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Determining the Relative Responsibilities for Educational Objectives in Four Selected Schools of Western Kansas

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DETERMINING THE RELATIVE RESPONSIBILITIES FOR
EDUCATIONAL OBJECTIVES IN FOUR SELECTED
SCHOOLS OF WESTERN KANSAS

being

A Master's Report 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 27, 1963

Approved W. Clement Wood
Major Professor

Approved Ralph W. Coe
Chairman, Graduate Council

ABSTRACT

Brown, Glenn D. (M. S.: Department of Education)

DETERMINING THE RELATIVE RESPONSIBILITIES FOR EDUCATIONAL OBJECTIVES IN FOUR SELECTED SCHOOLS OF WESTERN KANSAS

Master's Report Directed by: W. Clement Wood

The purpose of this study was to determine the most important relative responsibilities of four selected schools in Western Kansas.

An identification of the responsibilities for each of the participating schools was achieved through an analysis of a Relative Responsibility questionnaire. The questionnaire used consisted of sixty statements of desirable behavior of school students. The faculty and patrons of each school were requested to indicate the agency responsible for the achievement of each of the sixty statements.

A review of the related material revealed that professional educators feel the school should be responsible for the development of: (1) a command of the fundamental processes, (2) appreciation of our American heritage, (3) vocational competency, (4) interest in the welfare of the public, (5) appreciation of family relationships, (6) civic responsibility and (7) aesthetic and artistic activities.

An analysis of the Relative Responsibility questionnaire shows the faculty and patrons believe the homes relative responsibilities should include: (1) development of skill in homemaking, (2) enjoying a sincere and varied social life, (3) maintaining democratic family relations, (4) proper use of leisure time, (5) development of skill in social behavior, (6) development of respect for the law and (7) selection of occupation.

The relative responsibilities of the school, as determined by faculty-patron responses, include: (1) development of a desire for learning, (2) providing activities for student participation in sports and other pastimes, (3) understanding the basic facts concerning health and disease, (4) providing aesthetic and artistic activities, (5) skill in listening and observing, (6) speaking the English language clearly, (7) understanding the merits of a free economic system, and (8) understanding the requirements and opportunities for various jobs.

The extent to which generalizations can be made upon the basis of this study are limited because the study did not encompass the total population. Therefore, predictions of relative responsibilities of schools in general cannot be made. Bearing this in mind the following generalizations were made.

1. The participating schools should emphasize those educational objectives which were indicated to be the responsibility of the school.
2. Less emphasis should be given to those educational objectives which were assigned to the home, e.g., skill in homemaking.
3. The occupation and education of respondents had a direct bearing upon the member of educational objectives assigned to the school.
4. Studies in the area of responsibility are important in order to define the limits of a schools responsibility.
5. The establishment of responsibilities is important as all responsibilities must be recognized and vested in some agency. Otherwise the age old axiom, "what is everyone's responsibility is nobody's responsibility," may prevail.

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G. D. B.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The relationship which the school has to the child, as well as the responsibilities which education bears to society, imposes on the school a responsibility which is borne by no other social agency. In the minds of many people the school possesses a responsibility for the general oversight of all of the needs of childhood. The school has, indeed, the educational obligation to see that every individual **in its** care is given the opportunity to develop his potentialities in the fullest possible degree. This requires that many community agencies outside the school be utilized. The school, by reason of its importance in the life of every individual, and by reason of its own necessary limitations of function, must serve as an agency for the coordinating of necessary health, welfare, recreation and other social services. If this is to be done effectively the school must rely not only on its own personnel, but must cooperate fully and intelligently with the other social agencies of the community in order to develop competent future citizens.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the relative responsibilities for educational objectives in four selected Western Kansas schools, and to compare the relative

responsibilities of the four selected Western Kansas schools as revealed through an analysis of a Relative Responsibility questionnaire responses.

Importance of the study. The demands of influential minorities have expanded the responsibility of the school to such a degree that it has gradually reached undefinable limits. Being everything to everybody has placed the school in a position to receive criticism for many of the deficiencies of our society.

The local community, through the board of education is responsible for formulating the educational objectives for its schools.

Data from this study will assist in determining with whom the responsibility of attaining those educational objectives lies. The study will also produce information which will be useful in:

1. pointing out areas in which the school should place more emphasis as distinguished from those areas which should be emphasized by the home and/or community.
2. decision making and in guiding or directing educational change in the school.
3. serving as a guide in determining the general educational objectives in the school program.

II. DEFINITIONS OF TERMS USED

Desirable behavior is that behavior which is considered acceptable by members of our society.

Educational objectives are those objectives which are strived for by the home, the school, and other social agencies of the community which are expected to produce competent future citizens.

Relative responsibilities are those responsibilities which are shared by the home, the school, and other social agencies of the community.

Relative Responsibility Questionnaire is a questionnaire that was developed by William Ramsey at Colorado State College in 1959. The questionnaire contains sixty statements of behavior desired in high school graduates. Respondents are requested to assign the responsibility for attaining the desirable behavior to the school, the home, the other agencies of the community or a combination of those agencies mentioned. (See Appendix A.)

III. PROCEDURE OF THE STUDY

It will be recalled that the main purpose of this study is to determine the most important relative responsibilities of four selected schools in Western Kansas.

The identification of the relative responsibilities for each of the selected schools was achieved through an analysis of Relative Responsibility questionnaires. The questionnaire is an instrument used by the Educational Field Service of Fort Hays Kansas State College to determine the educational program desired by the selected schools and their patrons.

Three of the selected schools were designated by the State Department of Public Instruction of Kansas as class A for their high schools and the fourth was designated by the same agency as a class B school. All of the schools are located in communities that depend largely upon farming for a livelihood. Each of the schools transport a large portion of its enrollment by bus from rural areas.

The participating patrons from each school were selected by the superintendent of that district in order to provide a group which would represent citizens from the various occupational groups of the community.

The faculty members and selected patrons from each school completed the questionnaire at a group meeting with members of the Educational Field Service presiding.

The Relative Responsibility questionnaire consists of sixty statements of behavior which is desired of high school graduates. Faculty members and patrons were requested to indicate the agency responsible for the achievement of each of the statements.

Respondents used the numbers 1, 2, 3 and 4 to indicate the relative responsibilities of the school, home or other agencies of the community. The number one indicated the statement to be a sole responsibility of the school, not shared with other agencies of the community. The number two indicated the statement to be a major relative responsibility of the school, but shared with other agencies of the community. The number three indicated the statement to be a minor responsibility of the school and a major responsibility of the home. Number four was used to indicate the school was not responsible for the statement in any way.

The faculty-patron responses from each of the selected schools were compiled into individual lists. Each list contained the educational objective and the agencies available to assume responsibility for the objective.

CHAPTER II

REVIEW OF RELATED LITERATURE

When considering what the responsibilities of the American schools were, Mann believed language to be the gateway to the common school curriculum. He accepted the primitive list of arithmetic, English, geography, reading, writing and spelling, but made two additions-- physiology and vocal music.

About vocational education Mann said, "The man is the truck, occupations and professions are only different qualities of the fruit it should yield." Hence, the common school should not devote itself to specialized vocational training."¹

Throughout much of its history the National Education Association has felt it should express the major responsibilities of the public schools. The widely circulated Cardinal Principles of Secondary Education was one of its earliest statements. They specified good health, command of fundamental processes, worthy home membership, vocational efficiency, civic efficiency, worthy use of leisure time, and ethical character.²

In 1938 the NEA through the Educational Policies Commission proposed the "purposes of education in American democracy," which

¹Lawrence A. Cremin (Ed.), The Republic and the School (Horace Mann on the Education of Free Men), (New York: Columbia University Press, 1957), P. 11.

²Commission of Reorganization of Secondary Education. Cardinal Principles of Secondary Education. (Washington: Government Printing Office, 1918).

included four major areas: (1) Self-realization, (2) Human relationships, (3) Economic efficiency, and (4) Civic responsibility.³

The responsibility of the school was expressed by the Harvard Committee as the "Objectives of a General Education in a Free Society."

This committee believed that:

The aim of education should be to prepare an individual to become an expert both in some particular vocation or art and in the general art of the free man and the citizen. Thus the two classes of education, once given separately to different social classes, must be given together to all alike.⁴

Arthur E. Bestor⁵ and Mortimer Smith⁶ agree the primary purpose of the school should be to transmit intellectual knowledge and develop intellectual ability of the students. Smith also thought the school should be instrumental in strengthening moral values.

In 1954 Warner, Havighurst, and Loeb formulated a group of responsibilities of the public schools. Four of the important responsibilities were to (1) provide a basis for communication, (2) teach children to work together, (3) develop economic skills, and (4) develop realization of social ideals.⁷

³Educational Policies Commission, The Purposes of Education in American Democracy. (Washington: National Education Association, 1938).

⁴Committee on Objectives of a General Education in a Free Society, General Education in a Free Society. (Cambridge, Mass.: Harvard University Press, 1946), Chap. II.

⁵Arthur E. Bestor, "Resolutions Concerning Public Education," School and Society, LXXXVII (January, 1953), 68-70.

⁶Mortimer Smith, The Diminished Mind (Chicago: Regnery Co., 1954), p. 6.

⁷W. Lloyd Warner, R. J. Havighurst and M. B. Loeb, Who Shall Be Educated? (New York: Harper and Bros., 1954), p. 14.

Dorothy Thompson in her article, "The Limits of Public School Education," contends that education embraces all that one learns from personal and vicarious experiences. Thus, the schools alone cannot, even under the most favorable conditions, "educate their students." They can only school them. She also believes the school can teach students basic subjects and only expose them to aesthetic and ethical experiences through art, music, and lives of great men and women.⁸

The consensus of the White House Conference on Education was that the school is responsible for the development of (1) fundamental skills, (2) appreciation of our democratic heritage, (3) civic rights and knowledge of American institutions, (4) respect for human values and beliefs of others, (5) social competency, (6) ethical behavior, (7) intellectual curiosity, and (8) awareness of our relationships with the world community.⁹

It is worthy of note that the White House Conference Report not only reported the responsibilities of the public school, but also gave priority assignments to some phases of it. On the subject of priority the report had this to say:

The development of the intellectual power of young people, each of the limit of his capacity is the first responsibility of the schools. Beyond this basic responsibility, all kinds of instruction are not equally important for all children. A primary responsibility of any local school system is to establish priorities

⁸Dorothy Thompson, "The Limits of Public School Education," The Public Schools in Crisis (Chicago: Regnery Press, 1956), p. 78.

⁹The Committee for the White House Conference on Education, A Report to the President (Washington: United States Printing Office, 1956), p. 83.

of significance among basic general education, specialized education and extra-curricular activities.¹⁰

The Conference concluded that the understanding of the meaning of citizenship should be stressed and that knowledge of other countries is important. Over specialization of vocational education should be avoided.

The contention of Admiral Rickover is that the schools primary responsibility is with intellect, its identification and development. The school is not concerned with the social and developmental functions. These belong outside of the schools.¹¹

Richard Carter in summarizing a study which involved thousands of voters throughout the United States contends that the average voter feels the school is responsible for the development of fundamental skills, i.e. arithmetic, language arts, and to instill loyalty to the United States. The voters consider the school as having little responsibility in the development of religious beliefs, cultural activities, e.g., art and music, and to provide for industrial arts.

On the other hand, the educators polled felt that emphasis should be given to emotional stability, intellectual ability, cultural activities, world affairs, and foreign language.¹²

¹⁰Ibid., p. 90.

¹¹Richard I. Miller, "Admiral Rickover on American Education," Journal of Teacher Education, X (September, 1959), p. 54.

¹²Richard F. Carter, "Voters and Their Schools," Phi Delta Kappan, XLII (March, 1961), p. 245.

A curriculum study in the public schools of Neodesha, Kansas, which involved the faculty, board of education, lay people, and high school seniors determined educational objectives which are desirable for high school graduates. The fifteen educational objectives the group felt to be most important are given on Appendix B.

No attempt was made to determine the responsibility for achieving those objectives listed, but the group was in agreement as to the importance of the educational objectives.¹³

Results of public opinion questionnaires in Denver, Colorado, indicate the people feel the school is responsible for the foundation in fundamental subjects, the development of good character, a broad background of learning through a wide range of subject offerings, continuous guidance and counseling, and to stress good behavior and work habits.¹⁴

Mr. Broadman in an article, published in the Educational Forum, contends that the major responsibility of the school is to (1) provide a general education for all children, and (2) emphasize those areas which cannot be handled by other agencies. In order to emphasize an area the area must be defined. It is impossible for an institution to attempt something without goals, aims, or areas clearly defined.¹⁵

The latest group of responsibilities concerning education was published in 1952 by the Educational Policies Commission entitled the

¹³William Ramsey, "A Study of the Attitudes of College Professors in Relation to Educational Objectives," (unpublished Dissertation, Colorado State College, Greeley, 1960), p. 135.

¹⁴Harold J. McNally and A. Harry Passow. Improving the Quality of Public School Programs (New York: Columbia University, 1960), p. 215.

¹⁵Gordon C. Broadman, "Balance in Elementary and Secondary Education," Educational Forum, XXII (May, 1959), 407.

Imperative Needs of Youth.¹⁶ According to this statement the needs of youth are

1. The development of salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.
2. The development and maintenance of good health.
3. Understand the rights and duties of the citizens of a democratic society and to be competent in civic obligations.
4. Understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. Knowledge of purchase and use of goods and services.
6. Understand scientific method and the influence of science upon man and nature.
7. Development of aesthetic ability.
8. Proper use of leisure time.
9. Respect and cooperation for others.
10. Develop the ability to think rationally.

¹⁶Harold B. Albery, Reorganizing the High School Curriculum (New York: Macmillan Company, 1962), p. 130.

CHAPTER III

RELATIVE RESPONSIBILITIES OF PARTICIPATING SCHOOLS

This chapter contains information concerning ten of the most important relative responsibilities for each of the participating schools. Tables are used to present the educational objectives, the agency responsible for the objective, and the number of respondents from each of the participating schools.

School A

The data regarding the responsibilities for educational objectives as determined by eighty-three faculty-patron responses in school A to a Relative Responsibility Questionnaire is presented in Table I.

Twenty-three respondents feel the school bears the responsibility for development of skill in listening and observing and in understanding the merits of a free economic system. Twenty of the participants believe the ability to speak the English language clearly should be developed by the school. The development of intellectual ability is a sole responsibility of the school according to seventeen of the respondents. The development of basic facts concerning health and disease was selected by fifty-three individuals to be a major responsibility of the school, but may be shared with other agencies of the community. Fifty-five participants feel the development of knowing satisfaction and pride in good workmanship is another major responsibility of the school. As might be expected forty-three of the responses indicate the development of intellectual ability to be a major responsibility of the school.

TABLE I

DISTRIBUTION OF EIGHTY-THREE FACULTY-PATRON RESPONSES
FOR RELATIVE RESPONSIBILITIES IN TERMS OF
EDUCATIONAL OBJECTIVES IN SCHOOL A

Educational Objectives	Frequency Distribution*			
	1	2	3	4
1. Understands the basic facts of health and disease.	5	53	23	2
2. Knows satisfaction and pride in good workmanship.	4	51	20	8
3. Is skilled in listening and observing.	23	50	10	0
4. Has developed literate tastes and standards.	12	48	23	0
5. Understands the importance of the proper use, management, and conservation of our natural resources.	10	48	20	5
6. Understands the merits of a free economic system.	23	45	14	1
7. Understands the requirements and opportunities for various jobs.	12	44	22	5
8. Has developed intellectual ability.	17	43	17	6
9. Can speak the English language clearly.	20	42	20	1
10. Participant and spectator in sports and other pastimes.	4	40	29	10

*One indicates sole responsibility of the school; two indicates a major responsibility of the school, shared with other agencies of the community; three indicates a major responsibility of the school, shared with other agencies of the community; and four indicates a sole responsibility of the home.

A large number of the respondents indicated they feel the school is entirely responsible for the development of (1) skill in listening and observing, (2) understanding the merits of a free economic system, (3) ability to speak the English language clearly, and (4) intellectual ability.

A majority of responses indicate the school has the major responsibility in developing: (1) health facts concerning disease; (2) satisfaction and pride in good workmanship; (3) activities which allow for participation in sports and other pastimes; and (4) understanding of the importance, proper use, management, and conservation of our natural resources.

Many of the participants feel the home is instrumental in developing: (1) the basic facts of health and disease; (2) satisfaction and pride in good workmanship; (3) literate tastes and standards; (4) the understanding of requirements and opportunities for various jobs; and (5) the ability to speak the English language clearly.

School B

The educational objectives and the agencies responsible for the objective as determined by fifty-six faculty and patrons of School B is shown in Table II.

Twenty-two of the fifty-six respondents indicated they feel the school is entirely responsible for the development of specialized academic talents. Twenty persons felt the school was also totally responsible for the development of ability to speak the English language clearly and should provide experiences for the student to participate in

TABLE II
 DISTRIBUTION OF FIFTY-SIX FACULTY-PATRON RESPONSES
 FOR RELATIVE RESPONSIBILITIES IN TERMS
 OF EDUCATIONAL OBJECTIVES IN
 SCHOOL B

Educational Objective	Frequency Distribution*			
	1	2	3	4
1. Understands the basic facts of health and disease.	7	33	15	1
2. Participant and spectator in sports and other pastimes.	20	32	4	0
3. Has developed his specialized academic talents.	22	31	3	0
4. Has command of the social courtesies necessary in interpersonal relations.	6	31	16	3
5. Can work and play with others.	3	30	23	0
6. Can speak the English language clearly.	20	30	4	2
7. Understands the requirements and opportunities for various jobs.	8	29	17	2
8. Is skilled in listening and observing.	18	28	7	3
9. Has developed specialized vocational competency.	12	28	12	4
10. Has a desire for learning.	12	22	17	5

*One indicates sole responsibility of the school; two indicates a major responsibility of the school, shared with other agencies of the community; three indicates a major responsibility of the home, shared with other agencies of the community; and four indicates a sole responsibility of the home.

sports and other pastimes. A majority of the participants perceived the school as having the major role in the development of: (1) understanding the basic facts of health and disease; (2) activities which provide an opportunity for participation in sports and other pastimes; (3) of specialized academic talents; (4) a command of social courtesies necessary in interpersonal relations; and (5) ability to work and play with others.

Twenty-three responses indicated the home has the major responsibility in the development of skill in working and playing with others. Seventeen individuals perceive the home as the agency largely responsible for understanding the requirements and opportunities of various jobs and developing a desire for learning. Sixteen faculty-patron responses vested the major responsibility for development of social courtesies necessary in interpersonal relations with the home.

A minority of participants feel the home is solely responsible for the development of: (1) a desire for learning, (2) specialized vocational competency, (3) skill in listening and observing, and (4) a command of social courtesies necessary in interpersonal relations.

School C

The distribution of responses of eighty-five faculty-patrons indicating the relative responsibility for ten educational objectives is presented in Table III.

Twenty-nine faculty-patron responses to the Relative Responsibility Questionnaire indicate the school bears all of the responsibility in

TABLE III

DISTRIBUTION OF EIGHTY-FIVE FACULTY-PATRON RESPONSES
FOR RELATIVE RESPONSIBILITIES IN TERMS
OF EDUCATIONAL OBJECTIVES IN
SCHOOL C

Educational Objective	Frequency Distribution*			
	1	2	3	4
1. Understands the basic facts concerning health and disease.	5	52	27	1
2. Has developed creative talents.	10	52	16	4
3. Knows satisfaction and pride in good workmanship.	9	51	18	4
4. Understands the way in which public opinion is formed.	11	49	15	3
5. Is skilled in listening and observing.	20	47	13	2
6. Can solve his problems of counting and calculating.	16	46	12	6
7. Recognizes his own potential and has accepted his limitations.	8	45	17	10
8. Has developed his intellectual ability.	29	44	9	2
9. Has developed some literate tastes and standards.	15	44	16	4
10. Has developed skill in working and playing with others.	4	42	32	4

*One indicates sole responsibility of the school; two indicates a major responsibility of the school, shared with other agencies of the community; three indicates a major responsibility of the home, shared with other agencies of the community; and four indicates a sole responsibility of the home.

developing the students intellectual ability. Twenty persons contend that the development of skill in listening and observing also belongs to the school.

There were fifty-two respondents selecting the school as having the major responsibility in developing understanding concerning health facts and developing the students creative talents. Another major responsibility selected by fifty-one of the participants was knowing satisfaction and pride in good workmanship. A fourth responsibility, assigned to the school by forty-nine of the eighty-five respondents, was understanding the way in which public opinion is formed. Forty-six individuals believe the school has the major responsibility in developing the ability to solve problems of counting and calculating.

The first major responsibilities of the home as indicated by thirty-two respondents is the development of skill in working and playing with others. The second responsibility of the home as indicated by twenty-seven participants is understanding the basic facts concerning health and disease. The third major responsibility of the home was the development of satisfaction and pride in good workmanship.

Ten respondents contend that the recognition of a students potential and acceptance of his limitations should be the sole responsibility of the home. Only four responses indicated that development of creative talents is also vested in the home. The remainder of the educational objectives received little attention as being sole responsibilities of the home.

School D

A majority of fifty-five faculty-patron responses in School D indicated the school plays an important role in the development of those educational objectives (Table IV).

Twelve of the fifty-five responses indicated the school is entirely responsible for the development of specialized academic talents. Ten individuals felt the development of a desire for learning, understanding the merits of a free economic system, and development of creative talents are the sole responsibility of the school. Thirteen persons selected understanding the requirements and opportunities for various jobs as another responsibility that should be left entirely to the school.

Responsibilities of the school that may be shared to some extent with other agencies include: (1) the development of a desire for learning, (2) has developed specialized academic talents, (3) understands the merits of a free economic system, and (4) has developed his creative talents.

Twenty-one of the fifty-five responses indicate the home bears the major responsibility for providing artistic and aesthetic experiences. Understanding the basic facts concerning health and disease was indicated to be a major responsibility of the home, but shared to some extent with other agencies of the community. Fourteen individuals perceive the role of the school as being responsible for the development of satisfaction and pride in good workmanship. The remaining educational objective worthy of mention is the development of literate

TABLE VI
 DISTRIBUTION OF FIFTY-FIVE FACULTY-PATRON RESPONSES
 FOR RELATIVE RESPONSIBILITIES IN TERMS
 OF EDUCATIONAL OBJECTIVES IN
 SCHOOL D

Educational Objectives	Frequency		Distribution*	
	1	2	3	4
1. Has developed a desire for learning.	10	36	8	1
2. Has developed specialized academic talents.	12	36	4	3
3. Has recognized his potential and accepted his limitations.	9	35	3	8
4. Understands the merits of a free economic system.	10	34	9	2
5. Has developed his creative talents.	10	34	8	3
6. Has developed some literate tastes and standards.	7	33	13	2
7. Knows satisfaction and pride in good workmanship.	6	32	14	3
8. Understands the requirements and opportunities for various jobs.	13	31	9	2
9. Understands the basic facts concerning health and disease.	7	30	16	2
10. Has had artistic and aesthetic experiences.	5	28	21	1

*One indicates sole responsibility of the school; two indicates a major responsibility of the school, shared with other agencies of the community; three indicates a major responsibility of the home, shared with other agencies of the community; and four indicates a sole responsibility of the home.

tastes and standards. Thirteen respondents feel the objective should be a major responsibility of the home.

There was one educational objective for which the home is entirely responsible according to eight participants, that educational objective being, recognizing his potential and accepting his limitations.

CHAPTER IV

A COMPARISON OF RELATIVE RESPONSIBILITIES OF THE SELECTED SCHOOLS

The complete agreement of people upon a given subject rarely occurs. This is applicable to all phases of life social, economical, religious, as well as educational. There will be various points on which individuals or groups will agree, but in most cases the aims, objectives, values or ideals of various groups will differ with others.

The difference of opinion or belief may be due to a variation within the groups as backgrounds, social competency, type of occupation or educational training.

As to the agreement of persons or groups pertaining to educational objectives of the public schools there are varied beliefs. Many professional educators have made attempts to define the responsibilities of the public schools. It has been noted, however, that various individuals or groups have made significant contributions, but it cannot be said they are in complete agreement.

Mann singled out health and aesthetic pursuits; the Harvard Committee pointed out the need for general and specialized training; the N.E.A. promotes citizenship; the White House Conference contends the knowledge of other countries to be important; and Bestor accentuated the intellectual pursuits.

The selected schools were in agreement upon only one of the educational objectives. The responsibility which they felt to be an

important relative responsibility of the school was the development of understanding concerning health and disease. This responsibility is also in agreement with the specification of good health contained in the Cardinal Principles of Secondary Education.

At this point complete agreement between the four schools end. Schools A, C and D agree upon the importance of two educational objectives as being the relative responsibility of the school: (1) the development of literate tastes and standards and (2) knowledge of satisfaction and pride in good workmanship.

Schools A, B and D perceive the schools as having the major role in the development of understanding requirements and opportunities for various jobs.

Schools A, B and C agree that the development of skill in listening and observing is a responsibility of the school, while school D does not mention this educational objective as one of the ten given.

Responses indicate that schools A and B feel the ability to speak the English language clearly should be developed by the school. Schools C and D feel the home should be largely responsible for this educational objective.

Only two schools were in agreement with the schools responsibility in developing understanding of the merits of a free economic system, those were schools A and D.

The development of the students intellectual ability was selected by schools C and D as being a major responsibility of the school.

Developing a desire for learning was agreed upon by schools B and D as another relative responsibility of the school. They also believe that the school plays a major role in the development of a students specialized academic talents. A third agreement between the two schools was the schools role in providing activities which allows the student to participate in artistic and aesthetic experiences.

Schools C and D agree upon two of the educational objectives as being the responsibility of the school: (1) the development of a students ability to recognize his own potential and accept his limitations and (2) the development of creative talents.

The Cardinal Principle of Secondary Education, development of vocational competency was selected by only one school as being a major relative responsibility of the school, that was school B.

School C stood alone in its selection of understanding the formation of public opinion as a relative responsibility of the school.

The remaining educational objective concerning the students ability to solve his problems of counting and calculating was indicated by school C as being of importance as a relative responsibility of the school.

All of the participating schools were in agreement concerning those educational objectives which the school has all of the responsibility for developing: (1) Can read and write the English language with understanding, (2) Can write the English language clearly, (3) Has an understanding of the constitution and the government of the United States, (4) Understands the scientific method and its application to

problem solving, (5) Has basic knowledge of the various sciences, and (6) Can read and write at least one foreign language.

The respondents of the four selected schools were of the opinion that the home was responsible for ten of the sixty statements pertaining to desirable behavior of their students. The ten statements were (1) Working to improve the health of the community, (2) Is skilled in homemaking, (3) Enjoys a sincere and varied social life, (4) Maintains democratic family relations, (5) Has moral values to give direction to his own life, (6) Uses leisure time to read for pleasure and information, (7) Protects his own health and that of his dependents, (8) Is skilled in social behavior, (9) Has respect for the law, and (10) Has selected his occupation.

The ten educational objectives which are selected to be the sole responsibility of the home should receive less emphasis by the school when considering the educational program to be offered to the students.

CHAPTER V

SUMMARIES AND GENERALIZATIONS

I. SUMMARY OF RELATED LITERATURE

As the material previously written was reviewed, it became apparent that they were more redundant than original. The researcher felt that extending this phase of the study would not be valuable. Each organization or individual made a minor contribution, until a saturation point was reached; then it became little more than a process of repetition. It was noted, however, that several groups or individuals did make significant contributions: Man singled out health and aesthetic pursuits; the Harvard Committee pointed out the need for general and specialized training; the N.E.A. among other things promoted citizenship; Bestor accentuated the intellectual; the White House Conference promoted a need for knowledge of other countries.

From the various responsibilities mentioned the major responsibilities of the school may be stated as

1. The development and command of the fundamental processes,
2. Appreciation for our American heritage,
3. An interest in the welfare of the public,
4. Vocational competency,
5. Appreciation of family relationships,
6. Civic responsibility,
7. Aesthetic and artistic experiences.

II. SUMMARY OF RELATIVE RESPONSIBILITIES

An analysis of the Relative Responsibility responses indicated that the participating schools agree on six of the educational objectives

as being the sole responsibility of the school. These educational objectives should be emphasized by the school.

1. Can read the English language with understanding,
2. Can write the English language clearly,
3. Has an understanding of the Constitution and the government of the United States,
4. Understands the scientific method and its application to problem solving,
5. Has basic knowledge of the various sciences,
6. Can read and write at least one foreign language.

Similarities on Relative Responsibilities of the Participating Schools

There was a high degree of agreement regarding the relative responsibility of the selected schools toward several of the educational objectives. A majority of the respondents perceived the school as having the major role in the development of the following educational objectives, while the home and community play only a minor part:

1. Has a desire for learning;
2. Is a participant and spectator in many sports and other pastimes;
3. Understands the basic facts concerning health and disease;
4. Participates in artistic and aesthetic activities;
5. Works well with others holding differing views, still maintaining his own views, ideas, and standards;
6. Knows satisfaction and pride in good workmanship;
7. Understands the requirements and opportunities for various jobs;
8. Is skilled in listening and observing;
9. Can work and play with others;
10. Has some literate tastes and standards;
11. Has recognized his own potential and accepted his limitations;
12. Understands the merits of a free economic system;
13. Understands the importance of the use, management, and conservation of our natural resources;
14. Can speak the English language clearly;
15. Has an understanding of the way public opinion is formed;
16. Has developed his creative talents;
17. Understands the social structures and social processes.

The faculty of the participating schools felt the school had some responsibility in the development of the entire sixty educational objectives. There were no responsibilities for which the home was entirely responsible.

The faculty-patron responses indicated the relative responsibilities of the home to be:

1. Works to improve the health of the community,
2. Is skilled in homemaking,
3. Enjoys a sincere and varied social life,
4. Maintains democratic family relations,
5. Has moral values to give direction to his own life,
6. Uses some leisure time to read for pleasure and information,
7. Protects his own health and that of his dependents,
8. Is skilled in social behavior,
9. Has respect for the law,
10. Has selected his occupation.

A reasonable assumption is that the ten educational objectives listed above should be emphasized by the home and less emphasis placed upon them by the school. They should remain as a part of the educational program, but of incidental or secondary importance.

III. GENERALIZATIONS

Practicing administrators share the responsibility for keeping abreast of the public wishes in relation to the responsibilities for educational objectives. But they have an additional responsibility. Each individual community, and its various groups, has its own peculiar needs, desires, and aspirations. These needs and aspirations are expressed as opinions of what the responsibilities of the school should and should not be.

A study of public opinion will be of untold value as an instrument which will assist in developing guide lines for the administrator to follow in preparation of a more efficient educational program.

This study has resulted in useful knowledge of the relative responsibilities of the participating schools. It has distinguished between those educational objectives for which the school should have the relative responsibility in achieving and those which are relative responsibilities of other agencies.

The degree to which generalizations can be made on the basis of this study is limited because the study did not encompass the total population. Therefore predictions of the relative responsibilities of schools in general cannot be made. Bearing this in mind the following generalizations were made.

1. The participating schools should place less emphasis upon the educational objectives which were indicated to be the responsibility of the home as
 - a) Works to improve the health of the community,
 - b) Is skilled in homemaking,
 - c) Enjoys a sincere and varied social life,
 - d) Maintains democratic family relations,
 - e) Has moral values to give directions to his own life,
 - f) Uses some leisure time to read for pleasure and information,
 - g) Protects his own health and that of his dependents,
 - h) Is skilled in social behavior,
 - i) Has respect for the law,
 - j) Has selected his occupation.
2. The participating schools should place more emphasis upon the educational objectives which were indicated to be the responsibility of the school as
 - a) Understands the basic facts concerning health and disease,
 - b) Participating in artistic and aesthetic activities,
 - c) Knows satisfaction and pride in good workmanship,
 - d) Understands the requirements and opportunities for various jobs,

- e) Is skilled in listening and observing,
 - f) Can work and play with others,
 - g) Has some literate tastes and standards,
 - h) Has recognized his own potential and accepted his limitations,
 - i) Understands the merits of a free economic system,
 - j) Understands the importance of the use, management, and conservation of our natural resources,
 - k) Can speak the English language clearly,
 - l) Has an understanding of the way public opinion is formed,
 - m) Has developed his creative talents,
 - n) Is a participant and spectator in many sports and other pastimes,
 - o) Has a desire for learning.
3. An analysis of the Relative Responsibility responses indicated the occupation and the amount of schooling of respondents had a direct bearing upon the relative responsibilities assigned to the school. The higher ones position on the occupational ladder the greater number of educational objectives assigned to the school. Similarly the more schooling respondents had themselves the more they tend to emphasize the schools role toward educational objectives.
4. There was a high degree of agreement regarding the relative responsibility of the selected schools. All respondents, both faculty and patrons, agree that intellectual growth and development is to be the most important educational objective of the school.
5. The Relative Responsibility responses indicated there are several educational objectives for which the home is responsible, but at the present time being carried out by the school, e.g., Is skilled in homemaking, this educational objective was assigned to the home, but there are many hours and relatively large sums of money spent in this area each year by the public schools. If this educational objective is a responsibility of the home it should be placed in its proper perspective in relation to the other educational objectives.
6. Studies in the area of responsibility are important in order to define the limits of the schools responsibilities. Material is available to indicate the school is responsible for the development of intellectual ability, but at this point agreement ends. Should the schools be responsible for developing social skills, respect for the law, standards to guide personal expenditures, or moral values?
7. This study has answered these questions, but with data from only four selected schools. In all probability the relative responsibilities will be significantly different in other areas of Kansas. Therefore, it is suggested that

- additional study be conducted in order to determine the relative responsibilities of schools in other areas.
8. The establishing of responsibilities is valuable to the school system because responsibilities must be recognized and vested in some agency. Otherwise the old axiom that "what is everybody's responsibility is nobody's responsibility" may prevail.

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APPENDICES

I. Appendix A

A. Questionnaire from which the data were compiled on relative responsibilities of the school, home and other agencies for educational objectives.

The questionnaire is presently used by the Educational Field Service of Fort Hays Kansas State College in obtaining information relating to the educational program desired by school systems. It is an adaptation of an instrument originally developed by William Ramsey of Colorado State College, Greeley, Colorado.

II. Appendix B

A. Educational objectives for the Neodesha Public Schools, Neodesha, Kansas, as determined by responses to an instrument similar to the Relative Responsibility Questionnaire used in this study.

DETERMINING RELATIVE RESPONSIBILITY
Behavioral Outcomes Q-sort

If you consider the item as:

(1) A major responsibility of the school not shared to any great extent by other social agencies such as the community or home, mark the item with a "1."

(2) A major responsibility of the school but shared by the home, community, or other social agencies, mark the item with a "2."

(3) A responsibility of the school but the major responsibility of the home, community, or other social agencies, mark the item with a "3."

(4) Not the responsibility of the school, mark the item with a "4."

Priorities of Education:

- _____ 1. Participates in artistic and aesthetic activities.
- _____ 2. Understands the basic facts concerning health and disease.
- _____ 3. Is a participant and spectator in many sports and other pastimes.
- _____ 4. Works well with others holding differing views, still maintaining his own views, ideas, and standards.
- _____ 5. Works to improve the health of the community.
- _____ 6. Can read the English language with understanding.
- _____ 7. Knows satisfaction and pride in good workmanship.
- _____ 8. Is skilled in homemaking.
- _____ 9. Enjoys a sincere and varied social life.
- _____ 10. Understands the requirements and opportunities for various jobs.
- _____ 11. Maintains democratic family relationships.
- _____ 12. Has moral values to give direction to his own life.

- _____ 13. Has a command of social courtesies and skills needed in inter-personal relationships.
- _____ 14. Uses some leisure time to read for pleasure and information.
- _____ 15. Appreciates beauty.
- _____ 16. Protects his own health and that of his dependents.
- _____ 17. Is skilled in listening and observing.
- _____ 18. Is especially careful to apply the principle of full respect of the personality of the individual when he represents cultural, racial, and religious interests different from his own.
- _____ 19. Can work and play with others.
- _____ 20. Is skilled in social behavior.
- _____ 21. Has recognized his own potential and accepted his limitations.
- _____ 22. Takes appropriate measures to safeguard his economic interests.
- _____ 23. Understands the importance of the use, management, and conservation of natural resources.
- _____ 24. Appreciates the social value of various kinds of work.
- _____ 25. Can write the English language clearly.
- _____ 26. Has an interest in and respect for his fellow man.
- _____ 27. Has respect for the law.
- _____ 28. Recognizes the family as a social institution.
- _____ 29. Can speak the English language clearly.
- _____ 30. Has some literart tastes and standards.
- _____ 31. Understands the merits of the free economic system..
- _____ 32. Understands in a general way the basic facts of heredity and eugenics.
- _____ 33. Has developed his specialized academic talents.
- _____ 34. Has developed his creative talents.
- _____ 35. Has an understanding of scientific advances and their contribution to the general welfare.

- _____ 36. Understands the major problems and issues facing us in our relations with other peoples of the world.
- _____ 37. Recognizes the discrepancies between democratic ideals and practices.
- _____ 38. Has an understanding of the way public opinion is formed.
- _____ 39. Understands competing economic systems, such as communism.
- _____ 40. Has a desire for learning.
- _____ 41. Understands social structures and social processes.
- _____ 42. Has standards to guide his expenditures of money in personal living.
- _____ 43. Has a sense of historical time and of cultural perspective.
- _____ 44. Has a basic knowledge about the various sciences.
- _____ 45. Understands how he can act to bring about orderly change to make practice closer to our ideal of the democratic process.
- _____ 46. Has developed specialized vocational competency.
- _____ 47. Becomes a good member of work groups.
- _____ 48. Prepares defenses against propaganda.
- _____ 49. Understands the scientific method and its application to problem-solving.
- _____ 50. Has an understanding of the Constitution and government of the United States.
- _____ 51. Has selected his occupation.
- _____ 52. Has developed specialized non-academic talents such as art, music, and athletics.
- _____ 53. Respects honest difference of opinion.
- _____ 54. Can read and write at least one foreign language.
- _____ 55. Accepts his civic duties.
- _____ 56. Has some opinions on economic affairs of the community and its organizations and institutions based on his study of them.
- _____ 57. Is sensitive to the disparities of human circumstance.
- _____ 58. Has had volunteer work experience related to occupational choice.
- _____ 59. Solves his problems of counting and calculating.
- _____ 60. Has developed his intellectual ability.

APPENDIX B

EDUCATIONAL OBJECTIVES FOR THE
NEODESHA PUBLIC SCHOOLS

A Q-Sort was administered to the faculty and patrons of the Neodesha school system. An analysis of the instrument indicated the major responsibilities of the school to be:

1. Has a desire for learning;
2. Can read the English language with understanding;
3. Is skilled in listening and observing;
4. Has an interest in and respects his fellow man;
5. Has moral values to give direction to his own life;
6. Can speak the English language clearly;
7. Works well with others holding differing views, still maintaining his own views, standards, and ideas;
8. Can write the English language clearly;
9. Has recognized his own potential and accepted his limitations;
10. Respects honest differences of opinion;
11. Has developed his intellectual ability;
12. Knows satisfaction and pride in good workmanship;
13. Can work and play with others;
14. Understands the scientific method and its application to problem solving;
15. Understands the major problems and issues facing us today in our relationships with other peoples of the world.