

# *The Bulletin*

---

of

**THE KANSAS CITY, MISSOURI  
PUBLIC HIGH SCHOOLS**

Pupil's Name \_\_\_\_\_

**1966-1967**



## NAMES AND TYPES OF PUBLIC HIGH SCHOOLS

Bingham Junior High School.....	7618 Wyandotte
General Education—Grades 7, 8 and 9	
* Central High School.....	3221 Indiana
General Education—Grades 9, 10, 11 and 12	
Central Junior High School.....	3611 Linwood Blvd.
General Education—Grades 7 and 8	
East High School.....	1924 Van Brunt Blvd.
General Education—Grades 8, 9, 10, 11 and 12	
Lincoln High School.....	2111 Woodland
General Education—Grades 9, 10, 11 and 12	
Lincoln Junior High School.....	2012 E. 23rd St.
General Education—Grades 7 and 8	
* Manual High and Vocational School.....	1215 E. Truman Road
General Education—Grades 8, 9, 10, 11 and 12	
* Northeast High School.....	415 S. Van Brunt Blvd.
General Education—Grades 9, 10, 11 and 12	
Northeast Junior High School.....	4904 Independence Ave.
General Education—Grades 7, 8 and 9	
Nowlin Junior High School.....	2800 S. Hardy
General Education—Grades 8 and 9	
Paseo High School.....	4747 Flora
General Education—Grades 8, 9, 10, 11 and 12	
Southeast High School.....	3500 E. Meyer Blvd.
General Education—Grades 9, 10, 11 and 12	
Southeast Junior High School.....	6410 Swope Parkway
General Education—Grades 7 and 8	
Southwest High School.....	6512 Wornall Road
General Education—Grades 8, 9, 10, 11 and 12	
* Van Horn High School.....	1109 Arlington
General Education—Grades 10, 11 and 12	
West Junior High School.....	20th and Summit Sts.
General Education—Grades 7, 8, 9 and 10	
* Westport High School.....	315 E. 39th St.
General Education—Grades 8, 9, 10, 11 and 12	

• • •

\* Vocational Centers — Business, Trade & Technical Training



## **PURPOSE OF THE BULLETIN**

This bulletin has been prepared for the use of pupils, and all who help them, in planning their year-by-year progress through high school. It will be supplemented in individual schools by special bulletins and by individual and group counseling.

High school education promotes the adjustment of pupils to conditions of modern life and prepares them to make still other adjustments after they leave school. Thoughtful planning of programs is desirable whether a pupil plans to enter employment or go to college after graduation.

High school opportunities, as outlined in this bulletin, are great. At best, a pupil can select only a small fraction of all possible offerings. Therefore, pupils and their parents are urged to become familiar with this bulletin and with all information provided by individual schools.

## **WHICH HIGH SCHOOL TO ATTEND**

Normally, pupils are expected to attend the high school in the district in which they live.

However, pupils eligible to enter any grade offered in junior high school who do not live in a junior high school district may attend the nearest junior high school, provided there are accommodations for them in the school.

When there is sufficient reason to justify it, a pupil may be re-assigned to another high school. If a re-assignment is desired, a parent should contact the Pupil Services Department in the Board of Education building at 1211 McGee Street.

Whenever pupils are re-assigned, they are expected to remain at least one semester in the school to which they are re-assigned unless in the meantime removal to another district requires a change. When a pupil moves out of a district, he may complete the current school year in the same school.

Eligible pupils living anywhere in the Kansas City, Missouri, school district may attend the Vocational Division of Manual High and Vocational School.



## **PUPILS DIFFER IN APTITUDES AND INTERESTS**

No two persons are alike in every way. They differ in interests, in aptitudes, in skills, in educational and vocational goals. They also differ in ability to learn. Some learn slowly and need to have the opportunity to repeat many times. Others learn quickly and can study more intensively and extensively. Most pupils, however, go along capable of doing average work.

To be sure that all pupils have an opportunity for maximum development, pupils are placed in classes according to their learning rate as evidenced by school records. The work in these classes differs in amount, in degree of difficulty, and in the rate at which it is covered.

Another way to meet individual differences is through adjustment of the number of subjects carried. The normal load is 4 or 4½ units per year—but this may be lessened for those who find school work difficult, or it may be increased for those who have good study habits and a superior school record. Then, too, outside responsibilities and interests may affect the recommended school load. It should be noted that graduation in 4 years requires at least 4 units of work with passing grades each of the 4 years.

A third way to meet individual needs lies in the wide variety of subjects offered in all the high schools. Some fundamental subjects are required as they have been found to be necessary in the development of efficient and intelligent citizens. In addition, there are other subjects, known as electives, from which choice is made according to interests and abilities and ultimate life goals.

## **SOME PUPILS WORK PART TIME**

Whether or not to accept employment while attending school needs careful consideration. Before plans are made, a pupil should consult the counselor and make sure that sufficient time is allowed for lesson preparation and adequate rest. If a pupil carries a normal load, he should not, in most instances, work more than three hours on school days. If conditions make it advisable that a pupil work more than three hours daily, it may be necessary to adjust the school load and arrange a shorter school day.



## **PLANNING INVOLVES LOOKING AHEAD**

After graduation from high school, what will it be—a college, further training, or a job?

### **Planning for College**

Whether to plan for college or not depends on the pupil's school achievement and his interests. The pupil should look not only at his grades in academic subjects (English, mathematics, social studies, science, foreign language), but also at his interests in these areas. If he finds them uninteresting and difficult, he probably should consider a job not requiring a college education.

On the other hand, if he enjoys studying in these areas and if he has had better than average success, the pupil should plan a high school course which would permit him to enter college. Success in college is more likely if the high school program includes 4 years of English, 3 years of mathematics, 3 years of social studies, 2 years of science, and 3 or 4 years of a single foreign language. A strong high school record in these areas indicates not only a basic academic background for further study but also intellectual interests and good study habits. A full program and good academic grades in the senior year is an excellent recommendation.

This recommendation does not exclude subjects such as art, music, speech, practical arts, physical education, and R. O. T. C., all of which develop appreciations and skills and contribute greatly to the development of a well-rounded individual.

### **Planning for a Job**

The pupil who is considering a job should choose high school courses toward that end. Pupils planning to enter business should choose bookkeeping, stenography, typing, clerical practice. Those who are considering following a trade should choose industrial arts courses.

In addition to skills which are developed by vocational courses, there is a need for fluent correct use of the English language in both spoken and written form; for a working knowledge of mathematics, including algebra and geometry; and for basic scientific information. Often it is the lack in these areas which prevents success and promotion on the job. The wise high school pupil will choose the strongest program of which he is capable.



## TERMS ARE DEFINED

1. High school subjects are divided into **Full-Credit Subjects** requiring considerable outside preparation and **Half-Credit Subjects** requiring no outside preparation.
2. A **Unit** represents the quantity of work done during one year of a full-credit subject or two years of a half-credit subject.
3. A **Half-Unit** represents the quantity of work done during one semester of a full-credit subject or during one year of a half-credit subject.
4. Class work is evaluated by letter grades with meanings as follows:

E.....	Excellent
S.....	Superior
M.....	Medium
I.....	Inferior
F.....	Failure

"Z" is another mark used in grading the work of pupils. It is used instead of "F" when a pupil's work is below acceptable standards but if the pupil has worked up to ability, has been regular in attendance, and has been a good citizen in class. It is acceptable in meeting graduation requirements for a **CERTIFICATE but not for a Diploma.**

5. **Scholarship Points** represent the quality of work done. Semester grades in full-credit subjects give scholarship points according to the schedule shown below. Half-credit subjects receive half-value. Rank in class is determined by the total number of scholarship points.

Sections	E	S	M	I	F	Z
Honors.....	6	5	4	3	0	0
A.....	5	4	3	2	0	0
B.....	4	3	2	1	0	0
C and Special.....	3	2	1	0	0	0

6. **Academic and Non-Academic** are terms used by colleges in describing high school subjects. Academic subjects include English, mathematics, social studies, science, and foreign language. These subjects make up a major part of high school courses accepted by colleges for entrance.



## GRADUATES ARE AWARDED EITHER A DIPLOMA OR A CERTIFICATE

### Graduation Requirements

To graduate from high school a pupil must earn 16 units of credit as follows:

English .....	3
Social Studies .....	3
(Including Citizenship and American History	
Science .....	2
Mathematics .....	1
Physical Education and/or ROTC .....	1
(Unless excused by the Principal on a doctor's re- quest submitted on form supplied by the school).	
Electives .....	6

Under provisions of state law pupils are required to pass an examination on Missouri Constitution and on United States History and Constitution before being eligible for graduation.

### EARNING A DIPLOMA

To be eligible for a DIPLOMA a candidate for graduation must:

1. meet above listed graduation requirements with no "Z" grades counted in the required 16 units. (Effective with class of 1962).
2. successfully pass established proficiency requirements in English and Mathematics. (Has been in effect for several years).
3. have a minimum of 48 scholarship points. (Effective with class of 1965).

### EARNING A CERTIFICATE

Pupils who meet the above listed Graduation Requirements but who do not meet the three requirements for a DIPLOMA will be graduated, if they wish, with a HIGH SCHOOL CERTIFICATE. Pupils accepting a Certificate will be permitted to return to school to earn a DIPLOMA by removing any deficiency therefor.



# MANY SUBJECTS ARE OFFERED

To Meet Local Needs Offering

## Grades 9-10-11-12 Full-Credit Subjects

SUBJECTS	YEARS	GRADE PLACEMENT
<b>ENGLISH</b>		
Composition and Literature .....	3.....	9—10—11—12
English Literature .....	1.....	12
Advanced Composition .....	1.....	12
Newswriting .....	1.....	11—12
Refresher English .....	½.....	12
<b>MATHEMATICS</b>		
General Mathematics .....	1.....	9—10
Elementary Algebra .....	1.....	9—10—11
Advanced Algebra .....	1.....	11—12
Plane Geometry .....	1.....	10—11—12
Solid Geometry .....	½.....	12
Trigonometry .....	½.....	12
High School Arithmetic .....	½.....	11—12
<b>LANGUAGE</b>		
Latin .....	4.....	9—10—11—12
French .....	4.....	9—10—11—12
Spanish .....	4.....	9—10—11—12
German .....	2.....	9—10—11—12
Russian .....	2.....	9—10—11—12
<b>SCIENCE</b>		
General Science .....	1.....	9—10
Biology .....	1.....	10—11
Advanced Biology .....	1.....	11—12
Chemistry .....	1.....	11—12
Physics .....	1.....	11—12
Earth Science .....	1.....	10—11—12
Human Science .....	1.....	11—12
<b>SOCIAL STUDIES</b>		
Citizenship .....	1.....	9
World Geography .....	1.....	10—11
World History .....	1.....	10—11
American History .....	1.....	11—12
Current Affairs .....	1.....	12
Economics .....	½.....	12
Contemporary Issues .....	½.....	12
Comparative Government .....	½.....	12
International Relations .....	½.....	12
<b>BUSINESS EDUCATION</b>		
Bookkeeping .....	2.....	10—11—12
Stenography .....	2.....	11—12
Secretarial Practice .....	1.....	12
Clerical Practice .....	1.....	11—12
Law, Commercial .....	½.....	12
<b>MUSIC</b>		
Harmony .....	1.....	11—12
Outside Music .....	3.....	9—10—11—12
<b>OTHER</b>		
Family Relations .....	1.....	12
Cooperative Occupational Education .....	1.....	11—12
Homemaking .....	1.....	12



# RED BY THE HIGH SCHOOLS

gs May Vary Among Schools.

## Grades 9-10-11-12 Half-Credit Subjects

SUBJECTS	YEARS	GRADE PLACEMENT
<b>PRACTICAL ARTS</b>		
Typing .....	2 .....	10—11—12
Crafts .....	1 .....	9—10—11—12
Drafting .....	4 .....	9—10—11—12
Electricity .....	2 .....	9—10
Electronics .....	1 .....	11—12
Metalwork .....	4 .....	9—10—11—12
Woodwork .....	4 .....	9—10—11—12
Printing .....	4 .....	9—10—11—12
Homemaking .....	2 .....	9—10
Clothing .....	2 .....	11—12
Foods .....	2 .....	11—12
<b>FINE ARTS</b>		
Vocal Music .....	4 .....	9—10—11—12
Band .....	4 .....	9—10—11—12
Orchestra .....	4 .....	9—10—11—12
Speech .....	2 .....	9—10—11—12
Dramatics .....	1 .....	11—12
Public Speaking .....	1 .....	11—12
Art .....	4 .....	9—10—11—12
Photography .....	1 .....	11—12
<b>PHYSICAL EDUCATION</b>		
Physical Education .....	4 .....	9—10—11—12
<b>OTHER</b>		
Driver Education .....	½ .....	Age 15½ and up
R. O. T. C. ....	3 .....	10—11—12

In general, no credit is given for one semester of a subject requiring a full year for its completion.

## GRADES 7 AND 8 HAVE A VARIED PROGRAM

In grades 7 and 8, pupils are enrolled in a varied program, the purpose of which is two-fold: (1) there is an opportunity to strengthen basic skills, and (2) there is an opportunity to explore and discover new interests.

The general program includes common learnings (language arts, social studies, guidance), mathematics, science, fine arts, practical arts, and health and physical education. In some cases a year of modern foreign language and a semester of typing may be a part of the eighth grade program. Each school explains its own curriculum.



## **CREDITS MAY BE EARNED IN OTHER WAYS**

In certain cases it is necessary or desirable for pupils to supplement units in regular school classrooms by units earned in other ways. There are five special agencies through which such units may be earned and accredited.

**Summer School.** An eight weeks' summer school offering regular high school subjects is held each summer. The maximum credit which can be earned is one unit.

**Correspondence Work.** Persons not attending high school may earn high school units by correspondence work offered by approved institutions of higher learning. Before enrolling in such courses pupils must have the approval of the principal of their high school. Pupils may present for graduation not to exceed three units of correspondence work.

**Credit by Examination.** Persons not attending high school may earn high school units by examination after taking private tutoring from a teacher meeting all standards required for teaching the subject in an accredited high school. The examination will be given by a high school teacher approved by the principal. Pupils may present for graduation not to exceed three units by examination.

**Outside Music.** Pupils in school may earn not more than three units in outside music (a maximum of two units in voice), provided they carry the subject on their school enrollment card. Instruction is offered in voice, violin, piano, cello, and viola. One lesson and six hours of practice per week are required under a teacher who has been certified by the State Department of Fine Arts, Jefferson City, Missouri. The certification must be obtained prior to October 1, of the school year in which the pupil receives credit.

The final grade is determined by an examination given under the direction of the director of music. Enrollment procedures are the same as for any school subject.

**Night School.** Persons over 16 years of age and not attending high school may earn high school units by enrolling in the evening adult school. By this procedure it is possible to earn as many as four units in a period of twelve months.



## THE VOCATIONAL SCHOOL OFFERS OPPORTUNITIES

### PLAN A

Any pupil living in the Kansas City, Missouri, school district who meets admission requirements as determined by the Vocational Department may enroll beginning at grade 10 for trade training at Manual High and Vocational School.

He may elect to attend Manual full time or he may take his trade subjects at Manual and his other work at his regular school.

Pupils who enroll in the vocational school who satisfactorily complete the requirements for graduation, as outlined below, will be granted a regular graduation document and a vocational certificate.

Graduation requirements are the same as those listed on page 7 except that a pupil may substitute as many as  $3\frac{1}{2}$  units of Shop Training for certain of the subjects listed there. However, a candidate for graduation must have at least:

- 2 units of English
- 2 units of Social Studies (including Citizenship and American History)
- 1 unit of mathematics
- 1 unit of science
- $\frac{1}{2}$  unit of physical education
- $9\frac{1}{2}$  units of electives (which may include any amount of Shop Training)

### OFFERINGS OF THE VOCATIONAL SCHOOL

Auto Mechanics  
Commercial Art  
Cosmetology  
Dressmaking

Electricity  
Machine Shop  
Printing

Shoe Repair  
Tailoring  
Welding

Practical Nursing.....Northeast H.S.  
Electronics.....Northeast H.S. and Lincoln H.S.

### PLAN B

High school graduates and out-of-school youths, seventeen years of age or older, who want specialized training toward a definite occupational goal may enroll in the vocational school.



## **A PUPIL CHOOSES A COLLEGE AND COLLEGES CHOOSE PUPILS**

### **Choice of College**

In choosing a college, factors to be given careful consideration include the general educational program, the course offerings in the pupil's major field of interest, the prestige and accreditation of the college, the size and type of student body, the expense and opportunity for self-help, and the location of the school.

A pupil planning to attend two colleges should consult both schools concerning entrance requirements and courses to be taken as transfer from one college to another may involve loss of credit.

### **Entrance Requirements**

Over a period of years colleges have developed criteria which are helpful in considering the probable success of pupils. The criteria which are most frequently used to determine admission are

1. **Scholastic Achievement and Rank in Class** are very important factors for college admission. However, these are interpreted in light of the strength and continuity of the subjects taken.
2. **Test Scores.** Most selective admissions require a college aptitude test, giving preference to pupils whose scores are in the upper quartile. Many colleges give entrance examinations in basic skills in English, science and mathematics. Pupils may be refused admittance to college on the basis of these tests, or they may be required to carry special non-credit courses for improvement of skills.
4. **Subject Requirements.** Subject requirements vary with colleges and with the many professions. Colleges demand that a major part of the work offered for entrance must be chosen from the fields of English, mathematics, social studies, science and foreign language. These are known as the academic subjects.

### **Application for Admission**

When a definite choice of college has been made, the name of the pupil and the chosen college is left with the high school registrar who sends a transcript to the college. Application for admission to the college is made by personal conference or correspondence between the pupil and the college.



The need for early application varies with the colleges, but application should be made not later than the second semester of the senior year. For early admission it is often desirable to make application the second semester of the junior year.

### **Applications for Scholarships**

Many colleges offer scholarships to high school graduates. Scholarships are usually granted on the basis of high school record, special examinations, participation in activities, character qualities, financial need, and recommendation of the principal of the high school. Pupils should consider this matter early in the senior year since some applications must be filed as early as September.

### **Junior College**

Junior College is a part of the public school system and makes every effort to serve the needs of high school graduates.

Graduates of accredited high schools are eligible for admission to Junior College. No particular high school subjects are specified. In order to be prepared, however, for certain courses or curricula at college, preliminary high school subjects may be required. While a pupil may be admitted, he may find it impossible to enter certain college courses because he lacks preparation in high school. It is desirable that candidates for admission present units according to the following plans:

#### **A. Arts and Science, Pre-Professional and Secretarial Curricula.**

Eleven units selected from the fields of English (at least three units), mathematics, social studies, science, foreign language, and four additional units chosen from any school subjects accepted by the accredited high school toward its diploma, with the exception of physical education and R. O. T. C.

#### **B. Engineering Curriculum.**

English, at least three units.

Mathematics (algebra, plane and solid geometry, trigonometry), at least three and preferably four units.

Chemistry, physics, mechanical drawing, at least two units. Three other units from above fields or from social studies or foreign language.

Four additional units chosen from any subjects accepted by the accredited high school toward its diploma, with the exception of physical education and R. O. T. C.



## OTHER COLLEGES AND UNIVERSITIES

The information presented in the table is correct as of October, 1962. However, it should be used as a guide only. For complete information for use in planning a program to meet college entrance requirements and recommendations, the pupil should obtain and study carefully the most recent catalog of the college or university he plans to attend. The counselors will assist pupils in interpreting catalogs and filing applications.

NAME OF INSTITUTION	Units Required							Units Recommended				
	*English	Math.	Soc. Stu.	Science	Total Acad.	†Free Elect.	‡Total	Algebra	Geometry	Trig.	Science	Language
University of Kansas City .....	3	1	1	1	11	4	15	1			1	2
University of Missouri												
Arts and Sciences .....	3				11	4	15	1½	1		2	2
College of Engineering .....	3	3**		1		8	15	1½	1½	½	1§	
School of Mines—Rolla .....	3	3**		1		8	15	1½	1½	½	1§	
Education .....	3				11	4	15					
Agriculture .....	3	2	1	1		9	15	1	1		1	
Forestry .....	3	3				10	16	1	1		2	
Nursing .....	3				8	4	15	1	1		2†	2
Home Economics .....	3	2	1	1	11	8	15					
Lincoln University .....	3		2	1	9	6	15					
Central Mo. State College .....	3	1	3	1	11	5	16	1	1		2	
University of Kansas												
Arts and Sciences .....	3	2	2	1	10	5	15	2	1	½	2	3
Engineering and Architecture .....	3	3**	2	1	10	5	15	2	1	½	1§	
Fine Arts .....	3	1	2	1	10	5	15	1	1		1	

\*4 Units of English are generally recommended.

\*\*Specifically: 1½ units algebra; 1 unit plane geometry; ½ unit advanced mathematics, preferably trigonometry.

†Exclusive of physical education and military training.

‡Chemistry and biological science.

§Chemistry or physics.

Although a college may not list Algebra and Geometry as entrance requirements, it is advisable to include these subjects in the high school course as they are prerequisites to many college courses.

The requirements for entrance to non-state-supported schools vary widely. Many require or advise 4 units of English; 2 to 5 units of foreign language; 2 to 3 units of mathematics; and 12 to 16 units chosen from the academic groups of English; mathematics, foreign language, science, and social studies.

Since no general statement can be made which will be true for all colleges, it is necessary that the catalog for a particular school be studied carefully.

College Week conferences are held in all ten senior high schools early in the school year. Pupils and their parents are invited and urged to meet college representatives at this time.



### PUPILS ENTER FROM OTHER SCHOOLS

1. Admission to any grade in a junior or senior high school is based upon satisfactory completion of work equivalent to that of the previous grade in a Kansas City school.
2. Pupils transferring from a high school accredited by its own state department of education will have their work accepted as certified by that high school.

### SUGGESTION TO PUPILS

Keep this Bulletin in a notebook or some other convenient place for future reference. You may have occasion to refer to its contents many times.



EACH PUPIL IS URGED TO SELECT A COURSE OF STUDY CONSISTENT WITH HIS ABILITY. ANY ONE WHO DOES NOT TAKE FULL ADVANTAGE OF HIS EDUCATIONAL OPPORTUNITIES IS CHEATING HIMSELF AND DENYING SOCIETY HIS MAXIMUM POTENTIAL.