing and manual training which was a considerable departure from the traditional curriculum.

Most of these educational innovations were of purely local nature; but they do appear as forerunners of the junior high school plan. State Superintendent Ross, in 1913, made the first official pronouncement concerning junior high schools in Kansas. He was discussing curriculum changes and stated:

In the elimination of subjects which are not adapted to present needs, the city schools have in many instances furnished the experimental laboratories. Another example is the proposed change in the division of classes for the elementary and high-school grades, making the elementary course six years, and dividing the six years following into a junior and senior high school of three years each. This system, which is being urgently advocated in many localities, has been adopted in Neodesha, Chanute and a few other places. The results will be watched with interest by school superintendents and administrative boards all over the state.

Due to the fact that the junior high school had not been defined as such, nor had specifications or legal recognition been given; the problem of which was the first junior high school in Kansas becomes one of interpretation. C. H. Brooks writes in this manner:

Neodesha first city to establish, 1913 by a formal action of its board of education, a junior

---

high school. Chanute followed in 1914, building and equipping the first junior high school building in Kansas.5

Supporting Neodesha in the matter of priority, W. H. Andrews in his thesis states:6 "The first junior high school in the state, as far as I am aware, was organized in Neodesha by Superintendent H. P. Study."

In the Twenty-ninth Biennial Report, State Superintendent W. T. Markham adds:

The first steps in the state toward organizing a junior high school were taken perhaps in 1913 at Chanute. Increased enrollments and inadequate building facilities necessitated the reorganization. Since then other fine junior high schools have been organized. Up to this time a few schools of the state had departmentalized their seventh and eighth grades, but had not gone so far as to organize junior high schools.7

Superintendent James B. Hutton of Chanute writes: "I believe it is correct that this was the first regularly constituted junior high school in Kansas."8

Due to the pioneer nature of both Neodesha and Chanute, and since both are representative of early junior high school development in Kansas, a proper study of the


8. James B. Hutton, Correspondence. (Chanute, Kansas October 30, 1947.)
evolutionary character of the schools in this state must give some emphasis to these two cities.

During the early years of this century, Chanute, from an educational standpoint, was divided into two warring factions. The Santa Fe tracks divided the city into a "west side" and an "east side." Each opposed the other on the grounds of principle whenever problems involving the schools developed. This situation had served to block proposals for new school building construction in Chanute. Mr. J. F. Hughes was the new superintendent of Chanute schools in 1912. Early in his administration, Mr. Hughes suggested the erection of a junior high school building and a new senior high school building. One could be east of the tracks, the other on the west side. The new superintendent was enthusiastic about the junior high school idea and his proposal satisfied both factions.

An election proclamation, calling for a vote on bonds to erect the two proposed school buildings, was carried in the Chanute Tribune, April 1, 1913. The bond total was $95,000. Of this total, $55,000 was to be expended for a junior high school building, and $40,000 was to be used in the erection of the senior high school. In the spring


10. Chanute Daily Tribune, April 1, 1913 (Files of Kansas State Historical Society, Topeka, Kansas.)
election that followed, the bonds carried by a large major-
ity, 1565 votes being cast for the bonds and 650 against. 
It should be noted at this time that, by agreement, the 
committee of the west side was given the choice of build-
ings. It asked for the junior high school building. 

Mr. Curl found other items of interest in the board 
minutes. "On April 21, 1914, Superintendent Hughes reported 
to the board that a total of 374 pupils would be ready to 
enter the new junior high school in the fall." Some 
idea of the advanced program of reorganization in Chanute 
can be gained from the following faculty roster. 

F. A. Lovan was the first junior high school 
principal. Teachers on the faculty were L. M. 
Collins, Opal Wishard, Bessie Killough, Fannie 
Hare, with duties not listed; Georgia Howard, 
cooking; J. V. Hamilton and Neal Huff, manual 
training; Edna Hunziker, German; and W. S. 
Lyerla, commercial.12 

That the Chanute Junior High School has continued in 
constructive growth is indicated by Superintendent Hutton's 
letter which is quoted here, in part: 

In my mind there is no question but what the jun-
or high school is a natural grouping of students 
which enables them to do their best work. They are 
socially, physically and mentally a natural grouping 
and those teachers who have a natural understanding 
with that age and with the proper professional train-
ing much more can be accomplished than could other-
wise be done. 

12. Loc. cit.
In my experience with boys and girls, I feel the junior high school group the best place in the student's life to keep him interested and inspired so that he can continue his education. They are alert, alive and loyal and are thus of an impressionable age. I think in all of my teaching I have enjoyed my junior high work as much as any.

I do not know of any organization that could take the place of a junior high school organization. We have many excellent junior high school men in Kansas and I feel that their program is in excellent hands in our state.

Our folks here in Chanute are very proud of their junior high school and rightly so. It is an alert organization staffed by excellent people and consequently a splendid spirit prevails.\(^\text{13}\)

Chanute has maintained a 6-3-3 form of school organization since 1914. This is in contrast to many Kansas schools that have made numerous grade organization changes. As organized first in many cities of Kansas, the junior high school and the senior high school were housed in the same building and were taught by the same teachers. This was the plan at Neodesha and Manhattan. Regarding the single building form of reorganization, Andrews continues:

This plan was very popular in the first days of the junior high school but was rapidly abandoned as new buildings became available. The plan also contained a fundamental error of administration. Since the children in the junior high school and in the senior high school are essentially in different periods of development, when put together in the same building, unavoidable friction and misunderstandings arise. In Kansas there are two forms of the junior high school, the so-called 3-3 plan

\(^{13}\) James B. Hutton, *Correspondence* (Chanute, Kansas, October 30, 1947.)
and the 2-4 plan. The 3-3 plan is ideally the perfect plan and is generally introduced where building conditions permit it. The 2-4 plan is, however, frequently found.

The course of study of the junior high school is the crux of the whole matter. It serves no essential purpose to make the seventh, eighth, and ninth grades into a separate school, with departmentalized teaching and then teach the same old curriculum with but little, if any modification of the former program of studies. A satisfactory curriculum for the junior high school yet remains to be made. The objectives to be realized and the skills which should be developed have not yet been defined, though they are beginning to appear.\textsuperscript{14}

Andrews' writing is indicative of the general heterogeneous nature of Kansas junior high school organization from 1910 to 1920. Writing in 1923, he concludes:

The course of study as developed now is much better articulated and the junior high school is assuming a definite place in the school system. It is limited practically to the first and second class cities. Probably every one of these school systems has a junior high school and in many cities the newest and best buildings are given to this school.\textsuperscript{15}

The junior high school at Neodesha is worthy of special note, not only because of its pioneer establishment, but also for its departure from the traditional in the subject matter field. In 1915, H. P. Study, Superintendent of Neodesha schools, reviewed his work in this way:

The work of the past year has been normal in every respect, the outstanding feature of our school work has been the attempt to perfect the Six and Six


\textsuperscript{15} Ibid., pp. 196-197.
Plan, which was adopted in September, 1913. . . .

Recently there is a tendency to divide the six year high school course into a three year course known as the Junior High School or Intermediate School and a three year course known as the Senior High School, although there is no unanimity of agreement as to how the Junior and Senior High Schools shall be organized, the tendency according to U. S. Commissioner of Education, P. P. Claxton, is toward the Six-Three-Three plan. . . . The Junior High School was established in September, 1913, it has increased in popular favor each year until it now seems to have passed the experimental stage. Now and then an objection to certain "innovations" is heard, but it is my belief that an attempt to return to the old regime would meet with a storm of objections. . . . Economy is practiced here by having the junior and senior high schools under one administration in the same building. . . . The amount of retardation is diminished in the seventh and eighth grades. These grades have increased approximately thirty-three and one-third per cent, and the ninth grade 100 per cent over the 1911 enrollment for those classes.

Changes in Course of Study

A narrow range of electives have been introduced into the seventh and eighth grades. The pupil is given a choice of one or two subjects over and above the required work. New studies have been introduced either as separate subjects or as new subject matter absorbed by the traditional studies, for example, German and Typewriting are offered as separate subjects while simple household accounting and algebraic equations are taught in connection with seventh and eighth grade arithmetic. Domestic Science and Art and Manual Training are taught as separate subjects. There has not been so much a change of subject as a change in interpretation of the old subject matter. The expansion of the Junior High School curriculum upward must be carried on gradually and without sacrificing standards of thoroughness.

The teacher problem is the most insistent. The ordinary high school teacher is long on academic training and short on sympathy and understanding. He
is in fact a partial failure because he can't teach below the ninth grade.¹⁶

Following the lead of Neodesha and Chanute, numerous schools began reorganizations. In 1915, Superintendent Roy Rankin, of Hoisington, divided his school into a six-grade elementary, and a six-grade high school, the latter being fully departmentalized. Mr. Rankin states that beginning German was taught in the seventh grade.¹⁷ The following quotation authorized Superintendent Rankin's plan:

Hoisington, Kansas, April 5, 1915


On Motion, it was decided to reorganize the school system, beginning next fall, so that the elementary schools shall include the first six grades and the high school the next six grades....

On motion the Board adjourned.¹⁸

R. Rankin, Clerk

C. E. Birch in his Lettergram gives the following information relative to Lawrence, Kansas:

The annual report for 1916-1917 states: "An intermediate school will be in operation at Central next year with a fairly adequate number of teachers provided."

¹⁷. Roy Rankin, Interview, Hays, Kansas, October 18, 1947.
The election of W. N. Anderson as the principal of the new Intermediate School is recorded in the minutes of the Board meeting held May 7, 1917. In the report of Superintendent Raymond A. Kent to the Board, dated December 1, 1917, we find this comment: "Next semester we are expecting forty more pupils to be enrolled in the Intermediate School than we have now. This will necessitate the employment of another teacher, and we shall need the room in Central now used by the High School."

The minutes of the Board meeting, held April 1, 1918, show that George A. Selke was chosen to head the Intermediate School, but shortly thereafter, the war having made its demands, the name of M. H. Read appears as the principal. The directory for the school year 1919-1920, gives the name of W. D. Armentrout as principal. For the first time, in official documents, the name of the school in Lawrence is Lawrence Junior High School. The directory for 1920-1921 carries the name of F. A. Lovan as principal. This also indicates that grades seven and eight still constitute the school. In the directory for 1921-1922, the name of John R. Barnes appears as principal, and for the first time a ninth grade class is included in the organization.

The final school to be considered in this chapter of the study, as typical of early, Kansas junior high schools, is Coffeyville. The movement to start a junior high school in this city began in June, 1920, as shown in the following extract of minutes furnished by J. H. Benefiel:

**June 15, 1920**

Mr. Pettiner moved that the mayor be instructed to call an election to vote bonds according to the following:

Comes now the school Board of District #3 composing the city of Coffeyville and outlying districts and states.

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That the school buildings of this district are not large enough to properly house the pupils of the district. That to relieve the congestion, the school Board proposes to build a Junior High School, said school to take the seventh grade from the ward schools, the eighth grade and the ninth grade or Freshman grade from the High School, this building to be centrally located.

This motion was seconded by Martin and carried.

Mr. Benefiel continues in his letter:

I happen to know of some of the events that preceded this action. Shortly after World War No. 1 there was some sentiment in favor of building a new high school as a memorial. This led to a mass meeting in the auditorium of the high school building to which the public was invited. A number of citizens expressed themselves but the whole trend of thought was changed after a speech by Mr. A. I. Decker who was then superintendent of schools who pointed out the trend toward the 6-3-3 type of organization and suggested that a junior high would relieve congestion in both elementary schools and the high school. He sold the idea completely and the junior high resulted from this meeting. In the meantime another group promoted a plan for building a memorial auditorium which was carried out so the junior high was not built as a memorial but the town went on and voted bonds to the amount of $350,000 for the building and the school came into existence as the Roosevelt Junior High School.

The building was completed in 1923. It was to have been turned over to the board of education the first of August but because of difficulty in getting certain materials it was not completed until about the first of January, 1924. However school was opened in the new building the first of October, two weeks after the opening of the other schools in Coffeyville. I was principal from the beginning and have served in that capacity since its opening. That first semester was a hectic one because we had workmen on the job all of the time. We did not even get into the auditorium until after the Christmas vacation. With a new faculty, a student body with no traditions to follow, and a partially completed
building, I don't see now how we ever got through that first year.

In this chapter, a treatment of specific Kansas cities has been given in order to indicate a general continuity in the evolution of the junior high school. The period of time covered is roughly from 1910 to 1920. This decade represented a transitory period from the early exploratory schools of the first ten years of the century, to the more definitely organized systems of the nineteen twenties. As has been implied, this growth appeared almost simultaneously throughout the state, as a result of individual thinking and pioneering.

The following chapter will trace the official development of the junior high schools as portrayed in the documents and reports of the State Department of Education, together with the applicable portions of the Kansas Statutes.

20. J. H. Benefil, Correspondence (Coffeyville, Kansas, October 30, 1947.)
CHAPTER V

GROWTH OF JUNIOR HIGH SCHOOLS IN KANSAS

The evolutionary nature of the junior high school in Kansas is indicated by a study of the Biennial Reports of the State Superintendent of Public Instruction, together with an examination of the Kansas statutes. A somewhat constant, although irregular thread of information, relative to the development, is contained in the above sources from the superintendency of W. D. Ross to the present time. As was mentioned in the preceding chapter, Mr. Ross called attention to the early work being done at Chanute and Neodesha in his Nineteenth Biennial Report for the years 1913-1914. 1

The Twentieth Biennial Report under the heading of Educational Progress gives the following information: 2

Hutchinson—Has a new $60,000 junior high school.
Kansas City—Has a new junior high school building.
Salina—Has erected a new junior high school at a cost of $90,000.

The Twenty-first Biennial Report gives additional information relative to the junior high building program.

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that was occurring in Kansas during the years 1915 to 1920. Pictures of new buildings at Arkansas City and McPherson are shown. Superintendent Ross, in commenting relative to new buildings, said:

As an indication of the educational progress made during the past biennium, we give here a list of new buildings erected during this time. The list does not include buildings remodeled or added to, nor does it include elementary school buildings.

In the listing the following items appeared:

<table>
<thead>
<tr>
<th>Location</th>
<th>School Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoisington</td>
<td>Junior-Senior high school</td>
<td>$55,000</td>
</tr>
<tr>
<td>Fort Scott</td>
<td>Junior high school</td>
<td>100,000</td>
</tr>
<tr>
<td>Arkansas City</td>
<td>Junior high school</td>
<td>100,000</td>
</tr>
<tr>
<td>Garden City</td>
<td>Junior high school</td>
<td>50,000</td>
</tr>
<tr>
<td>McPherson</td>
<td>Junior high school</td>
<td>80,000</td>
</tr>
<tr>
<td>Hutchinson</td>
<td>Junior high school</td>
<td>140,000</td>
</tr>
<tr>
<td>Russell</td>
<td>Senior and Junior high</td>
<td>60,000</td>
</tr>
<tr>
<td>Salina</td>
<td>Junior high school</td>
<td>150,000</td>
</tr>
<tr>
<td>Wichita</td>
<td>Junior high school</td>
<td>100,000</td>
</tr>
</tbody>
</table>

During the administration of Lorraine Elizabeth Wooster (1919-1922), the State Department of Public Instruction placed chief emphasis upon rural school development, and little was said concerning secondary schools; however,

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4. Ibid., pp. 67-68.
the North Central Association, in 1921, listed the following accredited 3-year and 6-year high schools:

3-year high schools—Arkansas City, Chanute, Emporia (Normal High School), Garden City, Holton, Hutchinson, Junction City and Pratt.

6-year high schools—Hoisington, Horton, Minneapolis, Neodesha, and Winfield.

Thus, the North Central Association was recognizing high schools from which the ninth grade had been removed; but up to this time, no recognition of junior high schools in the statistical tables of the State Department of Education is given.

Superintendent Jess W. Miley evidenced considerable interest in the growing junior high school movement. Mr. Miley was State Superintendent during the years 1923-1926, inclusive. Writing in 1923, he said, "A law should be enacted defining the junior high school and authorizing a course of study and the approval of textbooks." He continued:

This type of school in one form or another seems to be firmly established in most city systems of Kansas, but in rural sections it has not been extensively introduced. If we are to adequately provide for the education of all children, the rural schools must be improved. In many rural high-school districts costly and spacious plants are to be found,


yet no provision is being made for extending the course of study to include the seventh and eighth grades. Why not fully utilize these plants? Why not place the seventh and eighth grade rural boy and girl in the junior high school? It would not only guarantee the superior benefits now claimed by city junior high-school organizations, but would at the same time provide a longer school term, better trained teachers and better equipment. They would also have the benefit of real classroom instruction and vitalized recitations instead of the ten minute, hurried rural school procedure. I, therefore, wish to commend the junior high school organization to the rural communities of Kansas. 7

Although the junior high school had been given but little statutory mention, certain legislative acts apparently had this type of school organization in mind. A review of this legislation is given at this point.

The Session Laws of 1915, pertaining to the State Board of Education, contain the following provision, "The board shall provide courses of study for the public schools of the state, including the common or district schools, the graded schools, and the high schools." 8

Also with regard to the State School Book Commission, the 1915 law reads:

The said State School Book Commission may approve textbooks in subjects not enumerated above, for special courses, to meet the needs and requirements of the course of study prescribed for use in the public schools, including the high schools of the state. 9

7. Ibid., p. 43.
8. Session Laws of 1915, Chapter 296, Section 6, p. 381.
Concerning teaching certificates, the 1915 Session Laws are specific:

Each person who has completed a standard four-year high school course approved by said institution as referred to in Section 1, and who has completed the freshmen and sophomore courses prescribed by the faculty and approved by the State Board of Administration, shall be entitled to a life certificate to teach in the elementary schools and the junior and two-year high schools of the state of Kansas.¹⁰

Regarding rural high schools, the 1917 statutes provide:

The rural high schools herein provided for shall follow the course of study prescribed for rural high schools by the State Board of Education, and said State Board of Education may extend the course of study so as to include a two-year course equivalent to the course of study prescribed by the State Board of Education for the last two years in the elementary schools.¹¹

Doubtless, the State Department of Education made a rather broad interpretation of the above legislation, for it issued the following information concerning junior high school certification:

No school will be designated or recognized as a junior high school if the teachers of such department do not hold certificates based upon 60 hours (2 years) of college. (This is not retroactive) ¹²

Acting on the foregoing basis, the State Board of Education authorized the course of study and on May 1, 1923,

¹¹. Session Laws of 1917, Chapter 284, Section 7, p. 415.
the State School Book Commission made approvals of texts for the junior high course.\(^{13}\)

Due to the lack of legislative clarity, and the misunderstanding as to what a "junior high school" was, a number of legal problems arose. T. W. Wells relates that complications developed as a result of the Barnes High School Law of 1905.\(^{14}\) Under this law, school money was apportioned on the basis of student enrollment. Some schools operating six-year high schools, included the seventh and eighth grades in their total high school enrollment. According to Mr. Wells, the courts consistently interpreted "high school" as grades nine to twelve, inclusive. In connection with this point, tuition cannot be paid out of public funds for seventh and eighth year pupils attending junior high schools. The courts seem to hold that the ninth grade is the first high school grade from the standpoint of financial matters.\(^{15}\)

An interesting case involving the junior high school situation was tried in Coffeyville in 1924. The case is briefed here:

Celia Thurman-Watts, Plaintiff, v. The Board of Education of the City of Coffeyville and A. I. Decker,

\(^{13}\) Loc. cit.


as Superintendent of Public Schools, et cetera, Defendants.

Syllabus of Court

High Schools-- Interpretation of Statutes-- Ninth Grade-- Is a High-school Grade. Under the law and the educational system of this state, the ninth grade is a high-school grade, even in cities which maintain junior high schools, under the plan of six years elementary work, three years intermediate work, and three years senior-high-school work.

Discrimination on Account of Color of Pupils is Forbidden by Statute. Discrimination on account of color is forbidden by statute in all high schools of this state, except the high schools of a given city.

Original proceedings in Mandamus. Opinion filed January 25, 1924. Writ allowed. The opinion of the court was delivered by J. Hopkins.16

The case involved a colored student seeking to enter the ninth grade of Roosevelt Junior High School of Coffeyville. She had been denied admittance on the grounds that the ninth year did not constitute a high school grade. Cities had authority to establish separate schools for colored children in the grades but not in high schools. Since the opinion is very pertinent to the junior high school development of the early twenties, much of it is reproduced here:

Methods of education and courses of study have been and are still undergoing a transition which has resulted in great confusion so far as classification of grades is concerned. Courses originally taught in high schools are being taught in the elementary grades, while courses taught in the elementary grades

are being extended into high schools. In recent years the junior high school has come into vogue. It is a school organized between the elementary school and the senior high school, sometimes called the intermediate school. It usually includes the seventh, eighth, and ninth years, though sometimes only the seventh and eighth. It is departmentalized and pupils are promoted by subjects instead of by years or grades of work. Greater elasticity of the curriculum is sought. A manual issued by the state department of public instruction gives extensive information concerning the movement. A large number of the school systems of the state have departed, to some extent, at least from what was originally known as the "8-4" plan of school organization--eight years in the elementary schools and four years in the high school. While the greater number of schools are still operating under that plan, other systems are being organized on what is termed the "6-2-4"--six years in the elementary grades, two years in intermediate and four years of high school. Another plan gaining popularity is what is known as the "6-3-3" plan--six years in the elementary grades, three years intermediate (which includes the junior high school) and three years of senior high school. Coffeyville has adopted the "6-3-3" plan. Conforming to the general transition, the state board of education has authorized certain courses of study for junior high schools. Also the state school book commission has approved certain texts for seventh and eighth grades which, under the new plan, are part of the junior high school.

Notwithstanding the adoption of the junior-high school method of organization in many of the schools of this and other states, the official reports filed with the state superintendent of public instruction conform to and furnish data under the standard four-year high school plan. The official biennial report of the state superintendent of public instruction to the governor is based upon the standard four-year high school. The biennial report of the state superintendent of public instruction for the years ending June 30, 1921 and June 30, 1922, shows the city of Coffeyville operating under a system of eight grades in the elementary school and four grades in the high school. The same method was followed for the school year ending June 30, 1923. . . .
The junior high school of Coffeyville may be an intermediate school between the elementary grades and the senior high school. It is clear, however, that the ninth grade, even though housed with the seventh and eighth grades in a building termed "junior high school," is still part and parcel of the high school proper, and is generally so regarded. It is equally clear that, under existing statutes, the defendants may not separate white and colored pupils in the high school because of their color.

Coffeyville has three junior high schools--the Roosevelt, the Washington and the Cleveland. The defendants have designated the Roosevelt building for white pupils, the Cleveland building for colored pupils, while both white and colored attend the Washington building. While all three are modern school buildings, the Roosevelt is the newest and most up-to-date. It is contended by the defendants that if the plaintiff is permitted to select the Roosevelt building for her daughter all of the colored pupils of Coffeyville may decide to attend school at the Roosevelt building and that facilities for all are not afforded there. Perchance all the white pupils might decide to attend there. The answer to this contention is that the defendants have charge and control of the schools of Coffeyville and have power to make all necessary reasonable rules for the government thereof. A limitation upon such power is that defendants may not separate students of the ninth grade or high school on account of their color.17

Superintendent Miley's request, previously mentioned in this study, for a legislative enactment defining the junior high school, seems to be well justified. That the schools were growing in numbers is evident by the picture section in the Twenty-fourth Biennial Report.18 The following junior high school buildings were pictured: Coffeyville; Kansas

17. Ibid., pp. 330-333.

City; Arkansas City; Chanute; El Dorado; Salina; Fort Scott; Parsons; Liberty and Sherman of Hutchinson; Hamilton, Allison, Roosevelt, and Mann of Wichita. New buildings were listed for Independence and Iola.\textsuperscript{19}

Mr. Miley concluded that the junior high school existed in every stage of development throughout the state.\textsuperscript{20} He felt that a broad state policy was necessary; that schools desiring to pioneer and experiment could do so without being hampered by a narrow definition of this particular unit of the school system, or by a fixed program of studies which would prevent pioneer exploration and experimentation which is so desirable in a new educational unit. On the other hand, those more conservative communities which desire junior high schools, and yet would not go so far, should not be compelled to do so in order to receive recognition.

The year 1925 was important for Kansas junior high schools from a legislative standpoint. The Kansas Legislature at this session passed a law defining this form of school organization and authorized the approval of textbooks for junior high school use. The statute reads:

\begin{quote}
Any board of education or board of any school district in this state is hereby authorized to provide for an intermediate school or junior high school, which shall be called a "junior high school," and which shall include two or more of the first three
\end{quote}

\begin{itemize}
\item \textsuperscript{19} Ibid., p. 87.
\item \textsuperscript{20} Ibid., p. 54.
\end{itemize}
years immediately following the first six years of school instruction. The State Board of Education is authorized and directed to prescribe a course of study for each year of such junior high school and provide regulations for teaching therein, and the State School Book Commission is hereby authorized and directed to approve or adopt suitable textbooks therefor. (Published March 20, 1925.)

Following the direction of the 1925 Legislature, the State Board of Education, on April 7, 1925, adopted the following regulations:

To receive recognition, a junior high school may be maintained only in connection with an accredited senior high school and shall consist of the seventh, eighth, and ninth grades.

No person shall be eligible to teach in a junior high school, as defined above, who has not completed at least sixty semester hours of standard college work. The high-school supervisors are directed to require reports from junior high-school organizations in the same manner now required for the senior-high school organizations.

Thus, twelve years after its inception in Kansas, the junior high school was recognized as a school entity and brought under state supervision. On the following page is a list of the first legally recognized junior high schools in Kansas, as shown by the Twenty-fifth Biennial Report.

21. Session Laws of 1925, Chapter 240, Section 1, p. 318.


23. Loc. cit.
Recognized Kansas Junior High Schools for 1925-1926

<table>
<thead>
<tr>
<th>School Name</th>
<th>City</th>
<th>Senior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas City</td>
<td>Holton</td>
<td>Parsons</td>
</tr>
<tr>
<td>Arnold</td>
<td>Horton</td>
<td>Pittsburg</td>
</tr>
<tr>
<td>Atchison</td>
<td>Hutchinson</td>
<td>K.S.T.C. Junior</td>
</tr>
<tr>
<td>Bird City</td>
<td>Liberty</td>
<td>Pratt</td>
</tr>
<tr>
<td>Bonner Springs</td>
<td>Sherman</td>
<td>Salina</td>
</tr>
<tr>
<td>Cambridge</td>
<td>Independence</td>
<td>Sedan</td>
</tr>
<tr>
<td>Chanute</td>
<td>Iola</td>
<td>Topeka</td>
</tr>
<tr>
<td>Coffeyville</td>
<td>Junction City</td>
<td>Boswell</td>
</tr>
<tr>
<td>Colby</td>
<td>Kansas City</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Dodge City</td>
<td>Argentine</td>
<td>Wellington</td>
</tr>
<tr>
<td>El Dorado</td>
<td>Northwest</td>
<td>West Mineral</td>
</tr>
<tr>
<td>Emporia</td>
<td>Lawrence</td>
<td>Wichita</td>
</tr>
<tr>
<td>Lowther</td>
<td>Leavenworth</td>
<td>Allison</td>
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<tr>
<td>Formoso</td>
<td>Liberal</td>
<td>Hamilton</td>
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<tr>
<td>Fort Scott</td>
<td>Lucas</td>
<td>Central</td>
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<tr>
<td>Franklin</td>
<td>McPherson</td>
<td>Mann</td>
</tr>
<tr>
<td>Fredonia</td>
<td>Manhattan</td>
<td>Roosevelt</td>
</tr>
<tr>
<td>Frontenac</td>
<td>Neodesha</td>
<td>Windfield</td>
</tr>
<tr>
<td>Garden City</td>
<td>Oskaloosa</td>
<td></td>
</tr>
</tbody>
</table>

The [1925 Biennial Report](#) is significant because, for the first time, the junior high school was included in the statistical tables. First-class cities had a total enrollment of 13,085 students; second-class cities had 11,957. Atchison was listed as a 6-year senior high school, and Salina as a 4-year school. Seventeen second-class cities had 3-year junior high schools and fifteen were located in third-class cities. Twenty-seven second-class cities reported 2-year junior high schools, and thus were not recognized by the State Board of Education according to the ruling previously mentioned. Of the seventy-six second-class cities listed, fifty-one had junior high school organizations in 1926.

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24. Ibid., pp. 120-124.  
25. Ibid., p. 277.
Under date of November 8, 1927, the State Board of Education passed the following resolution:

The junior high school shall consist of the first two or the first three years immediately following the first six years of school instruction, and shall have its work departmentalized similar to the high school and its curriculum differentiated.26

This ruling, conforming to the 1925 statutes, enabled the 2-year junior high schools to secure recognition. At the same time the following standards were established.

Standards for Junior High Schools

1. Annual reports to the State Department of Education shall be made at the beginning of each school year.

2. Teachers should be selected to teach subjects for which they have made high-school and college preparation.

3. Every teacher in a recognized junior high school must have a state certificate based on two or more years of college credit.

4. Class periods of at least thirty minutes shall be in all recitations.

5. In order to be recognized, a junior high school must have at least two full-time teachers or the equivalent thereof.

6. The classes should not exceed thirty students.

7. The organization should be a distinct administrative unit of school work, filling the gap between the sixth grade and the high school.

8. The school shall be in session nine months during the year.

9. All junior high schools must follow one of the courses of study selected from the Junior High School

Manual. Junior high schools offering but two years must follow two consecutive years of the courses given in the Junior High School Manual.

(10) The work must be departmentalized and electives offered. Students should be passed in each subject completed and given credit for the work. 27

Relative to state recognition and supervision, the above source went on to say that schools having the seventh, eighth and ninth grades in a separate unit, organized as a junior high school and complying with the regulations of the State Board of Education, are entitled to recognition. These schools are inspected by the high school supervisors and recommended, if up to the standard. For the school year 1926-1927, twenty-three schools were visited by high school supervisors; and thirty-four were examined during the year 1927-1928. 28

The Twenty-sixth Report mentioned that the junior high school movement is increasing in popularity not only throughout the state of Kansas but through all the states, especially in the North Central Association territory. It cannot be considered a mere experiment. The above report added:

If it were not for the additional expense entailed, every school should undoubtedly have a junior high school organization. In the past two years fifteen schools have organized junior high schools. Of the

27. Ibid., p. 20.
28. Ibid., p. 21.
sixty-five junior high schools now recognized by the State Board of Education, four have the seventh and eighth grades only and the other sixty-one have the seventh, eighth, and ninth grades.29

In 1928, all of the first-class cities of the state had 3-year junior high schools except Atchison, which had a 6-year senior high. Of the second-class cities, twenty-eight had 2-year organizations and twenty-four had 3-year schools. The first-class cities had a total junior high enrollment of 16,796; with the second-class cities having 14,034.30

George A. Allen, Jr. observed in 1930 that the junior high school movement continued to increase in popularity.31 This fact is shown by the following statistics: For the year 1928-1929, there were sixty-two recognized 3-year junior high schools and nine 2-year schools. For the year 1929-1930, seventy-four 3-year schools and twenty 2-year schools were approved.

This increase in numbers apparently reached a peak during the school year 1931-1932 when all of the schools shown on the following page were listed as accredited.32

29. Loc. cit.
30. Ibid., pp. 278, 297-299.
## Recognized Kansas Junior High Schools for 1931-1932

### 3-year

<table>
<thead>
<tr>
<th>City</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas City</td>
<td>Iola</td>
</tr>
<tr>
<td>Arnold</td>
<td>Junction City</td>
</tr>
<tr>
<td>Atchison:</td>
<td>Kansas City:</td>
</tr>
<tr>
<td>Ingalls</td>
<td>Argentine</td>
</tr>
<tr>
<td>Beeler</td>
<td>Central</td>
</tr>
<tr>
<td>Bird City</td>
<td>Northeast</td>
</tr>
<tr>
<td>Caney</td>
<td>Northwest</td>
</tr>
<tr>
<td>Chanute</td>
<td>Rosedale</td>
</tr>
<tr>
<td>Cherryvale</td>
<td>La Cygne</td>
</tr>
<tr>
<td>Cimarron</td>
<td>Lawrence</td>
</tr>
<tr>
<td>Coffeyville</td>
<td>Leavenworth</td>
</tr>
<tr>
<td>Concordia</td>
<td>Liberal</td>
</tr>
<tr>
<td>Dodge City</td>
<td>McPherson</td>
</tr>
<tr>
<td>El Dorado</td>
<td>Manhattan</td>
</tr>
<tr>
<td>Emporia</td>
<td>Medecine Lodge</td>
</tr>
<tr>
<td>Fort Scott</td>
<td>Minneola</td>
</tr>
<tr>
<td>Fredonia</td>
<td>Moline</td>
</tr>
<tr>
<td>Frontenac</td>
<td>Neodesha</td>
</tr>
<tr>
<td>Garden City</td>
<td>Olathe</td>
</tr>
<tr>
<td>Hays</td>
<td>Osawatomie</td>
</tr>
<tr>
<td>Hays:</td>
<td>Oskaloosa</td>
</tr>
<tr>
<td>Girls Catholic</td>
<td>Ottawa</td>
</tr>
<tr>
<td>Holton</td>
<td>Palco</td>
</tr>
<tr>
<td>Hiawatha</td>
<td>Plainville</td>
</tr>
<tr>
<td>Hutchinson:</td>
<td>Parsons:</td>
</tr>
<tr>
<td>Liberty</td>
<td>East</td>
</tr>
<tr>
<td>Sherman</td>
<td>West</td>
</tr>
</tbody>
</table>

### 2-year

<table>
<thead>
<tr>
<th>City</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilene</td>
<td>Frankfort</td>
</tr>
<tr>
<td>Attica</td>
<td>Formoso</td>
</tr>
<tr>
<td>Atchison:</td>
<td>Girard</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Great Bend</td>
</tr>
<tr>
<td>Basehor</td>
<td>Horton</td>
</tr>
<tr>
<td>Belpre</td>
<td>Humboldt</td>
</tr>
<tr>
<td>Belleville</td>
<td>Jennings</td>
</tr>
<tr>
<td>Bonner Springs</td>
<td>Kanorado</td>
</tr>
<tr>
<td>Cambridge</td>
<td>Kansas City:</td>
</tr>
<tr>
<td>Colby</td>
<td>Welborn</td>
</tr>
<tr>
<td>Coldwater</td>
<td>Kingman</td>
</tr>
<tr>
<td>Colony</td>
<td>Kismet</td>
</tr>
<tr>
<td>Ellis</td>
<td>Lewis</td>
</tr>
<tr>
<td>Bureka</td>
<td>Lincoln</td>
</tr>
<tr>
<td>Lucas</td>
<td>Macksville</td>
</tr>
<tr>
<td>Moline</td>
<td>Moran</td>
</tr>
<tr>
<td>Mount Pleasant</td>
<td>Newton</td>
</tr>
<tr>
<td>Norton</td>
<td>Norton</td>
</tr>
<tr>
<td>Nortonville</td>
<td>Paola</td>
</tr>
<tr>
<td>Preston</td>
<td>Preston</td>
</tr>
<tr>
<td>Ransom</td>
<td>Ransom</td>
</tr>
<tr>
<td>Sharon</td>
<td>Silver Lake</td>
</tr>
<tr>
<td>Stafford</td>
<td>Stafford</td>
</tr>
<tr>
<td>Wamego</td>
<td>Wamego</td>
</tr>
<tr>
<td>Winona</td>
<td>Winona</td>
</tr>
</tbody>
</table>
That the supervision was becoming a problem to the State Department of Education is shown by W. T. Markham's comment in 1934:

Here it is perhaps fitting to say that the state educational department is facing a task that has grown far beyond the resources afforded it by the legislature. With two high school supervisors it is attempting to supervise nearly 800 high schools and approximately 115 junior high schools. The last-named schools are rapidly increasing in number and adding greatly to the problems of the department.

The following figures give the junior high school growth trend for the decade 1928 to 1938.\textsuperscript{34}

<table>
<thead>
<tr>
<th>Year</th>
<th>3-year Junior</th>
<th>2-year Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-1929</td>
<td>62</td>
<td>9</td>
</tr>
<tr>
<td>1929-1930</td>
<td>74</td>
<td>20</td>
</tr>
<tr>
<td>1930-1931</td>
<td>74</td>
<td>24</td>
</tr>
<tr>
<td>1931-1932</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>1932-1933</td>
<td>76</td>
<td>37</td>
</tr>
<tr>
<td>1933-1934</td>
<td>62</td>
<td>47</td>
</tr>
<tr>
<td>1934-1935</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>1935-1936</td>
<td>61</td>
<td>43</td>
</tr>
<tr>
<td>1936-1937</td>
<td>59</td>
<td>44</td>
</tr>
<tr>
<td>1937-1938</td>
<td>59</td>
<td>42</td>
</tr>
</tbody>
</table>

The decrease shown in the last five years of the table for the 3-year schools may be attributed to the formation of 6-year high schools in a number of cities. There

\textsuperscript{33} Kansas, State Superintendent of Public Instruction, Twenty-ninth Biennial Report, 1933-1934, p. 41.

\textsuperscript{34} Kansas, State Superintendent of Public Instruction, Thirtieth Biennial Report, 1935-1936, p. 20.
were forty systems so organized in 1936.\textsuperscript{35} Concerning this type of organization, Superintendent Markham wrote:

Out of the experiences with the junior high school at Winfield, Neodesha, Pratt, Atchison, Hays and a number of other communities of like size and facilities, the six-year secondary school, administered as a unit, is proving to be a very acceptable type of organization. Aside from the close articulation of the course of study, the composition of the teaching staff has been strengthened and arrangements for supervision and pupil guidance more satisfactorily promoted. Types of reorganization in the closely associated junior-senior high school and the separate junior and senior high school are represented by the school systems at Arkansas City, Ottawa, Manhattan, Emporia, Dodge City, Newton, Wichita, Topeka, Kansas City and Salina. In all of these types of organization the consistency of their program is particularly noticeable.\textsuperscript{36}

This chapter has been devoted to a study of the evolution of Kansas junior high schools, chiefly as pictured by the State Department of Education from the administration of W. D. Ross to that of the present state superintendent, Dr. L. W. Brooks. The concluding chapter of this thesis will give a general survey of the junior high schools as they exist in Kansas at the present time.

\textsuperscript{35} Loc. cit.

\textsuperscript{36} Kansas, State Superintendent of Public Instruction, Thirty-first Biennial Report, 1937-1938, p. 18.
CHAPTER VI

SUMMARY AND CONCLUSIONS
(A Review of Kansas Junior High Schools)

From an appraisal of records and publications of the State Department of Education since 1940, certain facts emerge from which conclusions may be drawn. For the school year 1944-1945, forty-five 3-year junior high schools were approved and thirty-five 2-year schools met the necessary specifications. In 1945-1946, forty-three 3-year organizations, and twenty-four 2-year schools qualified.¹ The school year 1946-1947 found the following systems accredited in the records at Topeka.²

<table>
<thead>
<tr>
<th>3-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas City</td>
</tr>
<tr>
<td>Chanute</td>
</tr>
<tr>
<td>Cherryvale</td>
</tr>
<tr>
<td>Coffeyville</td>
</tr>
<tr>
<td>Concordia</td>
</tr>
<tr>
<td>Dodge City</td>
</tr>
<tr>
<td>El Dorado</td>
</tr>
<tr>
<td>Emporia</td>
</tr>
<tr>
<td>Erie</td>
</tr>
<tr>
<td>Frontenac</td>
</tr>
<tr>
<td>Fort Scott</td>
</tr>
<tr>
<td>Galena</td>
</tr>
<tr>
<td>Garden City</td>
</tr>
<tr>
<td>Hiawatha</td>
</tr>
<tr>
<td>Hutchinson:</td>
</tr>
<tr>
<td>Sherman</td>
</tr>
<tr>
<td>Liberty</td>
</tr>
<tr>
<td>Kansas City:</td>
</tr>
<tr>
<td>Argentine</td>
</tr>
<tr>
<td>Central</td>
</tr>
<tr>
<td>Northeast</td>
</tr>
<tr>
<td>Northwest</td>
</tr>
<tr>
<td>Independence</td>
</tr>
<tr>
<td>Iola</td>
</tr>
<tr>
<td>Kansas City:</td>
</tr>
<tr>
<td>Lawrence</td>
</tr>
<tr>
<td>Leavenworth</td>
</tr>
<tr>
<td>Manhattan</td>
</tr>
<tr>
<td>McPherson</td>
</tr>
<tr>
<td>Olathe</td>
</tr>
<tr>
<td>Parsons:</td>
</tr>
<tr>
<td>East (4)</td>
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<tr>
<td>West (4)</td>
</tr>
<tr>
<td>Pittsburg:</td>
</tr>
<tr>
<td>Lakeside</td>
</tr>
<tr>
<td>Roosevelt</td>
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<tr>
<td>Boswell</td>
</tr>
<tr>
<td>Crane</td>
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<td>Curtis</td>
</tr>
<tr>
<td>East Topeka</td>
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<tr>
<td>Holliday</td>
</tr>
<tr>
<td>Roosevelt</td>
</tr>
<tr>
<td>Wichita:</td>
</tr>
<tr>
<td>Allison</td>
</tr>
<tr>
<td>Central</td>
</tr>
<tr>
<td>Hamilton</td>
</tr>
<tr>
<td>Mann</td>
</tr>
<tr>
<td>Marshall</td>
</tr>
<tr>
<td>Wilson</td>
</tr>
<tr>
<td>Robinson</td>
</tr>
</tbody>
</table>

2. Ibid.
### 2-year

<table>
<thead>
<tr>
<th>Location</th>
<th>Location</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony</td>
<td>Girard</td>
<td>Osawatomie</td>
</tr>
<tr>
<td>Augusta</td>
<td>Great Bend</td>
<td>Osborne</td>
</tr>
<tr>
<td>Bonner Springs</td>
<td>Horton</td>
<td>Paola</td>
</tr>
<tr>
<td>Cimarron</td>
<td>Lincoln</td>
<td>Sabetha</td>
</tr>
<tr>
<td>Ellis</td>
<td>Monument</td>
<td>Stafford</td>
</tr>
<tr>
<td>Eureka</td>
<td>Norton</td>
<td>Sterling</td>
</tr>
<tr>
<td>Fredonia</td>
<td>Oakley</td>
<td>Wilson</td>
</tr>
</tbody>
</table>

A study of this list reveals that the junior high school exists largely, in the first- and second-class cities, with the majority of the 3-year schools located in the first-class cities. Of the forty-six in this group, Wichita, Topeka, and Kansas City contain nineteen junior high schools. Only eight, third-class cities had approved schools; and these were administered in connection with the high school. No first-class city has a 2-year plan. In 1946, the records list forty approved, junior high schools in the state as having separate buildings.³

In order to clarify the general picture at the present time, a summary of regulations for Kansas junior high schools follows:

#### A. General:

1. Annual reports on blanks provided shall be made to the State Department of Public Instruction at the beginning of each school year.
2. The school must be in session thirty-six weeks.
3. A sixty-minute supervised study period is recommended.
4. Promotion shall be by subject.
5. The work shall be departmentalized.

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³ Junior High School Organization Reports, 1945-1946, Office of State High School Supervisor, Topeka, Kansas.
B. Program of Studies:
   1. Exploration should be provided for in the regular subjects, in club activities, and in the practical and in the fine arts work.
   2. A social activity program, including assembly, home-room activities, clubs and pupils' participation in school government, is essential.
   3. The plan of recitation should provide for "directed learning."

C. Building, Equipment and Supplies:
   1. The building should provide for regular class-rooms, library, laboratory, shop, home economics, physical education, principal's office, and rest rooms.
   2. Adequate library facilities should be provided for the various fields of work and individual interests of pupils. Annual additions and periodicals should be provided.
   3. A classroom fitted up for science work, with sufficient laboratory equipment to meet the needs of general science.
   4. Up-to-date maps are necessary for use in history and geography.
   5. Adequate equipment is necessary to meet the needs of the work in home economics and shop.

D. Teaching Staff:
   1. All teachers should have a broad cultural background, an understanding of adolescent youth, and adequate college preparation in the assigned tasks.
   2. Every teacher in a recognized junior high school must have a certificate based upon a degree from an accredited college except that junior high school certificates from one of the Kansas Teachers' Colleges are valid.4

In reviewing the junior high school situation in Kansas, Assistant-State Superintendent W. A. Stacey states that "junior high school" in many cases, is merely a name,

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while the school itself is an "elementary monstrosity." He believes that if the State Department had control of junior high financing, the school could be better defined, standardized, and supervised. Mr. Stacey emphasizes that the present complex school finance laws; together with anticipated future legislation, make imperative a clear definition of each type of school organization. The Assistant-Superintendent holds that a town, in order to adequately and economically operate a real junior high school, should have a minimum population of about 4,000. He adds that, "People want improvements, many times more fanciful than real." Mr. Stacey concludes that many communities organized so-called junior high schools merely to "keep up with the Joneses," but failed to justify them educationally.

With the State Department of Public Instruction gradually expanding supervisory control, State Supervisor Stinson asserts that a school must either be an elementary school of eight grades and come under the elementary school laws, or qualify as a junior high school under the regulations prescribed. Mr. Stinson maintains that, with few exceptions, the schools previously listed in this chapter are doing excellent work, and with the teacher situation easing somewhat the junior high schools of the state will become stabilized, with teaching and administrative require-

ments identical to those of the senior high school. 6

A general survey of this study leads to these conclusions: (1) Despite thirty-five years of development, junior high schools in Kansas, exclusive of the first-class cities, are loosely defined, with a variety of interpretation and administration. (2) The traditional "8-4" plan of school organization remains deeply rooted in Kansas, especially from a legal standpoint. (3) "Junior high school" is a popular term applied almost indiscriminately to the seventh, eighth, or ninth grade students throughout the state. (4) Problems of finance and administration practically exclude functional junior high schools from the third-class cities of Kansas. (5) Most of the early arguments and claims of advantages for the junior high school have been abandoned, with the exception that it is a natural social and psychological grouping. (6) Kansas will probably have in the post-war years approximately one hundred, well established, fairly uniform junior high school organizations.

Thirty-five years ago a new school appeared in Kansas with considerable promise of developing into something remarkable and worthwhile. To what extent that promise has been fulfilled is a matter of considerable speculation. The "junior high school idea" is a living thing but its

Implementation a question, a problem, a disappointment in many places.

The early school was based on such things as better articulation, exploration, flexibility of curriculum, and catering to the nature of the pupil. Undoubtedly, those who are carrying on the work of the junior high schools are aware of their problems and have some notion of the junior high idea. Many teachers are willing to try a new philosophy, but lack the materials and methods and do not know where to find them.

With the above thought in mind, this thesis is concluded with the following suggestions: (1) There must be a hard-working, well-trained, junior high school leadership—principals who will lead their faculties into careful and lengthy study, and solution, of their problems. (2) Teachers must develop more initiative. Inertia, complacency, and lack of understanding bar the way to improvement in many classrooms today, perhaps because some teachers do not realize what is wrong. (3) Teachers need to be trained specifically for junior high school work. In too many schools the teachers had no notion of the junior high school idea before accepting their present positions. (4) Opportunity to see some of the better practices in action should be provided. To be told in general terms, without seeing how some school is using new and improved ideas, is not enough.
Books

Gives standards for junior high schools.

Discusses traditional types of school organization in the United States. Gives advantages and disadvantages of junior high schools.

Suggests steps in the evolution of the graded school.

Traces the development of the Chanute Schools, and gives information relative to the establishment of the Chanute Junior High School.

Outlines the basic aims of the junior high school. Gives a summarization of reorganization trends.

A history of the junior high school up to the present time. Traces the development and present status.


Part One of this volume is devoted to a general survey of junior high schools in the United States. It also contains a study as to the justification of this type of organization.


This is a progress report concerning the Neodesha School System for the years 1913-1914.

**Bulletins**


Gives a complete definition of a junior high school.

Vancott, Harrison H., "The Junior High School in America's Educational Program," *The Bulletin of the National Association of Secondary-School Principals*. Vol. 29,

Gives the number of junior high schools in America in 1942.

Manuscripts


Mr. Benefiel, Junior High School Principal, wrote of the establishment and development of the Coffeyville School.

Birch, C. E., The Lettergram, Lawrence, Kansas, September, 1938. (The Staff Bulletin, Public School System.)

Quoted minutes, resolutions, etc., in tracing the development of the Lawrence Schools.


Authorized reorganization of Hoisington Schools.


Mr. Hutton, Superintendent of Chanute Schools, gave his opinion concerning Kansas Junior High Schools.

Kansas, Department of Public Instruction, Junior High School Organization Reports, 1945-1946. Topeka, Kansas. (Office of State High School Supervisor.)

A volume of reports filed by schools for 1945-1946.
Kansas, Department of Public Instruction, Records of State High School Supervisor. Topeka, Kansas.

An 11-page folder giving the accredited junior high schools in Kansas for the school years 1945-1946 and 1946-1947.

Interviews


Mr. Stacey gave his views and philosophy concerning Kansas schools for the past forty years.

Stinson, Ralph, State High School Supervisor, Topeka Kansas, December 22, 1947.

Gave the specifications of the State Department concerning classification of schools.

Rankin, Roy, Professor, Fort Hays Kansas State College, October 18, 1947.

Told of his experience as Superintendent of Hoisington Public Schools, 1913 to 1915.

Wells, T. W., Assistant Professor, Fort Hays Kansas State College, December 15, 1947.

Told of his experience in visiting schools in Junction City and Salina, during the first decade of this century.

Newspaper

Chanute Daily Tribune, April 1, 1913.
Carried an election notice for a bond issue to be used in construction of the Chanute Junior High School.

Theses


Credited Neodesha with being the first junior high school in Kansas. A general study of school legislation and administration in Kansas.


Gives a general treatment of education in Kansas from 1914 to 1932.


Made a study of basic materials and then appraised the status of guidance by means of a questionnaire.

Government Publications


States that the courts hold ninth grade is the
first high school grade from the standpoint of financial matters.


Gives the state regulations for junior high schools.


Gives continuous information and statistical tables concerning the development and growth of Kansas Junior High Schools from the administration of W. D. Ross to that of George McClenny.


Gives the legal framework for the development and authorization of junior high schools in the state of Kansas.


Reviews a case involving the Coffeyville Junior High School.


Gives the number of junior high schools in the United States from 1910 to 1920.

Discusses the early reorganization movement, and gives thirty-one cities as having some form of junior high school organization, prior to 1912.