

THE PAXICO RURAL HIGH SCHOOL GRADUATES'
OPINIONS OF A HIGH SCHOOL EDUCATION

by

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INTRODUCTION

In a recent study Bickford (3, p. 1) found that high school curricula have, in most cases, remained relatively static in comparison with the advancements made in the industrial and social world. This raises the question of whether the present high school curricula provide suitable training for the graduates of this era.

Many studies have been made of the migration and occupations of graduates of high schools. Sides (16) traced the movement of high school graduates from Riley County, Kansas, during the five years 1921 to 1925. In this study the high school districts were found to retain only 30.3 per cent of their graduates (16, p. 64). In a study of the occupations of high school graduates of Phillipsburg and Enterprise, Kansas, Bickford (3, p. 46) discovered that slightly more than three-fourths of the female graduates studied went into homemaking, and that more than 50 per cent of the male graduates followed three occupations: business, clerical work, and farming. The findings of Sides and Bickford agree, in general, with other studies on the migration and occupations of high school graduates.

Too many high school students have had false conceptions of what was necessary to make them successful in later life. Many were uncertain of the vocation they wanted to follow. Others lacked opportunity of taking courses that would have been helpful in a chosen vocation. Still others did not have the proper guidance and instruction. Besch (2, p. 447) studied the ability of some Minnesota rural high school graduates to cope with social and economic problems of modern life. In his study it was noted that in each case the graduates' representation in those occupations which require less educational preparation was smaller than in the country at large. In other words, the graduates tended to move to the higher occupational levels.

The value of extra-curricular activities at Creston, Iowa, was investigated by Cory (6, p. 672). He found that a better extra-curricular program is needed in our high schools for both boys and girls. This feeling came particularly from those who have been out long enough to realize the deficiencies of their high school program and who now have shorter hours and more leisure time.

It is interesting to note the needs of high school graduates in several communities in Ohio as found by Pressey (12, p. 747). Practically stranded educationally

and vocationally in their own community, these students needed guidance, a worth-while social life, recreation, and community orientation.

The studies cited followed the migration of high school graduates of communities, but did not ascertain their ideas about the sufficiency of their high school training. It was to secure the opinions of the Paxico Rural High School graduates upon the school's deficiencies and merits that the present study was made.

MATERIAL AND METHODS

In Kansas, there are high schools in over 600 third-class cities. These constitute a majority of the high schools of the state. Hence the opinions of the graduates of these schools should aid in the solution of some of the problems of these schools. Our future citizenship depends much upon these small high schools providing their graduates with suitable guidance and education. Paxico Rural High School, which is in a wide agricultural region 30 miles west of Topeka, is typical of this group. Its annual enrollment is from 80 to 100 pupils, and its graduating classes number from 15 to 25 pupils.

The graduates of Paxico Rural High School were used to gather data for this problem. Following, are the

topics used in developing the study of the graduates' opinions of a high school education:

Address and occupation.

Education following high school.

Subjects taken in high school that have been of the most use.

What subjects were not taken that they wish had been taken.

What subject or subjects, if any, helped to choose a vocation.

What subjects are assisting in the pursuit of the vocation.

Subjects that should be added to the curriculum.

Value of extra-curricular activities.

Were teachers considered to be adequately trained? (If answer was "no" to the above question, what proportion of the teachers were considered to be adequately trained?)

Was high school work done earnestly?

Was too much time spent on extra-curricular work? On regular class work?

Recommendations for the improvement of the school.

Other values of high school life.

Two methods, questionnaire and controlled interview, were used in the collecting of the data. The same questions were asked in both methods. A copy of the questionnaire appears in the Appendix (p. 49). Table 1 shows the number of graduates that were studied by each of the two methods.

Table 1. High school graduates of Paxico, Kansas,
Rural High School studied by the
two methods.

Method	Men	Women	Totals
Questionnaire	30	46	76
Controlled interview	62	54	116
Totals	92	100	192

The first graduating class from the school occurred in 1913. No records are available for any classes having graduated in 1914, 1915, or 1916. Beginning again with the school year 1916-1917 and ending with the school year 1938-1939, there have been 23 consecutive graduating classes, with a total of 241 graduates. Of this number, 192, or 81 per cent, are used in this study. Their class distribution is shown in Table 2.

Table 2. The graduates of Paxico, Kansas,
Rural High School by classes.

Year	Number graduating	Number in study
1913	6	2
1917	1	0
1918	5	2
1919	6	3
1920	6	3
1921	3	1
1922	5	4
1923	6	4
1924	4	2
1925	11	9
1926	7	6
1927	7	5
1928	9	7
1929	6	4
1930	8	6
1931	12	8
1932	9	7
1933	15	14
1934	23	20
1935	18	14
1936	11	9
1937	26	25
1938	20	20
1939	17	17
Totals	241	192

LOCATION OF GRADUATES

Data on the locations of the 192 graduates are given in Table 3 which shows that 46.7 per cent of the men stayed in Paxico and Wabaunsee County, while only 27 per cent of the women remained in the same two areas. Table 3 also shows that 34.8 per cent of the men, and 57 per cent of the women remained in Kansas, but outside of Wabaunsee County.

Table 3. Present location of graduates of Paxico, Kansas, Rural High School.

Location	Men		Women	
	:		:	
	Number	Per cent	Number	Per cent
Paxico	40	43.5	25	25.0
Wabaunsee County	3	3.2	2	2.0
State of Kansas	32	34.8	57	57.0
Out of state	17	18.5	16	16.0
Totals	92	100.0	100	100.0

The table further shows that 18.5 per cent of the men, and 16 per cent of the women are outside of the State of Kansas. This study indicates that there are not enough attractive occupations in Paxico and the immediate territory to keep its high school graduates at home.

In comparing these results with those found by Bickford (3, p. 10) of 249 graduates of Enterprise, Kansas, High School, there seems to be a marked difference in sex migration. In Bickford's study there was about the same percentage of males and females (34.6 per cent of males, and 37.8 per cent of females) that remained in Enterprise, and Dickinson County. However, the total percentage is nearly in agreement with this study. A survey made by Sides (16, p. 64) of the graduates of the high schools of Riley County, Kansas, indicated that only 30.3 per cent remained in the districts from which the graduates received their high school education. This is low in comparison with the present study and that of Bickford.

OCCUPATIONS OF GRADUATES

The occupations followed by the graduates of Paxico Rural High School are indicated in Table 4. Of the men graduates, 51.1 per cent have followed two occupations, farming and business. Business includes store owners, store operators, and salesmen. If the clerical and common labor vocations are added, there are 69.6 per cent of the men in four different vocations. This does not include the 13.1 per cent of the students who have not yet established their vocations.

Table 4. Occupations of the graduates of
Paxico, Kansas, Rural High School.

Men			Women		
Occupation	:Number:	Per : cent:	Occupation	:Number:	Per : cent
Farming	32	34.8	Homemaking	52	52.0
Business	15	16.3	Clerical	20	20.0
Students	12	13.1	Unemployed	9	9.0
Labor	10	10.9	Teachers	7	7.0
Clerical	7	7.6	Professions	6	6.0
Unemployed	6	6.5	Students	6	6.0
Gov't. service	5	5.4			
Skilled labor	4	4.3			
Professions	1	1.1			
Totals	92	100.0		100	100.0

The largest percentage of the men graduates of Paxico Rural High School are farmers. This is due largely to the fact that Paxico is located in an extensive agricultural area. Also, the high school has a strong vocational agriculture course. Of the 92 men graduates, 15, or 16.3 per cent, are in business, while another 7.6 per cent are in clerical work, which is closely related to business. This is about one-fourth, or 23.9 per cent, who could have benefited from commercial training in Paxico Rural High School.

Only 4, or 4.3 per cent, of the men graduates are engaged in skilled labor, and only 1, or 1.1 per cent, is in a profession. Government service claimed 5.4 per cent of the men graduates, while 6.5 per cent were unemployed. It is significant that those who are unemployed have graduated since 1935.

Table 4 shows that a slight majority of the women are found in one vocation. Homemaking claimed 52, or 52 per cent, of the women graduates that were studied. These results differ from those of Bickford (3, p. 12) who found that over three-fourths, or 79 per cent, were homemakers. The fact still remains that a single curriculum would have been suitable for over one-half of the women graduates studied.

There were 20, or 20 per cent, of the women graduates in clerical work. This may be due largely to Paxico being located near a large city where girls may secure employment in housework while attending business colleges. Seven, or 7 per cent, became teachers; 6, or 6 per cent, entered professions, while 6, or 6 per cent, are students.

The remaining 9, or 9 per cent, are unemployed. These also, as in the case of the men graduates, have graduated since 1935. This, in part, agrees with other studies.

The Boston Survey (5, p. 277) showed that in that city the percentage of unemployed the second year after graduating increased from two to three per cent in the 1920's to probably 20 to 30 per cent in the 1930's. Hotchkiss (9, p. 565) who made a study of the high school graduates in Cleveland found that in 1937, 25 per cent of the graduates since 1929 were wholly unemployed.

EDUCATION FOLLOWING HIGH SCHOOL

Data on the number of men graduates of Paxico Rural High School that took training after leaving high school are shown in Table 5. Of the total of 92 men studied, 24, or 26.1 per cent, attended institutions of higher learning. Of this number, 4, or 4.3 per cent, graduated from these institutions. A large number of the men enter the farming and labor vocations upon finishing high school. This low percentage of men graduates taking advanced work indicates the desirability of vocational training in the high school and shows that this high school has been a finishing school for most of its men graduates.

Table 5. Number of men graduates who took advanced work following high school.

Occupation	Took advanced work					
	Number of grad- uates	Num- ber	Per cent	Graduated		
				Number	Per cent	
Farming	32	3	9.4			
Business	15	1	6.7			
Students	12	12	100.0			
Labor	10	1	10.0			
Clerical	7	5	71.0	3		42.9
Unemployed	6	-	--	-		
Gov't. service	5	-	--	-		
Skilled labor	4	1	25.0	-		
Professions	1	1	100.0	1		100.0
Totals	92	24	26.1	4		4.3

However, 13.1 per cent are attending advanced schools at present. If this group continues to increase as it has recently, then the high school is becoming more of a preparatory school. Also, those five who are in government service perhaps have obtained or are securing advanced training in connection with their regular duties.

Data on the number of women graduates who pursued advanced work following high school are shown in Table 6. Of the 100 women graduates of Paxico Rural High School, 52 per cent attended advanced educational institutions, and 32 per cent of them graduated. This represents a much larger percentage than of the men. Twenty-six, or one-half

Table 6. Number of women graduates who took advanced work following high school.

Occupation	: Number : of grad- : uates	: Num- : ber	: Per : cent	Took advanced work	
				Graduated	
				Number	Per cent
Homemaking	52	14	27.0	8	15.4
Clerical	20	17	85.0	14	70.0
Unemployed	9	2	22.2	-	--
Teachers	7	7	100.0	4	57.1
Professions	6	6	100.0	6	100.0
Students	6	6	100.0	-	--
Totals	100	52	52.0	32	32.0

of those who attended these advanced institutions attended business college. This emphasizes the need for business or commercial training in the high school curriculum. This also tends to lessen the need for a college preparatory curriculum.

From Tables 5 and 6, it would seem that the present general high school curriculum has been adaptable for the four vocations of farming, homemaking, business, and clerical work which claim 126, or 65.6 per cent, of all the graduates studied. Accordingly, it would seem that there is little need for a college preparatory curriculum to monopolize the high school program of study.

HIGH SCHOOL CURRICULUM

The opinions of the graduates of Paxico Rural High School upon their high school curricula are shown in Tables 7, 8, 9, 10, and 11. In explanation (Q) refers to the number reporting on questionnaires, and (I) refers to those who were personally interviewed. The opinions of the farming group upon the high school curriculum are shown in Table 7. A larger percentage responded in the interviews than in the questionnaires. This is true throughout the tables on the opinions of the high school graduates upon their high school curricula. Of the total of 32 graduates who followed farming as a vocation, 29 considered vocational agriculture as being of much use to them at present. Other subjects receiving much consideration were algebra, 22; geometry, 20; American history, 19; general science, 18; grammar, 15; commercial law, 14; government, 14; bookkeeping, 13; physics, 12; biology, 11; and business arithmetic, 9.

Of the subjects which were not taken but which those of the farming vocation wish they had taken, physics was mentioned 12 times. Advanced mathematics with 9, economics with 7, business arithmetic with 6, and chemistry with 4 were other useful courses not taken.

Table 7. Opinions of the farming group upon
the high school curriculum.

Subject		Useful courses		Courses	
		Taken	Not taken	Helpful in choosing vocation	Vocationally useful
Literature	Q	2			
	I	-			
Composition	Q	3			
	I	3			
Grammar	Q	5			1
	I	10			1
Voc. Ag.	Q	7		4	8
	I	22		20	21
Biology	Q	6	1	1	1
	I	5	-	-	4
Chemistry	Q	-	4		-
	I	2	2		1
Gen. Science	Q	4	1	-	2
	I	14	4	1	13
Physics	Q	6	1		2
	I	6	12		5
Algebra	Q	7			
	I	15			
Geometry	Q	8			
	I	12			
Adv. Math.	Q	1	1		
	I	-	9		
Bookkeeping	Q	1	2		-
	I	12	3		8
Com. Law	Q	2	1		-
	I	12	1		7
Gen. Business	Q	-	1		
	I	-	3		
Typewriting	Q	-	2		
	I	3	-		
Bus. Arith.	Q	3	2		1
	I	6	6		4
Am. History	Q	4			
	I	15			
Economics	Q	2	2		
	I	-	7		
Government	Q	2			
	I	12			
Sociology	Q	1	1		
	I	3	-		

Vocational agriculture seemed to be about the only subject to help choose farming as a vocation. Twenty-four mentioned this, while the only other subjects suggested were biology once, and general science once. However, 29 of the 32 considered vocational agriculture as helpful in the pursuit of this vocation. General science was considered vocationally helpful by 15, bookkeeping by 8, commercial law by 7, physics by 7, business arithmetic by 5, and biology by 5.

In the light of the opinions of the farmers upon their high school curricula, the high school curriculum should include vocational agriculture, science, mathematics, business courses, American history, government, and grammar for this group.

For Table 8 the business and clerical vocations were grouped together, since they are so closely related. This made a total of 22 recorded in Table 8. Grammar and composition, which includes oral as well as written composition, were the leading useful courses taken. This indicates that English is very essential to anyone who follows a business career. Certain commercial subjects have been alternated or have been omitted from the high school curriculum for spans of years, thus making it impossible for some to have taken specific subjects that would have been helpful in this vocation.

Table 8. The opinions of the business and the clerical work groups upon the high school curriculum.

Subject		Useful courses			Courses	
		Taken	Not taken		Helpful in choosing vocation	Vocationally useful
Composition	Q	9			1	9
	I	9			3	8
Grammar	Q	9			1	8
	I	12			3	10
Latin	Q	3				
	I	3				
Voc. Ag.	Q	2			2	2
	I	2			-	-
Biology	Q	2				
	I	1				
Chemistry	Q	-	1			
	I	-	-			
Gen. Science	Q	2	1		2	2
	I	7	2		-	1
Physics	Q	5	-		2	3
	I	5	4		-	4
Algebra	Q	5	-		-	2
	I	11	-		-	1
Geometry	Q	5	-		-	1
	I	11	-		-	2
Adv. Math.	Q	-	3			
	I	-	4			
Bookkeeping	Q	4	1		1	4
	I	7	2		5	7
Com. Law	Q	1	1		-	1
	I	8	-		1	6
Gen. Business	Q	-	1		-	-
	I	-	4		-	-
Typewriting	Q	2	-		1	2
	I	4	2		2	4
Bus. Arith.	Q	2	1		1	2
	I	4	5		1	3
Am. History	Q	6				
	I	9				
Economics	Q	2	3			2
	I	3	5			2
Government	Q	4				
	I	8				
Sociology	Q	1				
	I	3				
Psychology	Q	4	2			1
	I	3	-			2

Under the headings "useful courses not taken" and "helpful in choosing a vocation," commercial subjects, or those closely related, are most frequently checked. However, of the subjects which are vocationally useful, composition and grammar lead. This undoubtedly occurs because these two courses are required of high school students. Nevertheless, this shows the importance of English and helps further to establish it as desirable required work. Bookkeeping leads the field of commercial courses, probably because it was taught more consistently than other commercial courses, and because it is applicable to every type of business and clerical work.

The opinions of the labor group upon their high school curriculum are indicated in Table 9. This represents 10 of the men graduates who are doing common labor. Fewer subjects are checked in this vocation than in any other, and under the headings "useful courses not taken," those "helpful in choosing a vocation," and those "vocationally useful," very few courses are checked at all. Grammar seemed to remain at the top of "useful courses taken," but composition was not considered. Science and mathematics, with American history, government, and vocational agriculture were useful courses taken. These subjects

Table 9. The opinions of the labor group upon
the high school curriculum.

Subject		Useful courses		Courses	
		Taken	Not taken	Helpful in choosing vocation	Vocationally useful
Grammar	Q	6			
	I	3			
Latin	Q	1			
	I	-			
Voc. Ag.	Q	2			-
	I	4			2
Biology	Q	2			
	I	1			
Gen. Science	Q	3	2		
	I	2	1		
Physics	Q	2	2		2
	I	-	3		-
Algebra	Q	4			1
	I	2			1
Geometry	Q	4			
	I	2			
Adv. Math.	Q	-	2		
	I	-	-		
Bookkeeping	Q	2	-	1	2
	I	2	1	-	1
Com. Law	Q	2	1		
	I	-	-		
Typewriting	Q	1		1	1
	I	-		-	-
Bus. Arith.	Q	1	-	1	1
	I	-	1	-	-
Shorthand	Q	1		1	1
	I	-		-	-
Am. History	Q	3			
	I	2			
Government	Q	2			
	I	1			
Economics	Q	-	-		
	I	1	2		

are among those most commonly taught and required in the rural high schools, and their importance is verified in Table 9.

Something should be said of those useful courses not taken. Five of the ten laborers considered physics as a useful course not taken, while three considered general science as a useful course not taken. Science has seemed to receive much attention in the opinions of the graduates upon their high school curricula. Perhaps this is in keeping with the thought that we are living in a scientific age.

The vocations of farming, business and clerical work, and labor include 69.6 per cent of the men graduates studied. The other 30.4 per cent are scattered in various vocations, but their opinions will show up in Table 12 which has the opinions of all groups upon their high school curricula.

The opinions of the women graduates upon their high school curricula begin with Table 10. This table gives the opinions of the homemakers upon their high school curriculum. A majority of the 100 women graduates, 52, or 52 per cent, are in this vocation. Home economics became a part of the Paxico Rural High School curriculum when the school was established in its present building.

Table 10. The opinions of the homemaking group upon the high school curriculum.

Subject		Useful courses			Courses	
		Taken	Not taken		Helpful in choosing vocation	Vocationally useful
Literature	Q	3				2
	I	-				-
Composition	Q	15		1		6
	I	20		3		5
Grammar	Q	19		1		10
	I	22		3		8
Latin	Q	5				
	I	-				
Home Ec.	Q	17	1	16		16
	I	26	2	26		26
Biology	Q	6		-		-
	I	7		1		2
Chemistry	Q	-	1			
	I	-	-			
Gen. Science	Q	3	1			1
	I	2	-			2
Physics	Q	4	2	-		3
	I	10	2	1		7
Algebra	Q	9		-		-
	I	10		1		1
Geometry	Q	8		-		-
	I	10		1		1
Bookkeeping	Q	8	1	-		5
	I	12	10	2		9
Com. Law	Q	4	1			-
	I	5	2			2
Typewriting	Q	6	6	2		5
	I	13	3	2		9
Bus. Arith.	Q	5	3	-		-
	I	5	7	-		1
Am. History	Q	12				
	I	19				
Economics	Q	2	5			
	I	2	9			
Government	Q	7				
	I	16				
Sociology	Q	1	2	-		-
	I	2	-	1		1
World History	Q	3				
	I	2				

This was in 1922, so most of the women graduates have had an opportunity to have taken home economics while in high school. Of this 52 per cent in homemaking, 15 of 45, or 33.3 per cent, entered this vocation since 1935. Since 1929, 34 of 75, or 45.3 per cent have become homemakers, leaving 18 of 25, or 72 per cent, in homemaking from the classes prior to 1929.

The importance of home economics is born out in Table 10, since 43 of 52 considered it as useful, while 42 considered home economics as helpful in choosing the vocation and as vocationally useful. Three signified home economics as a useful course not taken. However, other subjects were regarded as useful. Those subjects which were useful to a majority of the homemakers were composition, grammar, American history, and government. Others often mentioned were biology, physics, algebra, geometry, bookkeeping, typewriting, and business arithmetic.

Of the useful subjects not taken, bookkeeping, typewriting, business arithmetic, and economics received most attention. These would have been helpful to homemakers in the preparing and using of budgets which have become so practicable today.

Home economics, of course, aided greatly in the choosing of this vocation and also was considered vocationally useful. Nevertheless, the importance of grammar, composition, bookkeeping, typewriting, and physics is shown.

The opinions of the clerical group of the women upon the high school curriculum are shown in Table 11. Twenty per cent of the women graduates studied were in this group. The women took more commercial courses than the men, as can be seen by comparing the corresponding occupational tables, Tables 8 and 11. Many girls desire to become office clerks or stenographers, and so take as much work as possible in order to prepare for this vocation while in high school. Grammar, composition, typewriting, bookkeeping, and shorthand have helped many in choosing this vocation, and also in the following of the vocation. Economics and bookkeeping were signified by several as useful courses not taken.

Homemaking and clerical work occupied 72 per cent of the women graduates studied. The other women graduates are scattered in other occupations, and their opinions on the high school curriculum will be revealed in Table 12.

A complete picture of what all the graduates thought

Table 11. The opinions of the clerical group for women upon the high school curriculum.

Subject		Useful courses			Courses	
		Taken	Not taken		Helpful in choosing vocation	Vocationally useful
Literature	Q	2				1
	I	1				-
Composition	Q	10			8	9
	I	7			6	7
Grammar	Q	13			9	11
	I	7			6	7
Latin	Q	4				
	I	-				
Gen. Business	Q	-	2			
	I	-	3			
Home Ec.	Q	3				
	I	3				
Biology	Q	3				
	I	1				
Gen. Science	Q	4				
	I	-				
Physics	Q	4	1			
	I	-	-			
Algebra	Q	7				1
	I	7				1
Geometry	Q	5				1
	I	5				1
Shorthand	Q	3	3		3	3
	I	3	2		2	2
Bookkeeping	Q	6	7		4	4
	I	5	1		5	5
Com. Law	Q	2	-		-	-
	I	2	1		1	2
Typewriting	Q	8	2		6	6
	I	7	-		7	7
Bus. Arith.	Q	7	3		4	6
	I	1	3		-	1
Am. History	Q	8				
	I	7				
Government	Q	8				
	I	7				
Economics	Q	2	4			
	I	-	5			
World History	Q	3				
	I	-				
Sociology	Q	2				
	I	3				

of the high school curriculum is indicated in Table 12. Aside from those subjects which are peculiar to certain vocations, many subjects which have been required in the high school reveal their importance. This would seem to justify that high school students should be required to take certain work. Grammar, composition, algebra, geometry, American history, and government are common examples of subjects that have been required, and should be, as indicated by the graduates of Paxico Rural High School. Bookkeeping, business arithmetic, physics, and general science might be added to the required subjects if the number of useful courses not taken were added to the number of useful courses taken.

By careful schedule arranging with the use of alternations, most of the average high schools should be able to provide a suitable curriculum for their pupils. After all, the schools are for the welfare of the pupils so why not give them a fundamental background to enter life beyond high school. Who are better judges of what is needed in our high schools than those who have been through the grind, so to speak.

Table 12. The opinions of all the graduates studied upon the high school curriculum.

Subject		Useful courses			Courses	
		Taken	Not taken		Helpful in choosing vocation	Vocationally useful
Literature	Q	11				6
	I	9				2
Composition	Q	42			12	28
	I	69			24	29
Grammar	Q	57			12	36
	I	89			25	36
Latin	Q	17	3			
	I	5	1			
Gen. Business	Q	-	7			1
	I	4	17			-
Home Ec.	Q	31	2		21	21
	I	45	1		28	31
Voc. Ag.	Q	10	2		5	9
	I	38	-		22	25
Biology	Q	24	1		3	5
	I	16	1		-	3
Chemistry	Q	-	6			-
	I	2	10			1
Gen. Science	Q	17	7		2	6
	I	62	8		12	30
Physics	Q	20	10		3	11
	I	29	39		1	19
Botany	Q	1				-
	I	9				2
Algebra	Q	33			1	4
	I	79			12	7
Geometry	Q	32				5
	I	69	1		11	8
Adv. Math.	Q	1	10		-	-
	I	1	26		1	1
Bookkeeping	Q	28	17		7	19
	I	57	22		17	36
Com. Law	Q	12	5			2
	I	43	8		2	18
Typewriting	Q	22	13		9	16
	I	45	5		14	24
Bus. Arith.	Q	21	9		4	11
	I	27	35		5	12
Am. History	Q	35				2
	I	89			9	8
World History	Q	10	1		-	1
	I	6	-		1	1
Government	Q	26			-	1
	I	80			6	7
Economics	Q	9	13		-	2
	I	6	52		-	4
Sociology	Q	6	3		-	-
	I	22	-		1	3
Psychology	Q	4	1		-	2
	I	4	-		-	3
Shorthand	Q	4	8		4	4
	I	6	4		3	2

EXTRA-CURRICULAR ACTIVITIES

In order to assemble the opinions of the Paxico Rural High School graduates upon extra-curricular activities, Table 13 was constructed. This school has practically the same extra-curricular activities as most of the schools of its type. These activities are baseball, basketball, glee club, and plays. Football and track have been tried at different times but lack of interest has caused them to be abandoned. Debate and declamation have been a part of the extra-curricular program, but fewer can take part in these activities than in some of the others.

A larger number of the graduates took part in plays than in other extra-curricular activities. Of the 192 graduates, 112, or 58.3 per cent, were in plays. It is interesting to note that of this number, 62, or 55.4 per cent, considered these experiences as being of use now. This high percentage of participation in plays is understood better when it is known that each year there are the junior and senior class plays in addition to an all-school play, and the one-act play for the county forensic meet. These require a large number of students to develop their talents in dramatics.

Table 13. Extra-curricular activities.

Activity		Activities			
		Engaged in	Not engaged in	Useful	Not useful
Baseball	Q	11	3	3	2
	I	41	9	22	1
Basketball	Q	33	9	5	2
	I	55	15	21	
Class off.	Q	38		10	
	I	60		23	
Debate	Q	12	10	6	
	I	2	20	2	
Declamation	Q	13	7	7	
	I	2	7	1	
Football	Q	5	1	1	
	I	-	-	-	
Glee Club	Q	39	4	23	
	I	57	2	31	
Plays	Q	43	1	20	
	I	69	1	42	
Track	Q	2		1	
	I	4		-	

Class officers, with 98 or 51 per cent, ranked second in extra-curricular participation. Since this was an elective activity, nothing is shown in column (2); however, it seemed that class offices were passed around, due to

the large number of officers shown on this table. Thirty-three, or 33.7 per cent, considered this activity as of benefit at present.

Just one-half of the graduates took part in glee club, and of this number, 54, or 56.2 per cent, considered it as a valuable activity.

Basketball, with 88, or 45.8 per cent participating, ranks high in Paxico Rural High School because it has competitive basketball for both boys and girls. Of this number, 26, or 29.4 per cent, considered basketball as useful even now. There is a large number, 24, who wished they had played basketball. The spirit of competition together with the building of health and character are probably the most common explanations for the above facts. The knowledge of the game seemed to be an asset to many who took part in this activity.

Of the 192 graduates, 52, or 27.1 per cent, engaged in baseball. Twenty-five, or 48.1 per cent, of this number believe it is useful now, while 12 wished they had taken part in baseball.

Of the other activities, it is interesting to note the attitudes toward debate and declamation. There is quite a number, 30 in debate, and 14 in declamation, who

have signified that they would take part in these activities if they were to be back in high school. The reason for this group not taking part in debate and declamation can be explained partially by timidity in getting before a group of people. However, since leaving high school, they realize how valuable these would have been to them now.

Extra-curricular activities must have been considered as very valuable to these high school graduates since so few considered an extra-curricular activity as being of no use to him. Only three times in baseball, twice in basketball, and twice in glee club were these activities mentioned as not having any value to a graduate after finishing high school.

CURRICULUM SUGGESTIONS

In order to discover some of the graduates' attitudes toward the school, several questions were asked for this information. Subjects which the graduates of Paxico Rural High School thought should be added to the curriculum are shown in Table 14. Since most of those who were personally contacted are graduates of recent years, they thought more science should be taught in the school. However, more

Table 14. Subjects which graduates thought should be added to the Paxico, Kansas, Rural High School curriculum.

Method	Subjects			
	Science	Commerce	Mathematics	Music
Questionnaire	11	22	4	14
Controlled Interview	<u>33</u>	<u>21</u>	<u>14</u>	<u>14</u>
Totals	44	43	18	28

commerce and music seemed to have about the same support from both methods of seeking information, questionnaires and personal interviews. Of the 192 graduates, 44, or 22.9 per cent, thought that more science should be added to the high school curriculum, while 43, or 22.4 per cent, thought that more commercial subjects should be added. Twenty-eight, or 14.6 per cent, were for adding more music to the school program, and 14, or 7.3 per cent, wanted more mathematics added. Other suggested courses, which were mentioned once or twice, that might be put into the high school curriculum included international relations, art appreciation, spelling, and public speaking.

Following are some of the comments received on adding subjects to the high school curriculum.

Mrs. A. "I would like to see more music taught."

Mrs. B. "At the time I attended high school, typing and shorthand were not taught. They would both have been useful to me."

Miss C. "I think that physics and psychology have been the two most beneficial subjects. One or the other has aided me in every emergency. I am planning to get married some day and have found that my knowledge acquired along the lines of English, government, and leadership, so that I can be active in club work, has aided me more than anything else in getting acquainted with a nice class of boys, one of whom I think may make a very good husband someday."

Mr. D. "Public speaking, one of the best ways of conveying knowledge in all subjects, cannot be stressed too much; should always be available."

The question, "Did you consider your teachers adequately trained?" was asked of the graduates of Paxico Rural High School. Table 15 gives the results of the above question. If the answer was "no" to the above question the graduate was asked to denote what proportion of his teachers were adequately prepared. Table 16 shows

the extent to which the graduates considered their high school teachers prepared. A total of 150 (Table 15), or 78.1 per cent, considered their high school teachers in-

Table 15. Did you consider your high school teachers adequately trained?

Method	Replies		No reply	Totals
	Yes	No		
	:	:	:	:
Questionnaire	9	56	11	76
Controlled Interview	<u>22</u>	<u>94</u>	<u>-</u>	<u>116</u>
Totals	31	150	11	192

Table 16. What proportion of your teachers were considered adequately trained?

Method	Per cent			Totals
	90	75	50	
	:	:	:	:
Questionnaire	17	37	2	56
Controlled Interviews	<u>30</u>	<u>58</u>	<u>6</u>	<u>94</u>
Totals	47	95	8	150

adequately trained. Of this number, 47, or 31.3 per cent, estimated 90 per cent of their teachers trained for their

work; 95, or 63.3 per cent, considered 75 per cent of their teachers trained; there were 8, or 5.4 per cent, who considered 50 per cent of their teachers prepared. To those who were interviewed, the question of why these teachers were considered unprepared or not properly trained was asked. Usually, the reply was that too often teachers were asked to teach subjects which they were not prepared to teach. In other words, teachers sometimes taught subjects for which they had no special training while in college. Other graduates complained that good teachers were not kept, due to the wage scale. Thus a continued stream of new and inexperienced teachers kept the quality of teaching below par.

The suggestions by the graduates of Paxico Rural High School that the teachers teach what they are prepared to teach is in accordance with a study by Eaton. Eaton, (7, p. 32) concluded in his study of qualifications and salaries of high school teachers in certain third class cities of Kansas that most of the teachers in these high schools are adequately prepared in their subject matter fields. Eaton recommends that each teacher in these schools be required to have some college credit in the field of each subject taught.

The results received from the replies of the question, "Do you think you took high school seriously enough?" are shown in Table 17.

Table 17. Do you think you took high school seriously enough?

Method	Replies		No reply	Totals
	Yes	No		
Questionnaire	16	48	12	76
Personal contact	<u>28</u>	<u>88</u>	<u>-</u>	<u>116</u>
Totals	44	136	12	192

Fourty-four, or 22.9 per cent, thought they took high school seriously enough, while 136, or 70.8 per cent, thought they had not taken high school seriously enough. Many of the graduates expressed themselves as not realizing until it was too late the importance of a high school education, and of the opportunities that were theirs.

To the question, "Did you spend too much time and effort on extra-curricular activities?", and "Did you spend too much time and effort on your regular class work?" there were only a total of five who answered negatively to the former question, and none to the latter question.

This would seem to carry out the thought that the graduates would take more advantage of their high school education if they had it to do over again.

RECOMMENDATIONS FOR IMPROVEMENT OF SCHOOL

One of the main purposes of this study was to get from those who have completed a four year course in Paxico Rural High School suggestions on how the school could or should be improved. The school, no doubt, is giving great service to its community, but there is always room for improvement in anything. There were more who responded to this question through personal contact, however, some very interesting comments and suggestions were made by those answering the questionnaires. Table 18 gives some of the most mentioned recommendations for the improvement of the school.

To understand better the feeling of different graduates concerning improvements for the high school, some of their personal comments are quoted as follows:

Mr. F. "We should have two laboratories - one for the physical, and one for the biological sciences. Please give our students a chance to take something rather than a strictly agricultural or strictly commercial course."

Table 18. Recommendations for the improvement of
Paxico, Kansas, Rural High School.

Recommendations	: Number of times mentioned		: Totals
	: Questionnaire	: Interview	
Keep good teachers	22	57	79
Pay better salaries	18	33	41
Improve building	2	23	43
Additional subjects	14	29	43
Teachers teach what they are prepared to teach	10	21	31
Strong discipline	9	17	26

Mr. G. "More discipline in school. More respect by scholars for authority of teachers."

Mr. H. "I think chemistry should be taught in all high schools."

Mr. I. "Have the teachers teach those subjects they specialized in, in college."

Miss J. "Less activities; more study periods."

Miss K. "Our school could be improved by additional teachers, and an improved musical system including instrumental training."

Miss L. "I think the school should offer the students a wider variety of subjects such as shorthand, business English, or some sort of business training."

Miss M. "To put into our schools teachers with high qualifications and recommendations. Improve our music and business courses."

Mrs. N. "It is my opinion that more emphasis should be given to the stimulation of an ambition and the cultivation of an attitude of mind toward the possibility of achieving an important career."

Miss O. "That the student body meet one night out of every 2 or 3 weeks and hold a recreational meeting. In this include 30 minute program, 10 minutes group singing, 15 minute discussion and the remainder of the evening in games and folk game. This I think is the best way to develop good sportmanship and keep in practice what you learn. It also creates sociability among students."

Miss R. "Higher wages so as to keep the good teachers"

Mrs. S. "Emphasize the vocational phases, pay higher teachers salaries, have teachers teach only subjects they have prepared to teach, hire teachers for coming year not later than March 15 of the teaching year. Before the close of one school year make out schedule for next year."

Success of the school seems to depend largely on the teachers, according to Table 18. This also was the feeling expressed in various comments made by some of the graduates. The chief concern of a large number of the graduates of Paxico Rural High School is that the school should have well-trained teachers, better paid teachers so they will remain longer in the school, and teachers to instruct in subjects for which special training has been taken.

VALUES OF SCHOOL LIFE

To determine what value the Paxico graduates thought their high school life had for them they were asked to make statements of the values their high school life afforded. Table 19 gives the statistics of some of the main values of high school life. It seems by Table 19 that the high school has had a great deal of value for its graduates. Particularly has the school been strong in character building, and in providing a foundation for future endeavors. The true values of the high school life would not be complete without some statements from members of the graduates themselves.

Mrs. Z. "My high school studies along with the extra-curricular activities supplied me with a fundamental basis

Table 19. Statements of the values
of high school life.

Statements of value	: Number of times mentioned :		Totals
	: Questionnaire :	: Interview :	
Foundation for life's work	19	51	70
Social contacts	17	33	50
Better able to meet people	4	14	18
Developed good citizen- ship	6	23	29
Developed cooperation	4	18	22
Helped to choose vocation	7	12	20
Developed self-confidence	7	9	16
Developed character and sportsmanship	7	25	32
Desire to further educa- tion	3	11	14
Spirit of competition	2	11	13
Developed mentality	2	10	12

of education which aided greatly in my business career."

Mr. Y. "It helps one to be more broad-minded, a better citizen, more self-reliant, and better fitted to take up the duties of one's vocation."

Miss X. "Without it I could not have been self-supporting.

Mrs. W. "During school life I made many valuable social contacts and obtained much valuable training and information."

Mr. V. "It set up a background, from which I could more adequately meet the problems of life. I learned to know people, through the social contact of my fellow classmates."

Mr. U. "High school life is the best place for a boy or girl in preparation for their life's work. There is a refinement and attitude that one acquires in our secondary school that makes them outstanding among the less fortunate young people. High school furnishes good competition which stimulates ambition, and lack of which is often the cause of the unsuccessful."

Mrs. T. "I feel that my school life taught me elementary sportsmanship, helped to develop poise and character, and taught me to cooperate with other people."

Mrs. S. "With a high school education you can earn better wages and hold better jobs; get more out of life in general. They also know enough to keep their mouth shut at a school meeting. Anyone that has listened to some of these arguments at school meetings can't help but notice

what even a little education means."

Mr. R. "As nature changed me physically from a tiny boy of 6 to a young man of 17 the corresponding years of school changed or developed me mentally. Four years of high school has increased the value of my life to me by that much."

Miss O. "High school has helped me to adjust myself and cooperate with different types of people. It has given me a broader reading knowledge and a greater outlook on life."

Miss Q. "It has helped me choose my vocation, and created in me the desire to go on to school and get more education."

Mr. N. "I learned from my high school days that one profits only to the extent that he applies himself. If I had my high school days to do over I would do much different and I have heard one after another say the same thing. I say for high school students to take advantage of their high school training."

Miss M. "The biggest value of my school life decided for me what occupation or work I wanted to follow after graduating from high school."

Mr. L. "I think it has definitely been an asset to attend a small high school. A student in such a school has a chance to try his abilities in many different lines

of work. I think basketball is the best all around sport it teaches cooperation, sportsmanship, etc. and is played in a season when physical activity is needed. I think my rather general training in mathematics, grammar, and history really helped me more than a few scattered subjects would have."

Miss K. "My high school education has been my greatest asset. I had to be a graduate to get my job. I majored in mathematics and English and that has gotten me where I am. I get to help in an office because I am quick at figures and do my sums right, thanks to Paxico high."

CONCLUSIONS

1. A study was made of the Paxico Rural High School graduates' opinions of the adequacy of the high school curriculum and activities for meeting the needs of the students in the rapidly changing rural society.

2. Migration among women graduates was much wider than among men graduates. The desire for business training of the girl students helped to bring this about.

3. Lack of vocational opportunity in the local community probably has caused a certain amount of migration.

4. A little over one-third of the men graduates studied followed farming as a vocation. This helped to lessen the migration of men graduates.

5. The occupations of farming, business, clerical work, and labor claimed nearly 70 per cent of the men graduates.

6. Slightly more than one-half of the women graduates studied were homemakers. However, homemaking claimed 72 per cent of those graduated prior to the last ten years. Twenty per cent went into clerical work.

7. This high school has definitely been a finishing school for men graduates in the past. Only one-fourth of the men graduates studied attended school beyond high school; 4.3 per cent of these graduated.

8. Over 50 per cent of the women graduates pursued advanced work beyond high school, with one-third of them graduating from higher institutions of learning.

9. Specific courses in high school have had definite influence on the choosing of a vocation and the following of it.

10. English, science, mathematics, commercial courses, and certain social science subjects seemed to be important in all of the vocations. This would seem to justify the requirement of most of these courses in the high school curriculum.

11. Careful arrangement of class schedules with the use of alternations should provide the school with nearly all the fundamental courses.

12. Extra-curricular activities have an important place in the high school. Character building, health, sportsmanship, a spirit of competition, and knowledge of the activity were the principal reasons for value of these activities to the school.

13. More science, commerce, mathematics, and music were urged by the graduates to be added to the high school curriculum.

14. More than 75 per cent thought that their high school teachers were inadequately trained. This was due mainly to the need of instructors in specialized fields and the inability to hold the good teachers.

15. Of the high school graduates studied, 70 per cent state that their high school work might have been taken more seriously.

16. The opinions of the graduates indicated much general satisfaction with the Paxico Rural High School, its curriculum, and activities of the past, and made such constructive suggestions as the following: Endeavor to keep the good teachers, pay better salaries, improve the building, add some subjects, have instructors teach in specialized fields, and develop strong discipline.

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APPENDIX

Questionnaire Sent to Graduates of Paxico Rural High School.

Name Present Address
 Maiden Name..... Present Occupation
 Education following high school.....What institution
 YearsDid you graduate

CURRICULUM

Mark with a one (1) the subjects which you took in high school which have been of the most use to you. Mark with a two (2) the subjects which you did not take but wish that you had taken. Mark with a three (3) the subject or subjects, if any, which helped you choose your vocation. Mark with a four (4) the subjects that are assisting you in the pursuit of your vocation.

English	Science	Commerce
.....Literature	..... Biology	..... Bkking.
.....Composition	..... Chemistry	..... Com. Law
.....Grammar	..... Gen. Science	..... Typing
	..... Physics	..... Bus. Ar.
Mathematics	Languages	
.....Algebra	..... Latin	.....Am. Hist.
.....Geometry		.....Economics
.....Adv. Math.		.....Govern.
		.....Mod.Hist.
Vocational	Others	.....Sociology
.....Gen. Bus.	.....
.....Home Ec.	.....
.....Voc. Ag.	.....

List any other subjects which you think should be added to the curriculum, and others which would have been useful to you now.

EXTRA-CURRICULAR ACTIVITIES

Mark with a one (1) the extra-curricular activities you engaged in. Mark with a two (2) the activities you did not engage in but wish you had taken part in. Mark with a three (3) the activity which has been of most use to you. Mark with a four (4) the ones which have been of no use to you.

..... Baseball	Other Activities
..... Basketball	
..... Class officer	.....
..... Debate	.....
..... Declamation	.....
..... Football	.....
..... Glee club	.....
..... Plays	.....

Underline the Correct Response

1. Did you consider your teachers adequately trained?
Yes ... No
2. If your answer is "no" to question one, what per cent did you consider adequately trained? 25% 50% 75% 90%
3. Do you think **that** you took high school seriously enough?
Yes ... No

As you view matters now, did you spend too much time and effort on your extra-curricular work? On your regular class work
What recommendations do you have for the improvement of our school?