

ENROLLMENT IN KANSAS HIGH SCHOOL SUBJECTS
WITH SPECIAL EMPHASIS ON SOCIAL SCIENCE

by

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A MASTER'S REPORT

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MASTER OF SCIENCE

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INTRODUCTION

This study of enrollments in high school subjects covers the school year 1953-54. In addition to reporting the findings in Kansas schools, a comparison is made with the findings of a national survey of "Offerings and Enrollments in High School Subjects." The study was made to find the number and percentage of pupils enrolled in each area of the total enrollment.

It is hoped the report will be useful to school administrators in checking their present curriculums and planning changes in the curriculum, to students of secondary school curriculum, and publishers of textbooks.

The information provided could serve as a foundation for future periodical studies that would stress subject areas other than the social science area. Should that develop, a clear picture of the trends in subject offerings and enrollments would then be obtained.

SCOPE AND METHOD OF STUDY

The study was made by compiling information from the annual principals' reports for the year 1953-54. The report covers all Kansas public, private, and parochial schools that come under the classification of the 8-4 plan of organization. There were 556 Kansas high schools in 1953-54 which were of the 8-4 type of organization.

The high school principal's organization report has nine gen-

eral subject fields listed, with specific courses classified below each. These specific courses were totalled, as under the heading of Mathematics were found the subjects of Algebra I and II, Plane Geometry, Solid Geometry, General Mathematics, Trigonometry, and Commercial Arithmetic. The different subjects in each field were combined under one heading as Mathematics. The Social Science area was the one exception; there each subject was treated separately as well as a total for all Social Science subjects.

Information for the national survey was gathered by sending a questionnaire to each school reporting an enrollment of 500 or more pupils and to half of the schools reporting an enrollment fewer than 500 pupils.¹

The responses to the national survey were good, representing 91.8 per cent from the larger schools and 75.1 per cent of the smaller schools. The schools furnishing usable returns included 91.8 per cent of the enrollment in the large schools, 82.1 per cent of the enrollment in the small schools, and 89.5 per cent of the enrollment of the total number of schools circularized.²

In the Kansas study there were five principals' reports that showed no enrollment for the different courses offered. Other reports merely placed a check or the word "yes" opposite the courses offered. Consequently, these reports could not be used.

¹ Biennial Survey of Education in the United States, 1948-50, Chapter 5, Offerings and Enrollments in High School Subjects. Federal Security Agency, Office of Education. Washington: Government Printing Office, p. 2.

² Loc. cit.

FINDINGS

Table 1 shows the number and percentage of pupils enrolled in each subject area for the Kansas study and for the national study.

Table 1. Number and percentage of high school pupils enrolled in the subject fields in Kansas and in the United States.

Rank:	Subjects	Number of pupils		Percentage	
		Kansas	U. S.	Kansas	U. S.
1	English	50,468	5,121,916	89.3	94.9
2	Social Science	43,022	3,648,950	75.8	67.5
3	Music	35,563	1,625,235	62.9	30.1
4	Business Education	30,996	3,146,979	54.9	58.1
5	Mathematics	28,308	2,955,539	50.1	54.7
6	Science	27,629	2,908,672	48.9	53.8
7	Physical Education	24,680	3,747,220	43.7	69.4
8	Industrial Arts	17,142	1,434,302	30.3	26.6
9	Home Economics	15,535	1,304,846	27.4	24.2
10	Voc. Agriculture	5,287	364,185	9.3	6.7
11	Languages	2,957	1,180,585	5.2	21.8
12	Art	1,705	486,232	3.0	9.8

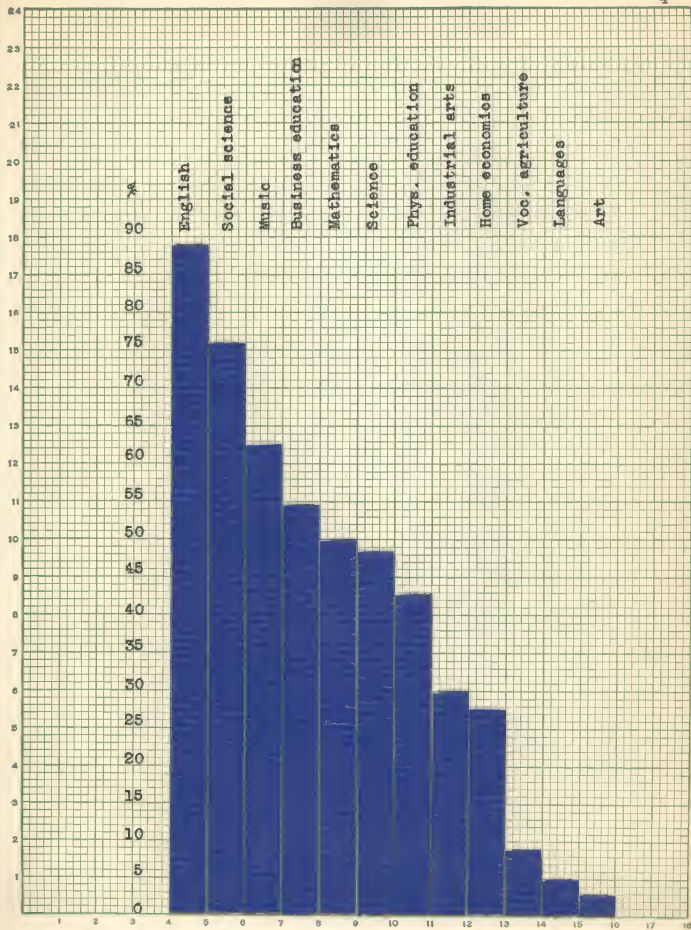


Fig. 1. Percentage of pupil enrollments in subject areas in Kansas.

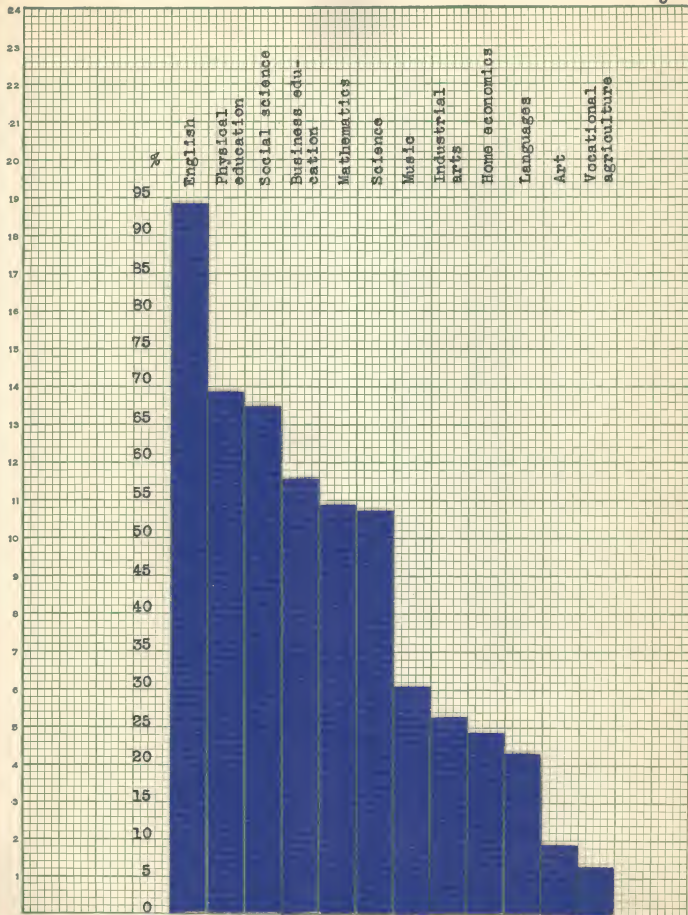


Fig. 2. Percentage of pupil enrollments in subject areas in the United States.

Table 2 shows the number and percentage of enrollment in each of the social science subjects from both studies.

Table 2. Number and percentage of high school pupils enrolled in social science subjects in Kansas and in the United States.

Subjects	: Number of pupils :		: Percentage :	
	: Kansas :	U. S.	: Kansas :	U. S.
American History	11,917	1,291,694	21.0	22.8
American Government	10,771	282,971	19.5	5.2
World History	5,506	876,432	9.7	16.2
Driver Education	3,016	136,937	5.3	3.7
Sociology	2,734	139,980	4.8	3.8
Citizenship	1,916	431,916	3.4	8.0
Psychology	1,857	46,547	3.3	.9
Economics	1,288	254,770	2.3	4.7
Vocations	1,271	61,651	2.2	1.7
International Relations	1,103	1,405	2.0	.2
World Geography	734	145,323	1.0	3.9
Family Living	623	18,714	.9	.5
Ancient History	136	50,994	.2	1.4
Modern History	90	92,724	.1	2.5

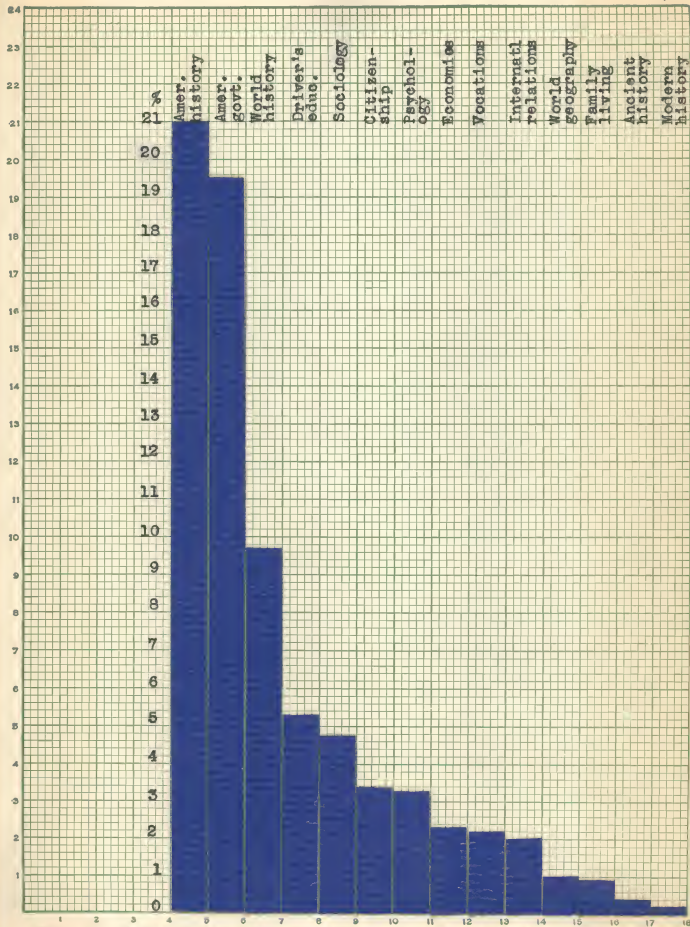


Fig. 3. Percentage of enrollments in social science subjects in Kansas.

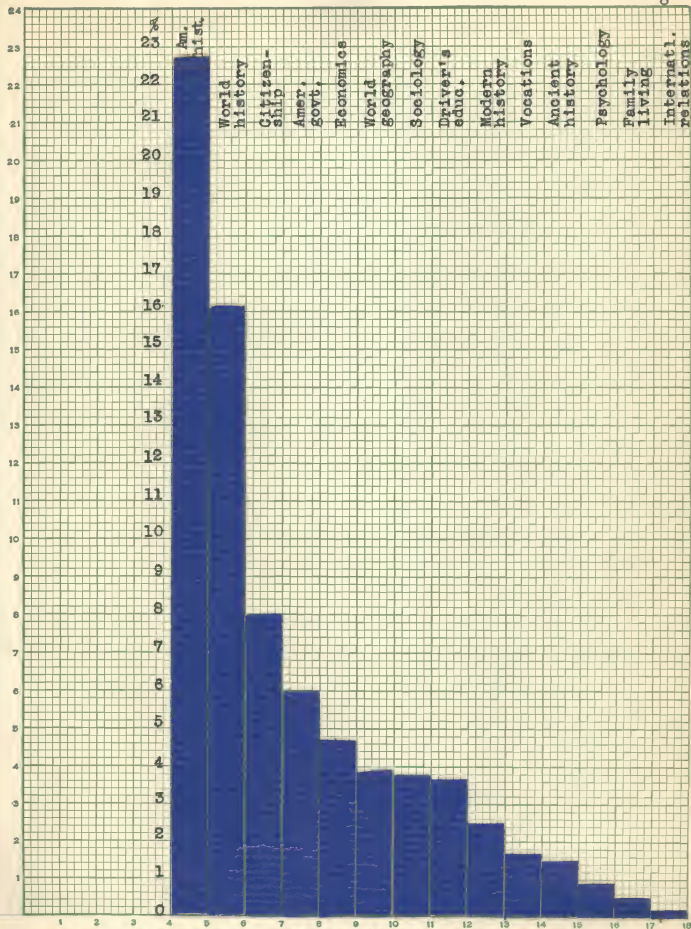


Fig. 4. Percentage of pupils enrolled in social science subjects in the United States.

COMPARISON OF FINDINGS WITH THE NATIONAL SURVEY

In the subject areas found in Table 1, Kansas has a larger percentage of enrollment, proportionally, than the national findings in the following fields: music, social science, home economics, and vocational agriculture. The table shows in the field of music that Kansas enrolled twice as large a proportion of students as did the nation, indicating that the schools of Kansas placed a heavy emphasis on music. The field of social science, which ranked second in the percentage of total enrollments for Kansas, was found to be proportionally 12 per cent ahead of the offerings of social science in the nation. A discussion of each subject found in social science will follow.

Vocational agriculture was found to have 38 per cent more pupils proportionally than the nation. The other subject areas were closer as industrial arts and home economics both enrolled only 13 per cent more students than did the nation. Kansas being primarily an agriculture state may account for these three subjects ranking above the findings for the nation.

Subject fields in which Kansas rank marked below the national findings were languages, physical education, and art. The language subjects had the widest margin, showing that proportionally nearly four times as many students were taking language subjects in the United States as in Kansas. This is an extreme difference, but one that is justifiable for Kansas, since the colleges no longer require a language for entrance to colleges in Kansas. The professions of law and medicine are about the only

remaining professions that require language. These reasons probably affect the low number of offerings and enrollments in the language field in Kansas.

Another field showing Kansas far below the national findings is art. It was found that only one-third as many pupils in Kansas high schools were taking art as in the other states. The low position of art was emphasized by the fact that only 23 out of the 556 high schools investigated in Kansas offered art in their curriculums. It is difficult for schools of small enrollment, which Kansas predominately has, to offer a broad curriculum. It has been necessary, therefore, for the majority of the Kansas high schools to omit art. A possible solution to this problem would be the consolidation of the smaller schools.

In the field of physical education it was found that proportionally 63 per cent more pupils over the nation were taking physical education than in Kansas. All the schools in Kansas required physical education for graduation, but it was required for only one year. In only a few schools can physical education be taken after this one year as an elective subject. This again is caused by the small enrollment of the schools of the state.

The remaining subjects of English, business education, mathematics, and science were in close relation between the findings for Kansas and the nation. The differences in the proportion of pupils enrolled in these subjects in Kansas high schools in comparison with enrollments for the United States were less than 10 per cent.

Table 2, showing the number of high school pupils enrolled

in social science subjects in Kansas and in the United States, indicates that Kansas is substantially above the national findings in the subjects of international relations, American government, driver education, vocations, and psychology.

The subject of international relations in both studies had a low percentage of total enrollments, but the difference in the percentages indicated that Kansas in proportion enrolled 10 times as many pupils as did the nation.

Kansas is doing more in meeting the needs of youth in the subject of American government. It was found that nearly four times as many students were enrolled in this subject in Kansas as were enrolled proportionally in the nation. Kansas is, therefore, striving to make good citizens of its youth--citizens that know how the machinery of government functions and some of its problems.

Driver education is often classified under the heading of health, safety, and physical education, but it also has been thought of as a social science subject. For this reason it is being considered with the other social science subjects. It was found that Kansas, in comparing the proportion with the findings of the nation, enrolled 43 per cent more pupils in driver education. With more schools adding driver education to their curriculums each year, the 5.3 per cent of the total enrollment will increase each year.

Vocations was found to be the next highest above the national findings with a proportion of 30 per cent more students taking the subject in Kansas. In the last few years, Kansas has been

strengthening the guidance programs of its schools and, vocations being an important phase of guidance, may be a reason why Kansas is ahead of the other states in offering the subject of vocations.

In the remaining field of psychology it was found that, in proportion, over three times as many students were enrolled as in the nation--a further indication, along with the subject of vocations, that Kansas pupils are receiving training to enable them to meet and adjust to the ever-changing environment of daily life.

It was found that the nation surpassed Kansas in the subject areas of citizenship, economics, world history, world geography, and modern history.

The subject areas of economics and citizenship were surpassed in proportion by slightly more than twice the enrollment found in the nation than in Kansas. It is felt that the schools of Kansas are meeting some of the objectives taught in these two classes through such classes as mathematics, American history, and American government.

In the subject of world history it was found that the enrollment in the high schools of Kansas was in proportion 60 per cent below the enrollment found for the schools of the nation. Modern history, which had the lowest percentage of all social science subjects in Kansas, was exceeded in proportion by the states in the nation by 25 times.

The subject of world geography in Kansas was found to enroll only one-fourth as many students as the nation. It seems that the three previously mentioned subjects--world history, modern

history, and world geography--may not be receiving the emphasis they should in Kansas. With the world situation as it has been the past two decades, it seems the students should be better informed of past and present events. Another reason for instruction in these subjects is the fast methods of transportation and communication that are enjoyed today. These modern methods have made the world smaller, and increased the need for people of all countries to be better acquainted.

The Kansas schools exceeded the schools of the nation by slightly more than one-fourth in the subject of sociology. In the subject of family living, it was found that the Kansas schools enrolled nearly twice as many pupils as did the nation. In both studies, the total enrollment in family living was low. Another subject with a low enrollment in both studies was ancient history. It was found that the nation enrolled, in proportion, seven times as many students as did the schools in Kansas in this subject.

American history was the only social science subject in which the difference in the proportion of students enrolled in Kansas and the nation was found to be less than 10 per cent.

RELATION OF STUDENT ENROLLMENTS TO THE TEN IMPERATIVE EDUCATIONAL NEEDS OF YOUTH

To give some interpretation of pupil-subject enrollments in Kansas high schools, a comparison of those figures will be made with the "Ten Imperative Educational Needs of Youth" that were published by the Educational Policies Commission.

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.¹

It is difficult to determine the salable skills and attitudes that are being developed in the Kansas high schools. One subject in Kansas that offers supervised work experience is business education, and there the number of pupils would at the present time be small. Business education ranks fourth among the other subject fields in Kansas, but few schools offer actual on-the-job training. Another subject that offers supervised work experience is vocational agriculture. Its ranking of tenth indicated that only a small proportion of pupils are receiving this type of training.

2. All youth need to develop and maintain good health and physical fitness.²

The tables and figures show that Kansas is lagging far behind the national findings for other states in physical education, which deals with this objective. The national survey found 69.4 per cent, Kansas 43.7 per cent, of pupils enrolled in physical education, a difference of 25.7 per cent; or, as previously stated, a proportion of 63 more pupils over the nation were taking physical education than in Kansas. With the work-saving devices and the push button living conditions enjoyed today, the need for more physical activity to keep the body in good health has in-

¹ Educational Policies Commission. Education for All American Youth--A Further Look, p. 216.

² Loc. cit.

creased and will continue to increase in the future.

The area of health in too many Kansas high schools is left to the science and home economics fields. Not that these two fields are not capable of instruction in health, but the element of time allotted to health is inadequate.

3. All youth need to understand the rights and duties of the citizens of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.¹

When this objective is compared to pupil enrollments in the social science field of the Kansas study, it is found that the schools of Kansas are offering and pupils are taking subjects that contribute to this objective. In the Kansas study the field of social science ranked second in all fields.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.²

To find out how Kansas is meeting this objective, the field of home economics would be of the most importance. It is found that 27.4 per cent of the pupils were enrolled in home economics in 1953-54. Home economics being primarily a subject for girls, this is a high percentage. A few schools in Kansas now are making home economics available to boys. In other school systems, two departments will trade classes, as vocational agriculture or industrial arts trading with home economics. In this way each pupil receives a sampling of a subject that has, for so many years, been a subject for girls or a subject for boys. Family

¹ Loc. cit.

² Loc. cit.

living, a subject that would deal directly with this objective, is a rather new subject. Only a few of the larger schools were found to offer the subject. From these schools a total of 623 pupils were enrolled, or 0.9 per cent of the total enrollment. Other subjects that would give some instruction in the significance of the family would be sociology with 4.8 per cent of the pupils enrolled; citizenship, 3.4 per cent; and psychology, 3.3 per cent. Kansas does not have the subject of family living, which would deal directly with this need of youth. It is meeting, to some extent, the need by integration in other subjects.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the value received by the consumer and the economic consequences of their act.¹

Kansas has only a few schools that offer the subject of consumer education to their pupils, while other schools are meeting this need of youth of knowing how to purchase goods and services intelligently by integration in other subjects. Other subjects that give instruction in this need are home economics and industrial arts. There are some teachers in these subjects who purchase the materials for the pupils themselves, while other teachers supervise and give guidance to pupils who purchase their own materials. There is no doubt the pupils in the latter situation are receiving understanding in how to purchase goods. Vocational agriculture is another subject that gives assistance to the pupils in the purchasing of materials for projects, thereby helping

¹ Educational Policies Commission, loc. cit.

to meet this important need. Other subjects that have one or more units related to this need are mathematics and science. The ideal situation would be to have one subject as consumer education devoted to this need, but, until that time, the teachers and administrators should evaluate their classes and endeavor to incorporate this need of youth into the classes.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and man.¹

Living in a scientific world of today, it is important that the schools offer subjects to acquaint the youth with the modern world. The Kansas study found only half of the total pupil enrollment was in the field of science, and a ranking of sixth in the subject fields. With science influencing our everyday life as it does, it is doubtful that the field of science is receiving adequate emphasis in the high schools of Kansas.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.²

The study of subject offerings and enrollments in Kansas high schools indicates that this imperative need of youth is being met, but with one exception. English, which includes literature, ranked higher than all other subject fields with 89.3 per cent of the total pupil enrollment. The one part of the objective that the high schools of Kansas are not adequately meeting is in the subject of art. Art was ranked 12th in all subject fields with

¹ Loc. cit.

² Loc. cit.

only 3.0 per cent of the total pupil enrollment. In the music field it was found in several schools that the enrollment in music doubled the total enrollment of the school. This was caused by students being enrolled in two or more subjects in music, as band, orchestra, glee club, or music appreciation. If the fields of music and art could be more nearly equalized, the students would benefit with a well-rounded curriculum and one that would better meet this need of youth.

The nature portion of this objective is being met by the requirement of one science for graduation from high school. In most high schools, biology offered at the tenth grade is the subject required of all students. With the exception of the wide range found between the fields of music and art, it is believed that the pupils of Kansas high schools are having their needs of this objective met.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.¹

With the shorter working day found at the present time and the trend being for still a shorter working day in the future, the need for budgeting the hours of the day between work and leisure is of great importance. The subject of physical education should emphasize and have this objective high among all objectives. Many of the principals' reports indicated that the physical education requirement was met by the participation of students in

¹ Loc. cit.

varsity sports. In doing this, the chances are that many boys who cannot make the team are receiving no training. Even the boys who are playing are not receiving instruction in activities that may be used after graduation.

Industrial arts is another subject that gives instruction in use of leisure time. Here the students learn to use tools and their hands to create objects of their choice.

The field of English instructs the pupils to appreciate all types of literature, being another method of using leisure time. The requirement of three years of English in Kansas should adequately fulfill this need if the subject is well taught.

Another activity that may be socially useful as well as satisfying to the individual is music. As previously mentioned, Kansas has a strong music program.

Art could be useful in preparing pupils to meet this objective, but again it is missing from too large a percentage of the schools and, for all, the enrollment is small.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.¹

It is believed that most teachers strive to their utmost to develop this objective in their pupils. In the classroom, pupils learn to respect the other pupils; by working in small groups or committees on different projects the pupils learn to cooperate and work with others.

¹ Educational Policies Commission, loc. cit.

The various clubs and organizations that are sponsored by the school are important in meeting this need. Varsity athletics contribute to this need, for in all sports the participant quickly learns to respect the other person, and under the proper guidance the pupil will gain insight in ethical values and principles. Athletics teaches the participants to work with others. There was no factual evidence gathered in this study to verify these statements, but it is believed that the schools of Kansas are meeting this important need of youth.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.¹

The subject of English has an important part in fulfilling this objective, but by no means is it the only subject which may contribute to this need. For this objective to be fully met it is necessary for every teacher to have this statement as one of his objectives. To find out if this need of youth was being met in the high schools of Kansas, a different type of study would be necessary.

SUMMARY

There being no previous study of the offerings and enrollments for Kansas high schools, it is difficult to see what the trends in enrollments of the different subject fields and subjects have been. As mentioned before, it is hoped that this study

¹ Loc. cit.

may serve as a foundation for other studies of a similar nature.

In the subject fields it was found that English had the highest enrollment. This is not surprising since English is a required subject for three of the four years in high school. The national study found social science and physical education, along with English, to have the highest enrollments. The findings for Kansas differ in that music was found to have the third largest enrollment. It seems that much emphasis is being placed on music in Kansas schools which have a larger enrollment in music than in such required subjects as mathematics and science, which ranked fifth and sixth, respectively. The largest range between the two studies was found in the area of music where Kansas was 32.8 per cent above the national findings.

The national study found physical education to be one of the leading subjects in enrollment, while the Kansas study found the subject to be seventh among the other subjects. The Kansas schools were found to enroll 43.7 per cent of the pupils in physical education, and the national findings were 69.4 per cent of the total pupil enrollment--a difference of 25.7 per cent between the two.

Another field found to be more than a few per cent below the national findings was the field of languages, which was 16.6 per cent below the nation. In all other fields, Kansas was within 8.0 per cent of the findings of the national survey. Art was found to be missing in a large proportion of the Kansas high schools. It ranked 12th, with only 3.0 per cent of the total pupils enrolled. In the subjects of physical education and art,

which are important in meeting the imperative needs of youth, it seems that the Kansas schools might in some way strengthen these two subject areas.

The social science field, which ranked second in both studies, showed Kansas having 75.8 per cent and the nation 67.5 per cent of the total number of pupils enrolled. Of the subjects found in social science, American history was first in both studies. The percentage was close, with Kansas having 21.0 per cent and the nation 22.8 per cent. Two reasons for American history leading all other social science subjects were that it is a required subject of all pupils and also that more students at this time are remaining in school until the 11th grade, where American history is generally offered.

In relating the enrollments found in high school subjects in Kansas to the Ten Imperative Needs of Youth, it is found that Kansas schools are meeting the needs of its youth in the objectives of understanding the rights and duties of the citizen in a democratic society. In giving opportunities to its youth to develop their capacities to appreciate literature, art, music, and nature, it is believed that the Kansas schools are teaching its youth activities they may use in their leisure time. It was found that the subjects of physical education and art could be improved in many of the schools.

This study was not of the type to determine if the schools were developing respect for others and being able to live and work with others. It is probable that all schools have this objective as part of their philosophy; assuming this to be true, it

is felt that the schools of Kansas are meeting this need of youth.

Kansas schools are not adequately meeting the needs of youth in developing and maintaining good health and physical fitness. Kansas also could improve its curriculum to more adequately teach the pupils the significance of the family and the conditions that are conducive to a successful family life. Another objective that could be improved is the influence that science has on life. The field of science has a high percentage of total pupil enrollment, but it is felt that this percentage was not sufficient.

How the schools are instructing the pupils in the purchasing and using of goods and services is uncertain. The subject of consumer education was found to be offered in only a few schools in Kansas. This need may be adequately met in other classes, but to what extent schools of Kansas are meeting the need in this way is not known.

In the findings of this study, as well as can be indicated, it is felt that the high schools of Kansas are doing much in preparing its youth for adult life after graduation, but many improvements are desirable.

ACKNOWLEDGMENT

The author wishes to express gratitude and sincere appreciation to Dr. H. Leigh Baker for his suggestions and guidance in making this study, and to Mr. Sol Dice of the State Department of Education for his aid in securing data from the records under his supervision.

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The study was made primarily to find the number and percentage of pupils enrolled in each of the subject areas and in each of the social science subjects. It is hoped the report will be of value to school administrators and to students of secondary education as a basis to compare other similar studies.

The study was made by compiling information from the annual principals' reports for the year 1953-54. Reports of all schools with an 8-4 plan of organization in Kansas were used.

All specific courses that were listed under one of the general subject fields were totalled. In the social science area each subject was treated separately as well as totalled for all social science subjects.

In Kansas, in the total subject fields, the subjects of English, social science, and music were the top three subject fields. The first three subjects as found in the national survey were English, physical education, and social science, appearing in that order. The largest difference found in the enrollments in the subject fields was in the area of music. In this area it was found that Kansas had, in proportion, twice as many enrolled as did the nation.

Of the subjects found in social science, American history was first in both studies; Kansas had 21.0 per cent and the nation 22.8 per cent of the total number of enrollments.

In relating the enrollments found in high school subjects in Kansas to the Ten Imperative Needs of Youth, it was found that Kansas schools are meeting the needs of its youth in the objectives of understanding the rights and duties of the citizen in a

democratic society, in giving opportunities to its youth to develop their capacities to appreciate literature, art, music, and nature. It is believed that the Kansas schools are teaching its youth activities they may use in their leisure time. It was found that the subjects of physical education and art should be taught to more pupils.

Kansas schools are not adequately meeting the needs of youth in developing and maintaining good health and physical fitness. Kansas also could improve its curriculum to more adequately teach the pupils the significance of family life. Another objective that could be improved is the influence that science has on life.

How the schools are instructing the pupils in the purchasing and using of goods and services is uncertain. The subject of consumer education was found to be offered in only a few schools in Kansas. This need may be adequately met in other classes, but to what extent schools of Kansas are meeting the need in this way is not known.

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