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AN EVALUATION OF THE OPINIONS OF HIGH SCHOOL AND POST-HIGH SCHOOL STUDENTS CONCERNING CURRICULUM

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Public education has been in the spotlight in recent years especially in the area of curriculum. Everyone appears to be an expert on advising the schools concerning curriculum. Curriculum improvement has always been the concern of the good administrator and his staff regardless of the size of the school.[1] The school staff including principals, counselor, and teachers is needed to combine its skills in curriculum planning.[2] People in different roles within the school see different aspects of the school and all the phases of the school are important in curriculum planning. Evaluating the curriculum is important because "curriculum is only justified and meaningful if it meets the immediate needs, interests, and abilities of the students and advances the student toward realistic goals."[3] In evaluating curriculum in terms of curriculum change, the following questions should be considered: (1) What has been added to the curriculum lately?

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[1]Charles F. Oliver, "Improving the Curriculum of the Small High School," National Association of Secondary School Principals Bulletin, XLVII (February, 1963), 95.

[2]Waldro J. Kindig, "The Principal Looks at the Counselor's Role in Curriculum," National Association of Secondary School Principals Bulletin, XLVII (April, 1963), 71.

[3]Kindig, p. 71.

(2) Where has the time in the schedule been found to add courses? and (3) What has been dropped from the curriculum lately? Instead of a new language course, four years of the course already being taught might be better. In adding courses, the length of the school day remains the same so the class periods are shorter. Addition of new courses might be possible by dropping courses no longer needed in the curriculum.[4] Curriculum is the basis of a school system and the combining of ideas in the area is necessary for good curriculum planning.

I. THE PROBLEM

Statement of the problem. The major purpose of this study was to focus attention on the area of curriculum at West Holmes High School through an evaluation of the opinions of high school and post-high school students concerning curriculum. This study would also have relevance for any future evaluation of curriculum, but would not be intended alone for use as a basis for curriculum change. The students' questionnaires were used in an attempt to answer the following questions: (1) Was training or anticipated training after high school reflected in the curriculum? (2) Were present or expected jobs closely related to the curriculum? (3) How did the students value the courses in the curriculum? (4) Were there courses that should have been added to the

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[4] Oliver, pp. 98-99.

curriculum?, (5) Did the high school course of study correspond to anticipated or present occupation? and (6) Did female and male students rate the courses in the curriculum differently?

Scope of the study. The junior and senior classes at West Holmes High School for the school year 1964-65 were included in this study because these students were already making future plans and were familiar with the curriculum at West Holmes High School. The 1963 and 1964 graduates of the West Holmes School District were used because they were already involved in training after high school or had already obtained jobs, but were still not too far removed from high school training to evaluate the curriculum.

There were several limitations in this study. One dealt with the filling out of the questionnaires and whether the students actually rated the courses on the basis of value to themselves. Also some of the high school students were limited in answering the questions because they did not know or might change their future plans. The whole study was limited by the fact that questionnaires were used and consequently answers obtained rest on the basis of opinions. The percentage of questionnaires returned was also a limiting factor in this study. All of the questionnaires given to the high school students were returned, and about 50 per cent of the post-graduate questionnaires were returned.

Importance of the study. West Holmes High School was a new

consolidated school in 1964. Since West Holmes High School was a new school and lacked curriculum research, there was a special need to determine opinions concerning the curriculum by the consumer, the student. School problems need to be anticipated and the area of curriculum is no exception. Such a study as this was seen as having relevance to the overall evaluation. The school year 1964-65 showed a drop-out rate of forty-six per one thousand students.[5] Also the number of students in the West Holmes High School 1965 senior class anticipating college as of November, 1964, was 20 per cent.[6] Research in curriculum needs to be accomplished in order to determine the degree to which the curriculum appears to meet the needs of the students in a particular school. The research was conducted to determine one aspect of the total problem, opinions of students concerning curriculum, in order to shed some light on the future need for research in curriculum at West Holmes High School.

II. DEFINITIONS OF TERMS USED

Curriculum. In this study, curriculum is used in the strict sense and refers to the material which the child studies in organized

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[5]Obtained from the student records at West Holmes High School.

[6]A survey at West Holmes High School by the Guidance Department, November, 1964. (mimeographed.)

classroom activities.[7]

Course of study. Course of study is the term used for the combination of subjects in a particular curriculum area such as all of the courses available in the area of social studies. Course of study also refers to the whole curriculum for an individual student such as the college-preparatory course of study.

Unit. A Carnegie unit represents a year's study in any subject equal to not less than 120 sixty-minute hours or their equivalent.[8]

School credit. School credit is a means of designating the amount of school work a pupil has completed and is commonly expressed in units.[9]

III. PROCEDURE

In order to answer the questions posed in Section I, questionnaires were developed to obtain information as to opinions of current and past students with respect to personal value of the West Holmes curriculum. Copies of the questionnaires are in Appendix A.

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[7]Herman J. Peters and Richard B. Stevic, Dictionary of Guidance Terms, Division of Guidance and Testing, State Department of Education, (Columbus, Ohio: Division of Guidance and Testing, 1964), 15.

[8]Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1959), 587.

[9]Good, 145.

The sample of subjects consisted of 280 currently-enrolled juniors and seniors for the school year 1964-65, and 116 graduates for the years 1963 and 1964. The information from the questionnaires was grouped in several ways so that tabulations of the data could be made. High school curriculum standards from Ohio, Indiana, Michigan, West Virginia, Kentucky, Pennsylvania and North Central Association were acquired and used in Chapter III of this paper. Information was also obtained from related literature.

V. ORGANIZATION OF THE REMAINDER OF THE PAPER

Chapter II contains a review of related literature. Chapter III reveals the curriculum standards of some state and accrediting agencies. Chapter IV contains the presentation and analysis of data and Chapter V presents the conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Authors have done a large amount of research in the area of curriculum. Most of the research refers to the total school program including such items as extra-curricular activities and the time scheduling of classes. Since this study dealt with curriculum in the strict sense, as the material which the student studies in the classroom, the review of literature only relates to this particular area. This chapter contains first a section containing literature directly related to the West Holmes School District and secondly, a section concerned with literature related to classroom subject areas generally.

I. LITERATURE DIRECTLY RELATED TO WEST HOLMES SCHOOL DISTRICT

A study was made in April, 1964, by H. L. Polley, Superintendent of West Holmes School District, and the West Holmes Board of Education to determine the future plans of the 129 students in the class of 1964. At the time of the survey forty-seven expected to obtain jobs, twenty-five planned to attend college, seventeen expected to enter the service, eleven were undecided about their future, ten planned to attend cosmetology school, seven expected to enter technicial schools, seven were getting married, two planned to enter nursing school and business

college, and one student expected to enter barber college.[1] A similar study made in November, 1964, by the Guidance Department of West Holmes High School for the class of 1965, revealed that of the 167 seniors, about 37 per cent were classed as non-college students (working, entering the service, or becoming housewives), about 26 per cent were going to college, about 26 per cent were attending technicial schools (nursing schools, beauty schools, airline training, laboratory technician, barber colleges, heavy equipment schools, and others), and about 11 per cent were going to business schools.[2]

In 1963, a study was completed by the Guidance Department at West Holmes School District concerning students leaving West Holmes School District and the reasons for their leaving. The study included one hundred students in grades nine through twelve who dropped out of school from June 1, 1962, to October 1, 1963. Of the one hundred students, forty-six were considered as true drop-outs because thirty-five of the students supposedly transferred to other school districts, eighteen students were Amish and did not enter the ninth grade, and

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[1]H. L. Polley and West Holmes Board of Education, "Senior Survey" Millersburg, Ohio: Board of Education, 1964), p. 1. (Mimeographed.)

[2]Guidance Department, "1964-65 Senior Class Expectation Table" (Millersburg, Ohio: Guidance Department, 1964), p. 1. (Mimeographed.)

one student died. Disregarding the Amish students and the students moving to another school district, the reasons for the largest number of drop-outs was attributed to marriage, twenty-four students. The percentage of the true drop-outs in this study for the West Holmes School District was 5.6 per cent.[3] Another study concerning drop-outs showed that Holmes County had a drop-out rate of 34.5 per 1,000 students enrolled in grades nine through twelve for the school year 1962-63.[4]

An extensive study of the West Holmes School District was completed by the Bureau of Educational Field Services Miami University, Oxford, Ohio. Only a few of the findings were directly related to this study. The survey committee suggested that the "holding power" of the school district should be improved so that a higher percentage of the total number of pupils enrolled reach and complete the twelfth grade. The committee also recommended that art instruction be available in the high school, that four years of academic mathematics should be available, that fully equipped science laboratories should exist, that four years of industrial arts should be offered, and that

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[3]Don Fedorchak, "Project: Drop Outs" (Millersburg, Ohio: Guidance Department West Holmes High School, 1963), pp. 1-3. (Mimeographed).

[4]Leonard R. Nachman, Russell F. Getson, and John G. Odgers, Ohio Study of High School Drop Outs 1962-63 (Division of Research and Division of Guidance and Testing. Columbus, Ohio: Columbus Bland Book Company, 1964), p.7.

the school should publish a newspaper. All of these suggestions have been followed. Other suggestions not followed as yet included a four-year sequence in a modern foreign language; a vocational home economics program; a credit in biology, chemistry, or physics required for graduation; a vocational educational program for boys; an orchestra; and a course in music theory, harmony, and form. The committee also did a study on vocational education in the West Holmes School District by use of a questionnaire given to 23% tenth and eleventh grade students. Of these students, forty had plans to attend college while seventy-eight students indicated both a desire to take vocational courses and to attend college. Of the vocational course areas on the questionnaire, business education, agriculture, homemaking, distributive education, auto mechanics, cosmetology, machine shop, and nurse's aid topped the list. The Miami University Field Service Committee recommended a possible expansion of the curriculum at the West Holmes School District in the area of vocational education because of the large percentage of students interested in vocational education.[5]

II. LITERATURE RELATED TO CLASSROOM SUBJECT AREAS

Bucyrus High School did a survey of its college students to see

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[5]The Bureau of Educational Field Service Miami University The West Holmes-Millersburg Cooperative School Survey (Oxford, Ohio: The Bureau of Educational Field Services Miami University, 1961),pp. 1-180.

what recommendations would be suggested for present college-bound students. In this way Bucyrus High School was able to reconsider one phase of its total curriculum program. College students who had graduated from Bucyrus High School were invited to a tea to comment on what should be done to better prepare students for college. The students' answers were recorded during the afternoon tea. One major topic concerned grammar and the fact that grammar should be completed by the end of the sophomore year. The rest of high school English should be devoted to composition, organization, and expression of thoughts to help the students in all college courses. The college students thought that there should be more laboratory work in science and that mathematics and science should be better co-ordinated. Since trigonometry was used extensively in physics, the course should be taught before physics. Turning to foreign language, the students expressed an opinion that Latin should be taught not to help English, but to conform to the needs of people such as nurses. The importance of more than two years of the same language was stressed. A course in psychology and in techniques of study were recommended. Lecture-type classes for juniors and seniors, long range assignments, and incorporation of English in all classes were considered important to college-bound students.[6]

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[6]Richard H. Davis, "Let Alumni Evaluate Your School's Success," Ohio Schools, XLII (February, 1964), 25 and 37.

Students at Ottawa-Glandorf High School were a part of a similar study and urged that college-bound students need to know more about a bibliographical index, have more research projects, and have more work in composition.[7]

King and Moon sent questionnaires to 250 secondary school principals and directors of secondary education in Minnesota. From over two hundred responses which were received the following weaknesses of the secondary school curriculum were listed in order: (1) the time allotments for subjects were inflexible, (2) a lack of a program geared to the lower 25 to 30 per cent of the high school population existed, (3) the state department of education lacked leadership in the curriculum area, (4) too many courses were geared to the college-bound student, (5) a need existed for a strong secondary school reading program, (6) national testing programs forced conformity on curriculum planners, (7) curriculum decisions were based on external pressures rather than needs, abilities, and interests, (8) there were no clear definitions of goals in the courses taught, (9) the "head-on" fallacy of objective testing in subject matter areas was not met, and (10) industrial arts and vocational education programs had outlived their usefulness and needed revision. The authors of this survey thought

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[7]Iris I. Kersh, "Follow-up and Fun Too!," Ohio Guidance News and Views, XV (March/April, 1965), 2.

that the time for action was now and that a study groups should be formed to investigate weaknesses in curriculum.[8]

Taylor also did a study concerning curriculum. Taylor labeled some courses in the high school as frills and fads, but did not suggest that the frills and fads be eliminated from the course of study. Latin was labeled as a frill and fad by Taylor because the course was showy and had no value. Students did just as well in languages without Latin as a background as with Latin as a background and the development of mental faculties through Latin was a temporary fad. Euclidean geometry was also labeled as a fad because the subject teaches things which no longer have application. Grammar, including defining verb tenses, parsing sentence, and diagramming sentences, was labeled as a fad because the students' habits did not change. If social studies are separated into history, geography, civics, and economics, factual recall is taught. Taylor thought that relationships and appreciation of the heritage should be taught in a social study; therefore, he labeled social studies as a frill.[9]

The Bulletin of the International Bureau of Education pointed out a trend toward more academic subjects for non-college bound students

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[8]Fred M. King and James V. Moon, "Secondary School Administrators Look at Curricular Weaknesses," The Bulletin of the National Association of Secondary-School Principals, XLVIII (March, 1964), 10-14.

[9]Albert J. Taylor, "Courses under Review !Are They Frills and Fads?," Clearing House, XXXVIII (November, 1963), 182-4.

in the United States. One-half of the courses in the four-year high schools of the United States are required (two years social studies, four years of English, one year of science, and one year of mathematics) and one-half are elected. Now high schools are increasing mathematics and science to two years each and as a result the academic requirement increases for all students.[10]

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[10]Bulletin of the International Bureau of Education, XXXV (Fourth Quarter, 1961), 217.

CHAPTER III

CURRICULUM STANDARDS

Curriculum standards of the North Central Association of College and Secondary Schools, the Ohio Education Department, and neighboring state's education departments were examined in order to obtain opinions of experts concerning curriculum. Some of the basic standards were found to be the same, but there were also several variations among the several sources.

North Central Association. The North Central Association requires that each school offer at least twenty-six units of course work in grades nine through twelve or an equivalent if the units are not employed in granting credit. The distribution of the minimum offerings is recommended to be as follows: (1) language area (four units); (2) science (four units); (3) mathematics (four units); (4) social studies (four units); (5) foreign languages (two units); (6) fine arts including music, art, dramatics (two units); (7) practical arts including business, industrial arts, homemaking, and agriculture (five units); and (8) health and physical education (one unit.) A four-year senior high school should require a minimum of sixteen units of 160 semester for graduation.[1]

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[1]The North Central Association of College and Secondary Schools, Policies and Criteria for the Approval of Secondary Schools. (Office of the Commission on Secondary School, 1964-65), p.6.

Ohio. The minimum requirements for graduation from a four-year high school in Ohio are sixteen units including three of English, two of social studies (one of the units must be American history and government), one of science, one of mathematics, and one of health and physical education. In addition to the major of three units in English, each graduate must have completed one other major of three units and two minors of two units each. A suggested program of studies was developed by the Ohio Department of Education as follows: (1) general agriculture (two units recommended); (2) vocational agriculture (four units recommended); (3) art (two units recommended); (4) business education (five units required minimum with two units in the area of general business, bookkeeping, and shorthand and one-half unit of typing I and one-half unit of typing II); (5) driver education (one-half unit recommended); (6) English (five units minimum required including English I, English II, English III, English IV, and an additional unit); (7) foreign language (two units in one language recommended); (8) health and physical education (one unit minimum required); (9) home economics (two units required); (10) vocational home economics (four units recommended); (11) industrial arts (two units required); (12) mathematics (three units required including algebra, plane geometry, intermediate algebra - one-half unit, and solid geometry - one-half unit or their equivalents; (13) science (three units required including general science, biology, and chemistry or physics); and (14) social studies

(three units required one of which shall be American history, problems of American democracy, geography, business law, economics, sociology, psychology, family living, or consumer education. Vocational trades and industry are also recommended in the program of studies.

The educational program must have sufficient breadth to take care of the college preparatory studies and those not preparing for college. The total number of units scheduled each year in an approved first grade high school must reach a minimum of twenty units.[2]

Kentucky. The Kentucky State Board of Education adopted a course of study in 1959 for twelve major curriculum areas. The English language arts area contains fundamentals of reading for one-half unit credit, composition and literature for four units, public speaking for one credit, dramatics for one credit, journalism for one credit, creative writing for one unit, and honors English for one unit.

The social studies curriculum contains United States history (required), world geography, ancient-medieval history, citizenship, modern history, world history, national and regional history, social psychology, economics, advanced government, problems of American life, international problems, and sociology, all with one unit of credit as

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[2]State Board of Education, Ohio High School Standards (Columbus, Ohio: F. J. Heer Printing Company, 1962), pp. 10-11, 26-28, 43-44.

the maximum. While not a state requirement, advanced government is recommended to be available for all students in grade twelve.

Algebra I, Algebra II, arithmetic, New Mathematic Concepts II, plane geometry, plane-solid geometry, solid geometry, trigonometry, advanced general mathematics, New Mathematic Concepts III, advanced mathematics, mathematical functions; and New Mathematics Concepts IV are listed for the mathematics curriculum. All are offered for one unit of credit except solid geometry and trigonometry which are offered for one-half unit. The mathematics required for graduation was raised from one to two units for ninth grade students in 1960-61.

The science curriculum contains general science, earth-space science, biology (traditional or new approaches), introduction to chemistry-physics, chemistry (traditional or new approaches), physical science, physics (traditional or new approaches), aeronautics, advanced biology, advanced chemistry, and advanced physics. All of the courses have a maximum credit of one unit.

The curriculum for foreign language is as follows: French for four units of credit, Spanish for four units of credit; German for four units of credit, and Latin for four units of credit. The art curriculum has General Art I and General Art II for a maximum unit of one credit each and Specialized Art I for one unit of credit and

Specialized Art II for two units of credit. One credit of general music, two credits of choral music, one credit of music history and/or appreciation, one unit of theory of music; one unit of conducting vocal music and one unit of conducting instrumental music comprises the music curriculum.

The home economics curriculum shows vocational home economics or non-vocational home economics for four units of credit. The industrial arts curriculum contains the following: general shop, general drafting, general woodworking, general metal working, general electricity-power and transportation, and graphic arts for all one unit of credit. The agriculture curriculum has Vocational Agriculture I, II, III, and IV each with a unit of credit and non-vocational general agriculture for one credit.

The business curriculum consists of general business for one unit, Typewriting I for one unit, secretarial office practice for one unit, economic geography for one-half unit, business arithmetic for one unit, Bookkeeping I for one unit, Bookkeeping II for one unit, Shorthand I for one unit, Shorthand II for one unit, Salesmanship for one-half unit, comercial law for one-half unit, business English and spelling for one-half unit, distributive education for one unit, consumer education for one unit, business economics for one-half unit, and advanced business practice for one-half unit. The health-safety-physical

education curriculum contains one-half unit of health, one unit of anatomy and physiology, one-half unit of driver education and four units of physical education.[3]

All schools in Kentucky are required to meet the requirements for graduation from a four-year high school found in Table I.

TABLE I

REQUIREMENTS FOR GRADUATION FROM A FOUR-YEAR HIGH SCHOOL IN KENTUCKY

Subject	Units
English	3
Social Studies (including one unit in United States history)	2
Mathematics	2
Science	2
Health and Physical Education	1
Total required	10
Total elective	8
Grand Total	18[4]

[3]Kentucky Department of Education, Twelve Grade Program of Studies for Kentucky Schools (Division of Instructional Services, Bureau of Instruction, Division Circular No. 3.) pp. 1-30.

[4]Kentucky Department of Education, Accrediting Standards for Kentucky Elementary and Secondary Schools (Division of Instructional Services, Bureau of Instruction, Division Circular No. 4.) pp. 23-24.

Michigan. The Education Department of Michigan operates in a manner different from the other state education departments. "Historically, the Michigan Legislature had imposed few prescriptions upon the curriculum of the local schools. Responsibility for educational planning has not attempted to mandate the curriculum through state-level regulations."[5]

The state provides opportunity for leaders of local school systems to work together on curriculum committees in an effort to make local curriculum programs more effective. As a result of the curriculum committees, the state is better able to give guidance, to supply resource materials, and to give technical assistance to the local schools. In this way the state department of education helps the local school systems with curriculum. Mr. Louis Kocsis, in a letter, stated that "in Michigan there are no State prescribed courses of study nor are there any criteria or standards for curriculum set by the State of Michigan. We believe that curriculum can best be developed at the local level by the local units cooperatively in order to serve the needs of pupils in any particular community."[6] Michigan does have a few general requirements most of which do not apply specifically to the high school. In all schools within the state of Michigan there

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[5]The Department of Public Instruction, A Statement of Basic Philosophy Regarding Public Education in Michigan (Bulletin No. 364. Lansing, Michigan: The Department of Public Instruction, 1960) p. 8-9.

[6]Item from a letter from Mr. Louis Kocsis, Chief of Elementary and Secondary Education of the Michigan Department of Public Instruction, May 3, 1965.

shall be given regular courses of instruction in the constitution of the United States, in the constitution of the state of Michigan, and in the history and present form of civil government of the United States, the state of Michigan, and the political subdivisions and municipalities of the state of Michigan. Also there shall be taught in every public school the principal means by which each of the dangerous communicable diseases are spread and the best methods for the restriction and prevention of each such disease. Instruction shall also be given in physiology and hygiene. There shall be health and physical education for pupils of both sexes. In every public school within the state, a portion of the time shall be devoted to teaching the pupils thereof kindness and justice to, and humane treatment and protection of, animals and birds, and the important part they fulfill in the economy of nature. In all Michigan high schools offering twelve grades of work, a one semester course of study of five recitation periods per week or equivalent in civics is required. The exception is for a high school student who has enlisted or been inducted into military service.[7]

Indiana. The Indiana Department of Instruction has a program of studies from which each individual school may select its curriculum for grades nine through twelve. The English curriculum consists of English nine, English ten, English eleven, advanced English, Speech,

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[7]Department of Public Instruction, Excerpts from Michigan Laws Pertaining to the Course of Study in Michigan Schools (Lansing: Department of Public Instruction, 1960), pp. 1-3.

business English, dramatics, journalism, Biblical literature, and library experiences. One unit of credit in United States history and one unit of credit in citizenship courses, always including the first semester of United States government, are required for social studies. The other social studies courses includes vocational information, current problems in democracy, world history, early world history, modern world history, economics, sociology, geography, our American neighbors, governments of the world, pacific relations, Latin American civilization, and pre-training experience in training.

Latin, French, Spanish, German, and Russian are the foreign languages from which the schools choose. At least two years of the same language are recommended for college entrance. The mathematics curriculum contains practical arithmetic, algebra, general mathematics, plane geometry, business arithmetic, applied mathematics, solid geometry, advanced algebra, trigonometry, and senior mathematics. Biology, botany, zoology, physics, chemistry, advanced science, physiography, aeronautics, physical science, and applied science comprise the science curriculum.

A business curriculum including both basic business courses and vocational courses should be offered. General business, business arithmetic, Bookkeeping I, Bookkeeping II, personal typing, Typing I, Typing II, Shorthand I, Shorthand II, secretarial practice, clerical

practice, filing, machine calculation, distributive education, advanced business, business law, commercial geography, salesmanship, business English, and dictating machines are recommended for this business curriculum.

The practical arts curriculum depends a great deal upon the particular school, but at least one year of work in nine through twelve. The agricultural courses could consist of two years of general agriculture or four years of vocational agriculture. Home economics courses likewise consist either of general home economics courses or vocational home economics courses. Still in the area of practical arts, the industrial arts curriculum could consist of general shop, woodwork, mechanical drawing, machine shop, auto mechanics, aeronautics, sheet metal, printing, electricity, foundry, and welding. Depending upon the community, vocational trade and industrial education and vocational distributive education could be offered.

The music curriculum consists of general music, glee club, choir or chorus, band, orchestra, music appreciation, harmony and/or theory, applied music, class instruction in voice culture, class instruction in piano, band, and orchestral instruments. The art curriculum includes drawing, painting, color and design, art appreciation, art and crafts, advanced design, modeling and construction, advanced painting,

comercial art, illustration of school publications, and advanced history of arts and architecture. Physical education, health and safety education, alcohol education, and driver education are also listed as possible courses for high school curriculums.[8]

For graduation from a four-year high school in the state of Indiana, sixteen units of high school work are required including a major and two minors. Of the sixteen units, eight are required and eight are elected. The eight required units are English nine (one unit), English ten (one unit), English eleven (one unit), citizenship including one semester of United States government (one unit), United States history (one unit), mathematics (one unit), science (one unit), health and safety education (one-half unit), and physical education (one-half unit).[9]

Pennsylvania. According to the school laws of Pennsylvania, the high school course of study is not as exacting as some state's course of study, but is patterned more after Michigan. The school board of directors, with the approval of the proper superintendent, shall arrange a course of study adapted to the age, development, and needs of the

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[8]Indiana Department of Public Instruction, Digest Of Courses of Study for the Secondary Schools of Indiana (Department of Public Instruction Bulletin No. 232, Indiana: Department of Public Instruction, 1961), pp. 13-31.

[9]Indiana Department of Public Instruction, p. 31.

pupils. The course of study should conform with the Superintendent of Public Instruction. Physiology, hygiene and safe driving of motor vehicles shall be provided for all pupils in the public schools. The Pennsylvania schools also have certain days to honor conservation, Frances Willard, William Penn, free schools, and the Bill of Rights by instruction given to the students on those days. During grades seven through twelve there shall be included in the social studies curriculum at least four semesters of study in the history and government of the United States of America and of the Commonwealth of Pennsylvania. Also during one or more of the last four years in a high school program there may be included a course of study in first aid or home nursing or both.[10]

West Virginia. The West Virginia program of studies is designed to reflect the needs of the community and to provide enough latitude in course offerings and subject materials to provide for individual interests, needs, and abilities. To graduate from a first class four-year high school, 170 hours are required, 120 of which must be earned in grades ten, eleven, and twelve. A maximum of twenty semester hours of music and ten semester hours in physical education may be counted toward meeting the high school graduation requirements.

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[10]Pennsylvania Department of Public Instruction, School Laws Of Pennsylvania 1961 (Department of Public Instruction Bulletin No. 2 Harrisburg: Department of Public Instruction, 1961), pp. 232-239.

A total of seventeen units is required for graduation and the required subjects in a four-year program are as shown in Table II.

TABLE II

REQUIRED SUBJECTS IN A FOUR-YEAR PROGRAM IN WEST VIRGINIA

Subject	Number Of Years	Periods Per Week	Semester Hours Credit
English	4	5	40
Social Studies (American History included)	3	5	30
Science (biology)	1	5	10
Mathematics	1	5	10
Physical Education	4	2	10

For the group who plan to enter college, algebra and geometry are recommended. A foreign langunge, Latin, French, Spanish, or German are also suggested. The second year of mathematics, when possible, is strongly suggested for all pupils in the senior high school. The second year of mathematics is especially important to students not going to college. More than one year of high school mathematics is an understood requirement for college-bound students. The required courses

for college-bound students are as follows: English (four units), science (two units), social studies (three units including American history), health and physical education (one unit) and mathematics (two units). Two units of a foreign language are recommended.[11]

In summary, the North Central Association of College and Secondary Schools, the Ohio Department of Education, and the Indiana Department of Education require sixteen units for graduation from a four-year high school while the West Virginia Department of Education requires seventeen units and the Kentucky Department of Education requires eighteen units. The differences were attributed to the facts that West Virginia requires three credits in social studies instead of two and Kentucky requires two units in both science and mathematics instead of one unit in both sciences and mathematics. Pennsylvania and Michigan left the curriculum up to the discretion of the local school systems stressing the fact that the social studies curriculum should contain history and government of the United States and the respective states. Also the importance of various aspects of health and conservation were stressed. West Virginia has a program of studies designed to reflect the needs of the community, but did not list particular courses in each subject area. The West Virginia Department of Education did recommend

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[11]West Virginia State Department of Education, Secondary Schools Standards for Classification (Department of Education. Charleston: Department of Education, 1967), pp. 26-27.

a program for the college-bound student. Ohio, Indiana, and Kentucky have rather extensive programs of study. From the programs developed by the state education departments the local school systems are able to obtain a curriculum to serve the needs of their students. Courses unique to Indiana are Biblical literature, current problems in democracy, our American neighbors, pacific relations, Russian, aeronautics, filing, and dictating machines. Courses distinguishing Kentucky are ancient-medival history, internation problems, earth-space science, and spelling. North Central Association of College and Secondary Schools standards are stated in terms of minimum course offerings in each curriculum division such as science, instead of the specific courses in each subject area.

CHAPTER IV

PRESENTATION OF DATA

Selected data from the questionnaires described earlier are presented in this chapter for 280 students in the classes of 1965 and 1966 at West Holmes High School and for 116 graduates of the school district. The 280 students represent all of the polled sample and the 116 graduates represent approximately 50 per cent of the polled sample.

I. DATA WITH RESPECT TO HIGH SCHOOL STUDENTS

Advanced training planned by current high school students. Table III presents data with respect to planned advanced training beyond high school of 280 high school juniors and senior students. Seventy-two of the 280 students, or 25.7 per cent, planned to enter college. Thirty-two of the 280 students, or 11.4 per cent, expected to attend trade schools and thirty-two of the 280 students, or 11.4 per cent, planned to enter business college. Twenty-six of the 280 students, or 9.3 per cent, planned to attend cosmetology training while sixteen of the 280 students, or 5.7 per cent, expected to enter nursing school. Fourteen of the 280 students, or 5.0 per cent, planned to attend barber college. Thirteen of the 280 students, or 4.7 per cent, listed the armed forces as their planned advanced training.

Other anticipated plans for current high school students. Several of the high school students who were planning to enter

TABLE III

NUMBERS AND PERCENTAGES OF HIGH SCHOOL STUDENTS ANTICIPATING ADVANCED TRAINING

Advanced Training	Number (N = 280)	Percentage of Students Anticipating Advanced Training
College	72	25.7
2-Year College	7	2.5
Trade School	32	11.4
Nursing School	16	5.7
Barber College	14	5.0
Cosmetology School	26	9.3
Business College	32	11.4
Armed Services	13	4.7
No Advanced Training	68	24.3
Total	280	100.0

advanced training were not certain what occupation they would like to enter after graduation. Other high school students listed more than one plan after graduation. The majority of the students not planning advanced training anticipated entering the field of business. Several of the males planned to become mechanics, machinists, or to work in a factory. Farming was also expressed as a future occupation for some of the current high school students.

Average ratings of the courses in the curriculum by the juniors and seniors. The current 280 high school students were asked to rate the courses in the curriculum on the basis of the value of the course to them. Each course could receive a rating of from 1 through 5 with 1 as the lowest rating and five the highest. Averages of the ratings were computed for grade 11 males and females and grade 12 males and females. A total average rating for each course by all the combined high school students was then determined. Students rated only the courses they had completed and not ones they were anticipating taking or had not taken; therefore, some of the courses were rated only by the seniors or a few students. In Table IV, Appendix B, are presented average ratings of the courses by eleventh and twelfth grade students. Data are presented separately for males and females for each grade. In the last column is presented an average rating based on all eleventh and twelfth grade students. The number of students rating a particular

course is listed for each category. Dashes represent courses not taken by students in a particular category. Courses which were taken by fewer than ten students are not listed. The courses not listed in Table IV were Home Economics IV, Art II, modern history, Latin American history, annual staff, office practice, Shorthand II, and journalism.

The first course listed in Table IV, Appendix B, is general science. This course was given a rating of 2.7 out of the possible 5.0 by the sixty-nine senior males who took the course, a rating of 2.7 by the seventy-three senior females who took the course, a rating of 3.1 by the sixty-one junior males who took the course and a rating of 2.8 by the sixty-nine junior females who took the course. For general science the total rating of all the juniors and seniors who took the course (272) was 2.8 out of a possible 5.0. The ratings for general science were just about the same for the males and females and for the juniors and the seniors. The junior males did rate the course a little higher than the other students.

For biology the sixty-seven senior males gave the course a rating of 3.3 out of a possible 5.0, the sixty-seven girls gave the course a rating of 3.7, and the fifty-nine junior males gave the course a rating of 3.2. The total rating for all of the students was a 3.5 out of a possible 5.0 with 261 students rating the course. The ratings for biology were all within .7 of one another.

The class and sex break-downs for the rest of the courses in the curriculum as shown in Table IV, Appendix B. The only difference in the interrupation of the courses from that of general science and biology is that some of the courses have total ratings that are only an average of two or three groups and not all four groups (grade 12 males, etc.).

Table IV, Appendix B, shows individual ratings from 1.8 to 5.0 while the total ratings range from 2.1 to 4.9. Thirty of the fifty-five courses or 54.5 per cent had total ratings of 3.5 or higher out of a possible 5.0 rating. Seven out of fifty-five courses, or 12.5 per cent, had total ratings of 3.0 or below. The courses with the highest total ratings were found in specialized courses such as college algebra, English IV, business machines, and vocational agriculture. The courses with the lowest total ratings were general science, trigonometry, General Mathematics I, world geography, economics, adult living and Home Economics II.

Males and females and juniors and seniors differed in some of their course ratings. Senior females rated chemistry 1.9 points lower than senior males and at least 1.3 points lower than the junior males and females. The senior females also rated physics 1.9 points lower than the senior males. Both junior and senior males rated the languages lower than did the junior and senior females. Algebra II was rated low by

junior males and General Mathematics I was rated low by senior females. World geography was rated 1.7 by junior females while the total average was 2.7. Art I had a rating 1.8 points lower for senior females than for junior females. No males took art. Home Economics II was rated 4.3 by the junior girls, but rated 2.5 by the senior girls bringing the total average to 2.9. Also the senior males rated health slightly lower than the rest of the students and the junior females rated physical education slightly lower than the ratings of the rest of the students. Most of the different class and sex ratings were approximately the same therefore giving a total average similar to the individual averages.

Suggested additions to the curriculum by high school students. The high school students in this study were asked to suggest courses which should be added to the curriculum. The following is a list of the suggested courses: advanced science, auto mechanics, music theory, more mathematics, more English, German, advanced history, Spanish, psychology, drafting, and speedwriting.

II. DATA WITH RESPECT TO POST-GRADUATE STUDENTS

Advanced training for post-graduate students. Fifty-seven of the 116 returned questionnaires for the post-graduate students contained data concerning advanced training since high school. Table V presents data with respect to post-high school training of the 116 graduates answering the questionnaires.

TABLE V

NUMBERS AND PERCENTAGES OF POST-GRADUATE STUDENTS ENTERING SPECIFIC AREAS OF ADVANCED TRAINING

Advanced Training	Number (N=116)	Percentage
College	29	25.0
Nursing School	2	1.7
Barber College	1	.9
Cosmetology School	7	6.0
Business College	9	7.8
IBM School	3	2.5
Other	6	5.2
Total	57*	48.1*

*Fifty-nine students did not list any advanced training.

College and business school were the advanced training listed most often by post-graduates who had taken training beyond high school. Twenty-nine of the 116 students, or 25.0 per cent who answered the questionnaires, had entered college. Nine of the 116 students, or 7.8 per cent of this group, had entered business college. Seven of the 116 students, or 6.0 per cent of the graduates, enrolled in cosmetology training; three, or 2.5 per cent, were in International Business Machines School; and two students, or 1.7 per cent, were in nursing school. Six of the 116 students, or 5.2 per cent, were enrolled in barber college, electronics institute, electronics school, aircraft institute, American Adacemy of Automation, and navy nuclear training. Fifty-nine of the 116 students, or 51.9 per cent of the graduates, did not list any type of advanced training. Some of the post-graduates who did take advanced training indicated that they did not enter advanced training for a few months to one year after graduation from high school.

Of the twenty-nine students entering college, nineteen currently reported themselves as still enrolled. The ten students not now in college indicated marriage, finances, and shift to nursing school or business college as reasons for leaving. One post-graduate did not finish business college because of a lack of money while another student did not finish business college because he said that there was no need to complete the course for a job.

Nine students were enrolled in the college preparatory course of study in high school, but did not continue their training in college. One student in the general course of study in high school did attend advanced training in a business college.

Present occupations of post-graduate students. Data with respect to present occupation of the 116 post-graduates are present in Table VI. Thirty-four of the 116 students, of 29.3 per cent, were not working and twenty-nine of the 116 students, or 25.0 per cent, were enrolled in advanced training. The majority of those students who reported that they were not working were married females. Fourteen of the 116 students, of 12.1 per cent, were serving in the armed forces, nine of the 116 students, or 7.8 per cent, were working in factories, five of the 116 students, or 4.3 per cent, were beauticians, five of the 116 students, or 4.3 per cent, had other jobs. A large number of the post-graduate females reported that they were married but still working.

The post-graduates were asked to list any part-time jobs they had had during high school. The part-time jobs were found not to correspond to the present occupations of the post-graduates except in the area of farming.

The occupations of the post-graduates followed rather closely the high school course of study the student was in. One student who was in the vocational agriculture course of study did not enter the agricultural

TABLE VI

PRESENT OCCUPATION OF POST-GRADUATE STUDENTS

Occupation	Number (N = 116)	Percentage
Factory Work	9	7.8
Business Area	15	12.9
Armed Service	14	12.1
Beauticians	5	4.3
Store Clerks	5	4.3
Advanced Training	29	25.0
Not Working	34	29.3
Other Jobs	5	4.3
Total	116	100.0

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area. Six students were in the business course of study and did not have jobs connected with business.

Average ratings of the courses in the curriculum by post-graduate students. The post-graduate students were asked to rate the courses in the high school curriculum which they had taken. A course could be rated from 1 to 5 on the same scale as was described earlier. Of the 116 questionnaires returned, eight were returned by parents of students in the service overseas. These eight questionnaires, therefore, did not have course ratings on them. For the 108 remaining questionnaires, students rated only the courses they had taken. Figure 1 represents the average ratings of the courses by the post-graduate students. Courses in the high school curriculum were omitted in Figure 1 when fewer than ten students rated a course. Courses excluded were General Mathematics II, review mathematics, review English, speech, journalism, dramatics, Bookkeeping II, business English, business machines, business law, office practice, personal typing, Art I, Art II, modern history, Latin American history, Industrial Arts I, Industrial Arts II, Industrial Arts III, Industrial Arts IV, Home Economics IV, Vocational Agriculture I, Vocational Agriculture II, Vocational Agriculture III, and Vocational Agriculture IV.

Table VII, Appendix C, has the thirty-eight remaining courses in the curriculum listed in the left column of the Table and the rating

of the courses in the column on the right side of the Table. The number of students who rated the course is listed below the rating of the course. General science was rated by 101 of the post-graduate students and was given an average rating of 3.2 out of a possible 5.0. The rating of 3.2 is among the lowest ratings in comparison to the rest of the course ratings. Biology was given a rating of 3.7 by ninety-six post-graduate students. This 3.6 rating was higher than the rating for general science, but still not the highest. The ratings for the rest of the courses are shown in Table VII, Appendix G.

The range of ratings for the post-graduate students was from 2.9 to 4.9. (The total range for the high school students' ratings was from 2.1 to 4.9) Twenty-five out of thirty-eight, or 65.5 per cent of the ratings for the post-graduate students, were 3.5 or above. (The 65.5 per cent above a 3.5 rating compares to a 54.5 per cent rating for the high school students.) Four out of thirty-eight, or 10.5 per cent of the ratings for the post-graduates, were 3.0 or below. (The high school students had 12.5 per cent of their ratings at 3.0 or below.) The courses receiving the lowest ratings by the post-graduates were chemistry, Algebra I, college algebra, and General Mathematics I. The courses receiving the highest ratings were English II, English III, Home Economics II, Home Economics III, and health.

A comparison of total ratings of the courses by high school students and post-graduate students. General science was rated .4 of a point higher by the post-graduates, biology .2 higher, and physics was rated .6 of a point higher by the post-graduates. Chemistry was rated .2 of a point higher by the high school students.

The languages as a whole were rated just slightly higher by the post-graduates. Algebra I had a rating .3 of a point higher for the high school students, Algebra II had the same rating by all the students, and plane geometry was rated approximately the same by all of the students. Trigonometry had a rating 1.2 points higher for the post-graduates, college algebra had a rating of 1.6 points higher for the high school students, and General Mathematics I had a rating approximately the same for all students.

The ratings for English I and IV were about the same by both groups, but English III was 1.3 points higher for the post-graduates and English II was 1.0 points higher for the post-graduates.

General business had a rating .3 point higher by the post-graduates, Bookkeeping I was .2 point higher by the post-graduates, Shorthand I had the same rating by both groups, Typing I was .4 point higher for the post-graduates, and Typing II was .7 point higher for the post-graduates. Driver education was rated .7 point higher by the high school students.

All of the ratings in the social studies area were fairly close for both the high school students and post-graduate students except adult living which had a 4.3 rating by the post-graduates and a 3.1 rating by the high school students.

The ratings for all of the students in Home Economics I and III were approximately the same. Home Economics II was rated 1.0 points higher by the post-graduate students. Health was rated 1.5 points higher by the post-graduates and physical education was rated .5 point higher by the post-graduate students.

Suggested additions to the curriculum by post-graduates. The post-graduate students were asked to list the courses they thought should be added to the high school curriculum. The post-graduates listed the following courses as worthwhile additions to the curriculum: music theory, philosophy, Russian, English composition, psychology, mechinacal drawing, welding, trigonometry, speech, sociology, and advanced chemistry. The post-graduates also suggested more laboratory work in science and a language laboratory.

English composition, speech, sociology, and trigonometry are now a part of the curriculum. A language laboratory was installed for the school year 1964-65.

Courses the post-graduates would take if they had another opportunity. The post-graduates were asked to check the courses in the high school curriculum they would like to take if they had another opportunity.

The courses checked by the most students were: speech, checked by thirty-nine students; Bookkeeping II, checked by thirty-seven students; sociology, by twenty-nine students; French I, by twenty-one students; personal typing, by eighteen students; Typing II, by fifteen students; Art I by fifteen students; dramatics, by fourteen students; Shorthand II, by twelve students; chemistry, by twelve students; Algebra II by twelve; business English, by eleven; French II, by eleven; Art II, by eleven: business law, by eleven; biology, by ten; economics, by nine, and Typing I, checked by nine students.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The major purpose of this study was to focus attention on the area of curriculum at West Holmes High School through an evaluation of the opinions of high school and post-high school students concerning curriculum. Data obtained from questionnaires answered by high school and post-high school students were used as a basis for attempting to answer the following questions: (1) Was training or anticipated training after high school related to the curriculum? (2) Were present or expected jobs closely related to the curriculum? (3) How did the students value the courses in the curriculum? (4) Were there courses which students believed should be added to the curriculum? and (5) Did male and female students rate the courses in the curriculum differently?

The junior and senior classes at West Holmes High School for the school year 1964-65 and the 1963 and 1964 graduates of the same school district made up the sample used in this study. Questionnaires were distributed to 280 currently enrolled junior and senior students and to 240 graduates. Data from 280 questionnaires completed by current students and 116 graduates served as the basis for analysis.

II. FINDINGS

The findings in this study were as follows:

1. Advanced training or military service was anticipated by 75.7 per cent of the current high school juniors and seniors. Twenty-five per cent of this group planned advanced training in the area of college.

2. Most of the high school students not anticipating advanced training planned to enter the field of business.

3. The advanced training listed most often by the post-graduate students was college (25.0 per cent of the group), followed by business college (7.8 per cent of the group).

4. Nineteen of the twenty-nine students who entered college are reported as still enrolled.

5. Thirty-four of the 116 students, or 29.3 per cent of the post-graduates, were not working at the time of this study. Most of these students were married females.

6. On a scale of ratings ranging from a top of 5.0 through a low of 1.0, high school students rated 54.5 per cent of the courses as 3.5 or higher. Only 12.5 per cent of the courses were rated as 3.0 or below.

7. On a scale of ratings ranging from a top of 5.0 through a low of 1.0, post-graduate students rated 65.6 per cent of the courses as 3.5 or higher. Only 10.5 per cent of the courses were rated as 3.0 or below.

8. Most of the courses in the curriculum were rated at about the same level by both high school and post-graduate groups. Where

differences in ratings existed, such were seldom greater than 1.0 points.

9. High school students suggested that advanced science, auto mechanics, music theory, advanced mathematics, advanced English, German, advanced history, Spanish, psychology, drafting, and speedwriting should be added to the curriculum.

10. The post-graduate students listed music theory, philosophy, Russian, English composition, psychology, mechanical drawing, welding, trigonometry, speech, sociology, and advanced chemistry as courses they would like to have added to the curriculum.

11. The high school course of study in which the student was enrolled was closely related to the present occupation or advanced training of the post-graduate student. In like manner, the anticipated training and occupation of currently enrolled high school students was closely related to the present course of study.

12. The part-time jobs during high school of the post-graduates did not correspond to present occupation.

III. CONCLUSIONS

One major conclusion appears to be tenable on the basis of these findings:

1. So far as opinions of current students and graduates of the West Holmes School District are concerned, the curriculum as it is presently constituted appears to be meeting student needs.

IV. RECOMMENDATIONS

The following recommendations are made:

1. Similar follow-ups of the graduates of West Holmes High School should be conducted each year.

2. Future activities of the high school juniors and seniors should be determined in order to see if these students follow through with their plans.

3. A committee should be set up to investigate the curriculum at West Holmes High School in terms of possible change.

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APPENDIX A

Pagination Error

A QUESTIONNAIRE FOR HIGH SCHOOL STUDENTS AT WEST HOLMES HIGH SCHOOL

Please answer the questions below as thoroughly and accurately as possible.

Grade____Sex____High School Course of Study_____

Check below the kind of advanced training anticipated if it applies to you.

_____College
_____2-year college
_____Trade school
_____Nursing school
_____Business college
_____Barber college
_____Beautician school
_____Other (name)_____

What kind of job do you expect to obtain after graduation from high school or advanced training?_____

List any part-time jobs you had during high school.	Dates when the jobs were held.
_____	_____
_____	_____
_____	_____

Check the courses below which you had or will have. Then rate the value of the course to you by drawing a circle around one of the numbers following the course. Five is high and one is low. Rate for only the courses you have had. Do not rate on the basis of how well you liked your teacher.

___General Science	1	2	3	4	5
___Biology	1	2	3	4	5
___Chemistry	1	2	3	4	5
___Physics	1	2	3	4	5
___Latin I	1	2	3	4	5
___Latin II	1	2	3	4	5
___Latin III	1	2	3	4	5
___Latin IV	1	2	3	4	5

___Algebra I	1	2	3	4	5
___Algebra II	1	2	3	4	5
___Plane Geometry	1	2	3	4	5
___Trigonometry	1	2	3	4	5
___College algebra	1	2	3	4	5
___General Math I	1	2	3	4	5
___General Math II	1	2	3	4	5
___Review math	1	2	3	4	5
___French I	1	2	3	4	5
___French II	1	2	3	4	5
___French III	1	2	3	4	5
___French IV	1	2	3	4	5

___	English I	1	2	3	4	5
___	English II	1	2	3	4	5
___	English III	1	2	3	4	5
___	English IV	1	2	3	4	5
___	Review English	1	2	3	4	5
___	Speech	1	2	3	4	5
___	Journalism	1	2	3	4	5
___	Dramatics	1	2	3	4	5
___	General business	1	2	3	4	5
___	Bookkeeping I	1	2	3	4	5
___	Bookkeeping II	1	2	3	4	5
___	Shorthand I	1	2	3	4	5
___	Shorthand II	1	2	3	4	5
___	Business English	1	2	3	4	5
___	Business machines	1	2	3	4	5
___	Business law	1	2	3	4	5
___	Office practice	1	2	3	4	5
___	Typing I	1	2	3	4	5
___	Typing II	1	2	3	4	5
___	Personal typing	1	2	3	4	5
___	Driver education	1	2	3	4	5
___	Annual staff	1	2	3	4	5
___	Art I	1	2	3	4	5
___	Art II	1	2	3	4	5
___	World History	1	2	3	4	5
___	Modern history	1	2	3	4	5
___	Latin American history	1	2	3	4	5
___	World geography	1	2	3	4	5
___	American history	1	2	3	4	5
___	Sociology	1	2	3	4	5
___	Economics	1	2	3	4	5
___	Adult living	1	2	3	4	5
___	American government	1	2	3	4	5
___	Industrial Arts I	1	2	3	4	5
___	Ind. Arts II	1	2	3	4	5
___	Ind. Arts III	1	2	3	4	5
___	Ind. Arts IV	1	2	3	4	5
___	Home Economics I	1	2	3	4	5
___	Home Ec. II	1	2	3	4	5
___	Home Ec. III	1	2	3	4	5
___	Home Ec. IV	1	2	3	4	5
___	Vocational Agriculture I	1	2	3	4	5
___	Vo. Ag. II	1	2	3	4	5
___	Vo. Ag. III	1	2	3	4	5
___	Vo. Ag. IV	1	2	3	4	5
___	Health	1	2	3	4	5
___	Physical Education	1	2	3	4	5

Are there some other courses not listed above you would like to take?
Yes____ No____ If yes, what are they?

A QUESTIONNAIRE FOR HIGH SCHOOL GRADUATES OF THE WEST HOLMES SCHOOL DISTRICT

Please answer the questions thoroughly and return the questionnaire in the enclosed envelope as soon as possible. Thank you.

Name_____ Address_____ Sex____

Year Graduated____ High School Course of Study_____

List in order the jobs held since high school.	Dates when the jobs were held.
_____	_____
_____	_____
_____	_____

Training after high school.	Dates when you took the training.
_____	_____
_____	_____

Did you discontinue your training? Yes___ No___ If you answered yes, why?

Check the courses below which you had. Then rate the value of the course to you by drawing a circle around one of the numbers following the course. Five is high and one is low. Do not rate on the basis of how well you liked your teacher.

___General science	1 2 3 4 5	___Algebra I	1 2 3 4 5
___Biology	1 2 3 4 5	___Algebra II	1 2 3 4 5
___Chemistry	1 2 3 4 5	___Plane Geometry	1 2 3 4 5
___Physics	1 2 3 4 5	___Trigonometry	1 2 3 4 5
		___College algebra	1 2 3 4 5
___Latin I	1 2 3 4 5	___General math I	1 2 3 4 5
___Latin II	1 2 3 4 5	___General math II	1 2 3 4 5
___Latin III	1 2 3 4 5	___Review math	1 2 3 4 5
___Latin IV	1 2 3 4 5		
		___French I	1 2 3 4 5
___English I	1 2 3 4 5	___French II	1 2 3 4 5
___English II	1 2 3 4 5	___French III	1 2 3 4 5
___English III	1 2 3 4 5	___French IV	1 2 3 4 5
___English IV	1 2 3 4 5		
___Review English	1 2 3 4 5	___Art I	1 2 3 4 5
___Speech	1 2 3 4 5	___Art II	1 2 3 4 5
___Journalism	1 2 3 4 5		
___Dramatics	1 2 3 4 5	___Health	1 2 3 4 5
		___Physical education	1 2 3 4 5

___	General business	1	2	3	4	5
___	Bookkeeping I	1	2	3	4	5
___	Bookkeeping II	1	2	3	4	5
___	Shorthand I	1	2	3	4	5
___	Shorthand II	1	2	3	4	5
___	Business English	1	2	3	4	5
___	Business machines	1	2	3	4	5
___	Business law	1	2	3	4	5
___	Office practice	1	2	3	4	5
___	Typing I	1	2	3	4	5
___	Typing II	1	2	3	4	5
___	Personal typing	1	2	3	4	5
___	Driver education	1	2	3	4	5
___	Annual staff	1	2	3	4	5
___	Home economics I	1	2	3	4	5
___	Home economics II	1	2	3	4	5
___	Home economics III	1	2	3	4	5
___	Home economics IV	1	2	3	4	5
___	World history	1	2	3	4	5
___	Modern history	1	2	3	4	5
___	Latin American history	1	2	3	4	5
___	World geography	1	2	3	4	5
___	American history	1	2	3	4	5
___	Sociology	1	2	3	4	5
___	Economics	1	2	3	4	5
___	Adult living	1	2	3	4	5
___	American government	1	2	3	4	5
___	Industrial arts I	1	2	3	4	5
___	Industrial arts II	1	2	3	4	5
___	Industrial arts III	1	2	3	4	5
___	Industrial arts IV	1	2	3	4	5
___	Vocational Agriculture I	1	2	3	4	5
___	Vo. Ag. II	1	2	3	4	5
___	Vo. Ag. III	1	2	3	4	5
___	Vo. Ag. IV	1	2	3	4	5

If you had to do it over again, which of the following courses would you have taken that you did not take? Place a check before those courses.

___	General science	1	2	3	4	5
___	Biology	1	2	3	4	5
___	Chemistry	1	2	3	4	5
___	Physics	1	2	3	4	5
___	Latin I	1	2	3	4	5
___	Latin II	1	2	3	4	5
___	Latin III	1	2	3	4	5
___	English I	1	2	3	4	5
___	English II	1	2	3	4	5
___	English III	1	2	3	4	5
___	English IV	1	2	3	4	5
___	Review English	1	2	3	4	5
___	Speech	1	2	3	4	5
___	Journalism	1	2	3	4	5
___	Dramatics	1	2	3	4	5
___	Algebra I	1	2	3	4	5
___	Algebra II	1	2	3	4	5
___	Plane geometry	1	2	3	4	5
___	Trigonometry	1	2	3	4	5
___	College algebra	1	2	3	4	5
___	General math I	1	2	3	4	5
___	General math II	1	2	3	4	5
___	Review math	1	2	3	4	5
___	French I	1	2	3	4	5
___	French II	1	2	3	4	5
___	French III	1	2	3	4	5
___	French IV	1	2	3	4	5
___	Art I	1	2	3	4	5
___	Art II	1	2	3	4	5
___	Health	1	2	3	4	5
___	Physical education	1	2	3	4	5

___General business	1	2	3	4	5	___World history	1	2	3	4	5
___Bookkeeping I	1	2	3	4	5	___Modern history	1	2	3	4	5
___Bookkeeping II	1	2	3	4	5	___Latin American history	1	2	3	4	5
___Shorthand I	1	2	3	4	5	___World geography	1	2	3	4	5
___Shorthand II	1	2	3	4	5	___American history	1	2	3	4	5
___Business English	1	2	3	4	5	___Sociology	1	2	3	4	5
___Business machines	1	2	3	4	5	___Economics	1	2	3	4	5
___Business law	1	2	3	4	5	___Adult living	1	2	3	4	5
___Office practice	1	2	3	4	5	___American government	1	2	3	4	5
___Typing I	1	2	3	4	5						
___Typing II	1	2	3	4	5	___Industrial arts I	1	2	3	4	5
___Personal typing	1	2	3	4	5	___Industrial arts II	1	2	3	4	5
						___Industrial arts III	1	2	3	4	5
___Driver education	1	2	3	4	5						
___Annual staff	1	2	3	4	5	___Vocational Agriculture I	1	2	3	4	5
___Home economics I	1	2	3	4	5	___Vo. Ag. II	1	2	3	4	5
___Home economics II	1	2	3	4	5	___Vo. Ag. III	1	2	3	4	5
___Home economics III	1	2	3	4	5	___Vo. Ag. IV	1	2	3	4	5

If other courses of value, what are they?

Do you have any plans for future training or job changes? Yes____ No____

If yes, what are they?

APPENDIX B

TABLE IV

AVERAGE RATINGS OF COURSES BY JUNIOR AND SENIOR MALES AND FEMALES

Course	Grade 12 Males	Grade 12 Females	Grade 11 Males	Grade 11 Females	Total
General Science	2.7 N=69	2.7 N=73	3.1 N=61	2.8 N=69	2.8 N=272
Biology	3.3 N=67	3.9 N=67	3.2 N=59	3.7 N=68	3.5 N=261
Chemistry	3.9 N=26	2.0 N=34	4.0 N=14	3.3 N=27	3.1 N= 91
Physics	3.9 N=18	2.0 N= 4	- N= 0	- N= 0	3.0 N= 22
Latin I	2.9 N=17	4.4 N=30	3.3 N=21	3.6 N=29	3.3 N= 97
Latin II	2.8 N=17	3.2 N=31	2.4 N=15	3.4 N=26	3.0 N= 89
French I	3.2 N=17	3.2 N=23	2.8 N= 5	4.0 N= 5	3.3 N= 50
French II	2.9 N=12	3.4 N=19	2.5 N= 3	5.0 N= 2	3.5 N= 36
Algebra I	3.9 N=38	3.3 N=42	3.0 N=32	3.1 N=34	3.3 N=146
Algebra II	4.1 N=20	3.7 N=23	2.4 N=10	3.6 N=23	3.5 N= 76
Plane Geometry	3.5 N=23	3.1 N=34	3.6 N=22	3.5 N=25	3.4 N=104
Trigonometry	3.1 N=12	2.2 N= 5	-	-	2.6 N= 17
College Algebra	4.5 N=11	4.5 N= 4	-	-	4.6 N= 15
General Math. I	3.2 N=33	1.8 N=31	2.9 N=33	3.4 N=37	2.8 N=134

Table IV Cont.

Course	Grade 12 Males	Grade 12 Females	Grade 11 Males	Grade 11 Females	Total
General Math., II	3.0 N=12	3.6 N= 8	4.0 N=10	4.0 N= 2	3.9 N=32
Review Math.	2.9 N=18	3.6 N=12	-	-	3.3 N=30
English I	3.4 N=69	4.1 N=75	3.5 N=62	3.8 N=74	3.9 N=280
English II	3.6 N=68	4.1 N=72	3.5 N=62	3.5 N=70	3.8 N=272
English III	3.6 N=69	4.1 N=74	2.9 N=62	3.9 N=275	3.5 N=275
English IV	3.8 N=48	4.2 N=48	-	-	4.0 N=96
Review English	3.1 N=21	3.6 N= 5	-	-	3.4 N=26
Speech	3.7 N= 3	4.5 N=13	2.0 N= 1	-	3.4 N=17
Dramatics	4.0 N= 2	3.2 N=10	-	3.0 N= 2	3.4 N=14
General Business	3.2 N=12	3.5 N=22	3.9 N= 6	3.5 N=28	3.3 N=68
Bookkeeping I	3.6 N=19	3.4 N=26	3.4 N= 5	3.5 N=22	3.5 N=72
Bookkeeping II	3.3 N= 7	3.8 N= 2	5.0 N= 1	5.0 N= 1	4.5 N=11
Shorthand I	2.7 N= 3	3.8 N=17	-	4.3 N=22	3.3 N=42
Business English	3.5 N= 6	4.1 N=11	5.0 N= 3	2.7 N= 3	3.8 N=23
Business Machines	5.0 N= 5	4.5 N=13	-	-	4.8 N=18
Business Law	3.8 N=11	3.0 N= 7	-	-	3.4 N=18

Table IV Cont.

Course	Grade 12 Males	Grade 12 Females	Grade 11 Males	Grade 11 Females	Total
Typing I	3.6 N=35	4.2 N=54	3.5 N=22	2.8 N=36	3.5 N=147
Typing II	3.4 N=19	4.2 N=26	3.8 N= 5	3.4 N=18	3.7 N= 59
Personnal Typing	4.6 N=6	4.5 N=10	4.0 N=14	4.2 N=18	4.3 N= 48
Driver Educ.	3.6 N=50	3.7 N=20	4.0 N=41	4.1 N=35	3.9 N=146
World Geog.	2.8 N=23	3.0 N= 6	3.1 N= 8	1.7 N= 4	2.7 N=41
World History	3.6 N=64	3.5 N=59	3.5 N=59	3.2 N=82	3.5 N=260
American History	3.6 N=61	3.5 N=67	3.7 N=62	3.8 N=70	3.7 N=260
Sociology	2.8 N=25	4.0 N=27	2.8 N= 6	4.0 N= 3	3.4 N= 61
Economics	2.8 N=26	2.7 N=11	2.5 N= 2	-	2.7 N=39
Adult Living	3.5 N=34	3.2 N=39	2.3 N=24	3.2 N=31	3.1 N=128
American Gov.	4.4 N=67	3.9 N=74	-	-	4.0 N=141
Art I	-	3.0 N=16	-	4.8 N=11	3.9 N= 27
Industrial Arts I	4.2 N=19	-	3.5 N=25	-	3.9 N= 44
Ind. Arts II	4.2 N=20	-	3.3 N=24	-	3.8 N= 44
Ind. Arts III	4.5 N=13	-	4.0 N=21	-	4.3 N= 39
Ind. Arts IV	4.4 N=20	-	-	-	4.4 N= 20

Table IV Cont.

Course	Grade 12 Males	Grade 12 Females	Grade 11 Males	Grade 11 Females	Total
Voc. Agriculture I	4.4 N=12	-	4.0 N= 5	-	4.1 N=17
Voc. Agriculture II	4.2 N=12	-	-	-	4.2 N=12
Vo. Agri. III	4.2 N=12	-	4.3 N=4	-	4.3 N=16
Vo. Agri. IV	4.1 N=13	-	-	-	4.1 N=13
Home Economics I	-	3.8 N=14	-	4.1 N=56	4.0 N=70
Home Economics II	-	2.5 N=11		4.3 N=37	3.5 N=48
Home Economics III	-	5.0 N= 6		4.7 N=38	4.9 N=44
Health	2.3 N=66	4.4 N=73	3.1 N=59	3.0 N=70	3.2 N=268
Physical Education	3.4 N=66	3.2 N=75	3.7 N=53	2.4 N=70	3.2 N=266

APPENDIX C

TABLE VII

AVERAGE RATINGS OF COURSES BY POST-GRADUATE STUDENTS

Course	Rating of the Courses
General Science	3.2 N=101
Biology	3.7 N= 96
Chemistry	2.9 N= 44
Physics	3.6 N= 30
Latin I	3.5 N= 48
Latin II	3.5 N= 43
French I	3.3 N= 28
French II	4.0 N= 18
Algebra I	3.0 N= 74
Algebra II	3.5 N= 35
Plane Geometry	3.3 N= 47

TABLE VII (continued)

Course	Rating of the Courses
Trigonometry	3.8 N=10
College Algebra	3.0 N=11
General Mathematics I	2.9 N=37
English I	4.0 N=107
English II	4.9 N=108
English III	4.8 N=107
English IV	4.0 N=107
General Business	3.6 N=35
Bookkeeping I	3.7 N=57
Shorthand I	3.3 N=44
Shorthand II	4.5 N=12
Typing I	3.9 N=92

TABLE VII (continued)

Course	Rating of the Courses
Typing II	4.4 N=22
Driver Education	3.2 N=69
Annual Staff	3.7 N=34
World History	3.1 N=88
World Geography	3.2 N=33
American History	3.5 N=102
Sociology	3.4 N=10
Economics	3.2 N=32
Adult Living	4.3 N=53
American Government	3.9 N=94
Home Economics I	4.3 N=26
Home Economics II	4.5 N=29

TABLE VII (continued)

Course	Rating of the Courses
Home Economics III	4.6 N=11
Health	4.7 N=105
Physical Education	3.7 N=99

AN EVALUATION OF THE OPINIONS OF HIGH SCHOOL AND POST-HIGH SCHOOL STUDENTS CONCERNING CURRICULUM

Janet M. DeNardi

An Abstract of
A Thesis

Submitted in partial fulfillment of
the requirements for the degree of
Master of Education

BOWLING GREEN STATE UNIVERSITY

BOWLING GREEN, OHIO

August, 1965

DENARDI, JANET M., M. Ed., August, 1965. Guidance and Counseling

An Evaluation of the Opinions of High School and Post-High Students Concerning Curriculum. (67 pp.) No.

Faculty Adviser: Frank Arnold

The purpose of this study was to focus attention on the area of curriculum at West Holmes High School through an evaluation of the opinions of high school and post-high school students concerning curriculum. Two questionnaires were used in this study.

The Junior and Senior classes at West Holmes High School for the school year 1964-65 and the 1963 and 1964 graduates of the West Holmes School District composed the sample used.

Findings indicated that 75.7 per cent of the high school juniors and seniors anticipated training or entrance to the armed services, with 25.7 per cent planning entrance to college. Both the high school and post-graduate students rated the majority of the courses in the curriculum at 3.5 or above on a scale using 5.0 as the highest and 1.0 as the lowest rating. College was listed as advanced training by 25.0 per cent of the post-graduates and business college was listed as advanced training by 7.8 per cent of this group. Advanced training and occupations of graduates were found to relate to the course of study followed in high school. The part-time jobs during high school of the post-graduates did not correspond to present occupations. The study also showed that both the high school and post-graduate students thought some courses should be added to the curriculum. So far as opinions of current students and

graduates of the West Holmes School District are concerned, the curriculum as it is presently constituted appears to be meeting student needs.