POST-STUDENT EVALUATION OF THE CURRICULUM OFFERED AT SEVERY HIGH SCHOOL

by

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INTRODUCTION

The Kansas State Board of Education in 1960 published a secondary school curriculum guide which indicated that in the modern society of American people, education could be divided into two phases: one, to develop the individual into the best person he was capable of becoming, and second, to develop the individual into a responsible contributing member of a democratic society.[1]

The same Board also indicated in its curriculum guide for elementary education that the heart of any organized system of education had been the curriculum offered to the students, regardless if it was a metropolitan school system or a teaching center of a unified district. Curriculum was defined as all the experiences that the student was exposed to in school as a result of teachers' actions. This included all experiences of the children for which the school accepted the responsibility.[2]

The Kansas State Board of Education then raised the question of who had been responsible for the important

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[1]State Board of Education, A Curriculum Guide for the Secondary Schools of Kansas (Topeka: State Printing Plant, 1960), p. 10.

[2]State Board of Education, A Curriculum Guide for the Elementary Schools of Kansas (Topeka: State Printing Plant, 1958), p. 6.

decision of what existed in that curriculum. They responded that in theory the society that maintained the school should also have determined both the objectives of the school and the nature of the curriculum which presumably achieved these objectives.[1] But, according to an article written by John I. Goodlod, in our society the people that maintained the school elected a local board of education to represent their wishes. With this thought in mind, the local board of education should have determined the school policy. But this board in turn left the refinement and implementation of the chosen curriculum to the superintendent and his staff.[2]

From the above presentations and the observations made by the writer of this report several assumptions were made for the purpose of this study. When speaking of public will and public wishes, America had been a highly heterogeneous group. There had been no clear cut plan in any area of our society. In our dynamic culture there had been a need of a liberal plan for school curriculum. A static curriculum would have existed only in a static culture; therefore, in a dynamic society as we

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[1] Ibid.

[2] John I. Goodlod, "Curriculum Decisions By Whom and What For," The Education Digest, Vol. 30 (May, 1965), pp. 1-3.

have had in America, there was often a difference of opinion about the experiences children should receive in school.

Importance of the study. An article written by John Wubben indicated that as schools claimed they were emphasizing their efforts toward directing their students to become responsible contributing members of society, there seemed to have been a discrepancy in the results. Such evidence as statistics on the increase of juvenile crime rate, and newspaper accounts of racial and ethnic discrimination involving young people, may have given an indication that young people were lacking in value knowledge. There have been few scientific means of measuring the ethical values introduced to the students of our public schools.[1]

In the area of education, Vincent Claypool related that educators themselves understood what the objectives of education had been and what process had been used to achieve these objectives. In the area of communicating with parents and the lay public, results may not have been as successful. It was desirable for educators to have

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[1]John Wubben, "Teaching Values in the Secondary School," The Journal of Teaching Education, XVI No. 3 (September, 1965), pp. 357-358.

a two-way communication system with the lay public and the post high school students.[1]

Through information gathered, the writer of this report was of the opinion that public education had been aroused by this assumption and designed to strengthen the culture of America. The question was how could this strengthening process be accomplished other than by determining in what areas the people needed additional instruction and guidance.

In the area of curriculum change, the schools had been confronted with the problem of tradition. Doll added that tradition could be viewed in two ways: as a helpful preventive of attempts to disrupt the tried, tested, and true, and as a weight that restrains desirable change.[2]

Doll also indicated that American society had several different forces which strengthened tradition and slowed change: one of these being legal authority. Many of our laws were easier to enact than they were to remove from the statutes. Therefore, schools were plagued with laws that inhibited changes. A second force that slowed change was the psychological resistance of the human being

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[1]Vincent B. Claypool, "Redefining Our Goals By the Needs of Our Students," Journal of Secondary Education, Vol. 39 No. 4 (April, 1964), pp. 147-50.

[2]Ronald C. Doll, Curriculum Improvement: Decision-Making and Process (Boston: Allyn and Bacon, Inc., 1964), p. 337.

to change. Many teachers being unable to prove that their curriculums or methods of instruction were meeting the needs of the student, would, never the less, resist change.[1]

The writer believed that an important portion of this study was an effort made to determine if Severy High School's curriculum was meeting the need of past students, and guiding them for a life that meets the standards set up by society.

One of the plans incorporated in this study was to establish a direct line of communication between the graduate and the school personnel. This line of communication was for the purpose of indicating to the school officials any need for change in the existing curriculum.

For the purpose of this study, curriculum was limited to the courses taken in Severy High School by the 1961 through 1965 graduates.

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[1] Ibid.

THE PROBLEM

Statement of the problem. The problem was to determine if the courses offered to students at Severy High School were meeting their needs, and if there was a relationship between how high school graduates evaluate the usefulness of the courses taken in high school and the grades the graduates actually received in these courses. The participants were graduated from Severy High School from 1961 to 1965.

Specific objectives. The problem was broken down into the following specific objectives:

1. To have each graduate evaluate each course he took in high school either as "indispensable," "very helpful," "helpful," "contributed little" or "contributed nothing" as to preparing him for life after high school.
2. To list the course taken in high school that helped the graduate, in his opinion, the most toward meeting his needs after graduation from high school.
3. To list the course taken in high school that helped the graduate, in his opinion, the least

toward meeting his needs after graduation from high school.

4. To compare the above findings to the grades each graduate received in the course to see if there was any relationship between how a graduate evaluated courses taken and the grade received in the course.
5. To determine if there was, in the opinion of the student, any course offered in the curriculum at Severy High School that was of "little" benefit to the student after graduation.

Areas of curriculum. To evaluate the classes that each student attended in high school, it was necessary to list all classes offered by the Severy High School. The Severy High School curriculum was broken down into the following courses:

1. Typing
2. Shorthand
3. Office Practice
4. Bookkeeping
5. General Business
6. Biology
7. Chemistry
8. General Science

9. Physics
10. General Math
11. Algebra
12. Trigonometry
13. Geometry
14. Home Economics I
15. Home Economics II
16. Home Economics III
17. Home Economics IV
18. American History
19. Government
20. World History
21. Vocational Agriculture I
22. Vocational Agriculture II
23. Vocational Agriculture III
24. Vocational Agriculture IV
25. English I
26. English II
27. English III
28. English IV
29. Speech
30. Economics
31. Health

32. Band
33. Chorus
34. Athletics
35. Industrial Arts
36. French

THE PROCEDURE

Locating the subjects of the study. The names of students who had graduated from Severy High School from 1961 to 1965 were taken from the school's permanent records. Through the assistance of both the local teaching staff and persons in the community, the present address's of these students were obtained.

Collecting material. Each person who graduated from Severy High School from 1961 to 1965 was sent a questionnaire (see appendix) asking him to evaluate each course he took in high school in regard to meeting his needs after high school. The grades that each student received in the courses attended in high school were taken from the permanent records of the school.

Defining terms. Certain terms were set aside and defined for the purpose of this study. The following were definitions of terms as given by the State Department of Public Instruction:[1]

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[1]State Department of Public Instruction, Rules, Regulations, Standards and Procedures for Accrediting Secondary Schools, pp. 1-2.

1. School District. A municipality organized under authority of the state for the purpose of maintaining a public school.
2. School System. All operating school programs within the geographic limits of the school district which were under the authority of one governing body.
3. Board of Education. The governing body of a school district, composed of those persons elected by the voters of the district or appointed to serve.
4. Unit of Organization. A group of grades which was organized and conducted as an administrative unit for instructional purposes.
5. Program of Studies. Courses of instruction offered within a unit of organization in any given school year.
6. Teaching Field. This includes all the different branches of a general subject that were offered with a program of studies.
7. Course of Study. The arrangement of detailed materials of instruction within a given branch of a teaching field.

8. Period. A segment of the school day regularly scheduled for instruction in designated subjects.
9. Daily Program. The schedule of classes taught by all teachers in the school during the day.
10. Administrator. Anyone charged in any way with the administrative policies and activities of the school including superintendent, assistant superintendent, principal, and vice-principal.
11. Superintendent. The chief administrative officer designated by the board of education of the district to be responsible for administrative and supervisory duties for all units of organization and all personnel within the school system.
12. Principal. That person having administrative and supervisory responsibilities for a particular unit or organization within the school system.
13. Teacher. A person who holds a valid certificate issued by the State Superintendent and meets all requirements for the assignment as provided in the latest official Certificate Handbook.

REVIEW OF SELECTED LITERATURE

Books and periodicals located at Kansas State University, Manhattan, and Kansas State Teachers College, Emporia, were reviewed for literature related to this study. No studies were found which related directly to the objectives set forth in this study. Selected literature was reviewed as being somewhat related to the central theme of the study. No attempt was made to connect the literature reviewed directly to the study.

Review of research began with the "Ten Imperative Needs of Youth" as stated by the National Association of Secondary School Principals in Planning for American Youth.[1]

> All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experiences as well as education in the skills and knowledge of their occupations.
>
> All youth need to develop and maintain good health and physical fitness.
>
> All youth need to understand the rights and duties of the citizen of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
>
> All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

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[1]State Board of Education, A Curriculum Guide for Secondary Schools of Kansas (Topeka: State Printing Plant, 1960), p. 2.

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

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

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

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

All youth need to think rationally, to express their thoughts clearly, and to read and listen with understanding.

All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others. If these goals are to be achieved, it can be seen that no one person can be responsible for all of them. Parents, teachers, ministers, and other people of the community share in the guidance of children.

A study made by Robert L. Curry and Hughie Hughes determined what subjects were preferred by high school students. Subjects selected for this study were limited to the required subject area. Information on preferential order of subjects could serve the teacher to exert special effort in motivating the students. As a result, teachers could adjust teaching methods and techniques to the group or individual being taught.[1]

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[1]Robert L. Curry and Hughie Hughes, "Subject Areas Preferred by High School Juniors," Peabody Journal of Education, Vol. 42 No. 4 (January, 1965), pp. 236-240.

The following chart shows how the students ranked the subjects in order of their preference.[1]

Subject Areas

		Eng.	Math	P.E.	Science	S. Studies
Whites	Boys	5	3	1	2	4
	Girls	1	5	2	4	3
	Total	2	5	1	3	4
Negros	Boys	3	5	4	2	1
	Girls	1	5	3	4	2
	Total	1	5	4	3	2
Total	Boys	5	3	1	2	4
	Girls	1	5	2	4	3
	Total	2	5	1	3	4

The results of the Currie and Hughes study indicated:[2]

1. Among the white students mathematics, physical education, and science were more popular for boys than girls, whereas English and social studies were less popular for boys than girls.
2. Among the Negro students, science and social studies were more popular for boys than girls, whereas English and physical education were less popular for boys than girls. Mathematics was the least popular subject for Negro students and was ranked the same by both girls and boys.

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[1] Ibid.

[2] Ibid.

3. When the ethnic groups were compared, English and social studies were more popular with Negro than white students, where as physical education was less popular with Negros. Mathematics and science were ranked the same by both groups.
4. In both groups, physical education, mathematics, and science combined were more popular with boys than girls, where as English and social science were less popular with boys than girls.
5. Socioeconomic status had little, if any, influence on the ranking of English, mathematics, and social studies. However, physical education was more popular with the middle and lower socioeconomic status groups than the higher.
6. The mean IQ was higher for students who selected mathematics and science as their subject area of first choice than for students who selected other subject areas as their first choice.

Paul Witty explored the possibility of a relationship between subjects ranked first in choice of students and the grades made in these courses. The following chart showed the

best liked subjects of pupils in grades nine through twelve.[1]

Best Liked Subjects of Pupils in Grades 9-12

Boys	Per Cent	Girls	Per Cent
	Grades 9 and 10		
Mathematics	39.0	English	29.4
English	16.9	Mathematics	22.1
World History	10.7	Biology	10.5
Civics	8.8	Geometry	5.0
Biology	8.8	Spanish	5.0
Science	7.0	Art	4.6
	Grades 11 and 12		
History	16.4	English	14.7
Mathematics	15.5	Typing	14.3
English	10.0	Mathematics	11.3
Science	8.2	Spanish	7.6
Chemistry	[illegible].6	History	7.1
Physics	4.6		

[1]Paul Witty, "A Study of Pupils' Interest, Grades 9, 10, 11, 12," Education, Vol. 82 No. 3 (November, 1961), pp. 169-174.

This next chart showed subjects in which pupils reported best grades received:[1]

Subjects in Which Pupils Reported Best Marks Received

Boys	Per Cent	Girls	Per Cent
	Grades 9 and 10		
English	35.9	English	30.5
Mathematics	19.8	Mathematics	14.2
Algebra	16.2	Algebra	11.5
History	16.2	Homemaking	9.6
Science	10.8	Biology	8.8
Biology	9.0		
	Grades 11 and 12		
History	24.9	English	30.5
Mathematics	24.9	Typing	15.5
English	19.8	Mathematics	13.8
Science	13.4	History	13.4
Chemistry	6.5	Spanish	8.4
Algebra	4.6		

The writer of this report believed this study showed a close relationship between the subjects liked best by the pupils and those in which they received their highest grades. The close relationship suggested the importance of a favorable attitude in determining a child's successful school endeavor.

In John Wubben's study to determine how the schools were preparing students to meet the values set up by America's dynamic society, a device was given to 186 seniors

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[1] Ibid.

in public schools in Colorado to give an indication of their social values.[1]

Results of the Wubben's study indicated that students as a total group tended to have the following: honesty, economic atonomy, physical attractiveness, personal responsibility, material success, admiration by others, love, social and parental approval, and personal and social competency.[2]

The study by Wubben indicated the following appeared to be influences of the school upon students: the development of essentially middle class attitudes, the tendency to exclude critical thought, and helpful discussion on interpersonal relations. It was found that schools provided inadequate guidance and counseling personnel, and also applied traditional curricular content to the real-life problems of students[3]

A follow-up of high school graduates that go to college was made by Fern G. Brown. Through the use of questionnaires and interviews, students indicated that they had not worked hard enough in high school English. The students requested more training in self-disipline

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[1]John Wubben, "Teaching Values in the Secondary School," The Journal of Teaching Education, Vol. XVI No. 3 (September, 1965), pp. 357-358.

[2]Ibid.

[3]Ibid.

and in the importance of budgeting time. The need for college guidance starting in the junior year of high school was indicated. The follow-up study also showed the need for more stress on politics and world issues.[1]

The problem of drop-outs in our system of education was an area covered by Arnold B. Cheyney. When educational leaders saw students leaving the public school and entering the adult world without completing their education, the educators defined this as a problem. Therefore, many schools made changes in their curriculum to try and meet the needs of the potential drop-out. School personnel should be cautious as not to jeopardize the entire school system to meet the needs of only one group. A list of ten criteria for evaluating a program for drop-outs follows:[2]

> Since the drop-out is only one problem among many facing the public schools, no curriculum innovation should be formulated for the early school leaver on the expense of the total school group.
>
> Develop and maintain programs for the potential drop-out which will be concerned with his total optimum growth and development.

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[1]Fern G. Brown, "The High School That Learns From Its Graduates," NEA Journal, Vol. 51 No. 9 (December, 1962), p. 26.

[2]Arnold B. Cheyney, "Ten Criteria For Evaluating Programing for Drop-Outs," Peabody Journal of Education, Vol. 42 No. 4 (January, 1965), pp. 121-126.

Develop a comprehensive program which will focus on eliminating cause in the early elementary school year.

The school needs to envelop its activities with those of the home and outside agencies.

The finanical cost at its inception should not prohibit the future continuation of the venture.

The school staff must be involved in the formation of the program and ready to accept the responsibilities for adequately carrying out the program's objectives.

Take stock of the present resources, services, and facilities that are geared or related to the problem.

Program designed to aid drop-out potential and otherwise must be prefaced by specific objectives stated in the terms of behavior goal.

Adopt an evaluation procedure which will indicate continuously the present status of the program.

Today's education is training for changes and drop-out programs must include this factor in their designs.

Arno. A. Bellack suggested that scholars in various fields and their professional organizations had in recent years made proposals for revamping the curriculum in elementary and secondary schools, first in mathematics, physics, chemistry and biology; then in English, and recently in economics, geography and anthropology.[1]

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[1]Arno. A. Bellack, "What Knowledge Is of Most Worth?" The High School Journal, Vol. XLVIII No. 5 (February, 1965), pp. 318-339.

Bellack's article showed that the current debates about knowledge and the curriculum were not over the question of whether knowledge was relevant to the school's task. In fact, little or no attention had been given to the relationship of the individual fields to each other or to the program of studies within which they must have found their place. The foremost question was what general structure of the curriculum could be developed so that autonomy of the parts did not result in anarchy in the programs as a whole.[1]

The minimum standards set up by the State Department of Public Instruction for accrediding a Kansas high school, as shown in the Rules, Regulations, Standards and Procedure handbook, stated:[2]

> Any instructional class, except the nine (9) specific courses required for graduation, must enroll at least six (6) regular students as of September 15 of the school term in which the unit is to be counted. This regulation does not apply to courses taught after the school has met minimum accreditation requirements of 30 units.
>
> No teacher shall teach more than six (6) classes a day that may be counted as meeting the minimum 30 unit accreditation requirement. For purposes of determining teacher assignment or load, a period of study hall or library duty shall count as a class assignment.

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[1] Ibid.

[2] State Department of Public Instruction, Rules, Regulations, Standards and Procedures for Accrediting Secondary Schools, pp. 15-16.

In instances where two units of courses are taught concurrently by one teacher during the same class period, only one of these units may be applied toward meeting the minimum 30 unit requirement.

The nine (9) units required for graduation must be taught each school year.

The following specific courses must be taught each year: Provide instruction each year in at least eight of the curricular areas listed in Standard 4. The number of units indicated below must be taught each year in separate classes:

English language arts of which at least three units must be composition and literature .. 4 units

Social studies (including one unit of American history and one-half unit of American Government) ..... 4 units

Mathematics (including algebra, geometry and advanced mathematics) ..... 4 units

Science (including biology and physics or chemistry) ..... 3 units

Foreign language ..... 2 units

Health, physical education and safety ..... 1 unit

Two units in each of any two remaining areas . 4 units

Additional work from any of the areas ..... 8 units

An article by Calvin Grieder pointed out that changes will invariably come true. At one time in the development stage of any change, the thought of any such activity usually seemed ridiculous. But, time seemed to soothe all changes into a respectable form. A list of some

changes foreseen in the future of the secondary school by the school personnel follows:[1]

1. There has been general acceptance of ability grouping in junior and senior high schools.
2. The social studies have been regaining and even exceeding their former important position in the curriculum.
3. Foreign languages have been definitely encouraged.
4. There has been no good reason why every subject should be scheduled every day and all periods should be the same number of days.
5. Senior high school, grades ten through twelve, has been increasingly requiring 17 to 18 units for graduation.
6. The operation of secondary school for a standard day beginning at 8:00 a.m. and ending at 5:00 p.m.
7. Every student should be signed up for one subject that works entirely independently. No class, no textbook, or work book, no assignments----genuinely independent study.

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[1]Calvin Grieder, "Changes in Senior Highs Are Subtle But Significant," The Nations Schools, (November, 1964), p. 8.

The State Board of Education suggested that changes in a school system could only come about through the cooperation of the school administrative staff. Responsibility could be discharged through the system only if the local administrators wanted to improve the school. The administrator could be of great help by creating an atmosphere of inter-personal relations in which it was easy for teachers to discuss their problems. He could help define a problem and give teachers time and a place to discuss such problems. Supplying material which would be of help in solving problems and providing consultants to groups of teachers that were working on a common problem would be a duty of an administrator. The administrator could distribute assignments in terms of readiness and get agreement on definite things to be accomplished and also provide opportunities for lay persons to participate.[1]

The study by William J. Brown, Jr. indicated a problem must be solved with the cooperation of the complete staff. He further indicated that the faculty was the key group of a school system. Without the teachers seeing the need for a change, the new method or area would seldom be a success. A teacher should undergo at least three behavioral changes before a curriculum revision could be

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[1]State Board of Education, A Curriculum Guide for the Elementary Schools of Kansas (Topeka: State Printing Plant, 1958), p. 10.

initiated. He must have a desire for professional growth and demonstrate this desire through positive action. He must have made a concerted effort to minimize his psychological resistance to change. And finally, he must have arrived at some consensus, regarding the direction of the change, with people he considered influential.[1]

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[1]William J. Brown, Jr., "Teaching Guides Can Speed Curriculum Change," Agricultural Education, Vol. 37 No. 7 (February, 1965), pp. 198-199.

DATA OBTAINED

The former students of Severy High School were asked, by means of a questionnaire, to list the classes taken in high school that were most beneficial to them after graduation. The ten subjects that were ranked most beneficial by the highest per cent of the students taking the course were as follows:

1. Vocational Agriculture
2. Home Economics
3. English
4. Bookkeeping
5. Typing
6. Chemistry
7. General Math
8. Physics
9. Geometry
10. Speech

A complete ranking of the twenty-seven subjects given by the past students was shown in Table I on page 28. Because enrollment was five students or below in office practice, trigonometry, and French, these classes were not compared with other classes.

A rank order of the classes listed as least beneficial by the percentage of students taking a particular class was also tabulated and placed in Table II. The ten

TABLE I

CLASSES RANKED "MOST USEFUL" BY ENROLLEES

Rank	Class	Per cent of students enrolled in class
1	Vocational Agriculture	58.06
2	Home Economics	54.55
3	English	42.68
4	Bookkeeping	38.00
5	Typing	23.38
6	Chemistry	23.08
7	General Math	21.74
8	Physics	20.00
9	Geometry	19.05
10	Speech	17.50
11	Economics	16.67
12	General Business	14.29
	Algebra	14.29
	World History	14.29
13	General Science	10.00
14	Biology	8.11
15	American History	7.32
	Health	7.32
16	Industrial Arts	6.67
17	Government	6.10
18	Band	5.56
19	Shorthand	3.70
20	Athletics	3.51
21	Chorus	1.79

NOTE: The following classes were not ranked because five or less students were enrolled in class:

Office Practice
Trigonometry
French

least beneficial classes were listed as:

1. Band
2. American History
3. Shorthand
4. Athletics
5. Chorus
6. Speech
7. Algebra
8. Chemistry
9. World History
10. Biology

Table II, page 30 shows a complete rank order listing of the least beneficial classes.

Office practice, trigonometry, and French were not compared with other classes because of enrollment of five or less students.

Physics and general math were not ranked as least important on any of the returned questionnaires, therefore were not included in the table.

Table III, pages 31, 32, and 33 shows the number of students that classified each subject into "indispensable," "very helpful," "helpful," "contributed little," or "contributed nothing." The average grade of students classifying each subject was also shown in Table III.

TABLE II

CLASSES RANKED "LEAST USEFUL" BY ENROLLEES

Rank	Class	Per cent of students enrolled in class
1	Band	25.00
2	American History	23.17
3	Shorthand	22.22
4	Athletics	21.05
5	Chorus	19.64
6	Speech	17.50
7	Algebra	15.71
8	Chemistry	15.38
9	World History	14.29
10	Biology	10.81
11	General Business	10.20
12	Government	9.76
13	Geometry	9.52
14	English	8.54
15	Typing	7.79
16	General Science	5.00
17	Health	4.88
18	Home Economics	4.55
19	Bookkeeping	4.00
20	Industrial Arts	3.33
21	Vocational Agriculture	3.23

NOTE: The following classes were not ranked because five or less students were enrolled in class:

Office Practice
Trigonometry
French

The following classes were not ranked on any of the returned questionnaires:

Physics
General Math
Economics

TABLE III

GRADUATE CLASSIFICATION OF CLASS AND GRADE AVERAGE

SUBJECTS	CLASSIFICATION												Total Number Ranking	Class Grade Average
	I		II		III		IV		V		Not Ranked			
	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.		
Typing . . .	19	3.11	18	2.69	29	2.46	8	2.25	3	2.17			77	2.57
Shorthand .	1	4.00	8	3.06	10	2.45	3	2.67	5	1.80			27	2.60
Office Practice . .			1	2.50							1	2.00	2	2.25
Bookkeeping.	17	2.91	18	2.22	13	2.12	2	2.00					50	2.31
General Business . .	6	2.00	19	2.42	18	2.31	3	2.00			3	2.83	49	2.39
Biology . .	10	3.25	15	2.55	33	2.76	11	2.55	4	1.62	1	1.00	74	2.67
Chemistry. .	5	2.80	4	2.86	12	2.75	4	2.75	1	1.00			26	2.71
General Science . .	4	3.25	3	3.00	5	2.80	5	3.20			3	2.50	20	2.98
Physics . .	5	2.90	1	2.50	3	2.33	1	2.50					10	2.65
General Math	6	3.16	5	2.20	10	2.30	1	4.00			1	1.00	23	2.52
Algebra . .	16	3.14	13	2.46	24	2.45	12	1.67	4	1.50	1	2.50	70	2.42
Trigonometry											1	2.50	1	2.50
Geometry . .	9	2.94	2	4.00	5	2.70	2	1.75	2	1.50	1	1.00	21	2.64

TABLE III (CONTINUED)

GRADUATE CLASSIFICATION OF CLASS AND GRADE AVERAGE

SUBJECTS	CLASSIFICATION												Total Number Ranking	Class Grade Average
	I		II		III		IV		V		Not Ranked			
	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.		
Home Economics I .	18	2.69	17	2.74	8	2.56	1	3.50					44	2.70
Home Economics II.	18	3.11	18	2.83	5	2.80	1	3.00			1	3.00	43	2.95
Home Economics III	17	3.32	16	3.13	5	3.10	1	3.00					39	3.21
Home Economics IV.			2	3.00	3	3.00							5	3.00
American History . . .	7	2.79	15	2.40	33	2.11	18	1.42	8	2.06	1	1.00	82	2.05
Government .	10	3.05	21	2.67	26	2.15	21	2.04	1	2.00	3	2.00	82	2.36
World History	3	3.33	9	2.83	17	2.09	8	1.69	3	1.50	2	2.25	42	2.22
Economics . . Vocational Agriculture	2	3.00	5	2.60	2	2.75	3	1.17					12	2.33
I . . . . . Vocational Agriculture	10	2.40	13	2.61	6	2.75	2	2.50					31	2.56
II . . . . . Vocational Agriculture	8	2.75	15	2.47	5	2.70	1	2.50					29	2.58
III	8	2.44	13	2.96	3	3.33			1	2.50			25	2.82

TABLE III (CONTINUED)

GRADUATE CLASSIFICATION OF CLASS AND GRADE AVERAGE

SUBJECTS	CLASSIFICATION												Total Number Ranking	Class Grade Average
	I		II		III		IV		V		Not Ranked			
	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.	No.	Av. Gr.		
Vocational Agriculture IV	6	3.17	11	3.00	2	4.00							19	3.16
English I .	26	2.62	23	2.57	28	2.36	4	2.38	1	4.00			82	2.52
English II .	26	2.73	23	2.70	31	2.32	2	2.75					82	2.57
English III.	26	2.56	24	2.69	29	2.45	3	2.33					82	2.55
English IV .	30	2.50	19	2.26	18	1.70	4	2.38	2	1.50			73	2.21
Speech . . .	12	3.00	12	3.06	11	2.77	4	2.50	1	2.00			40	2.88
Health . . .	10	*	14	*	20	*	4	*	1	*	33	*	82	*
Band	1	4.00	7	3.59	14	3.52	10	3.00	4	3.32			36	3.38
Chorus . . .	1	3.75	9	3.59	9	3.21	12	3.08	10	3.38	5	3.28	56	3.29
Athletics .	5	*	15	*	17	*	12	*	8	*			57	*
Industrial Arts	2	2.75	9	2.17	15	2.50	4	2.75					30	2.45
French . . .			2	3.50					3	1.83			5	2.50

* No differential grades given on permanent records.

Vocational agriculture I through IV, home economics I through III, and English I through IV were listed as "indispensable" or "very helpful" by a higher number of students taking the course than other classes offered at Severy High School. The courses that were listed by the highest number of students taking the course as "contributed little" or "contributed nothing" were band and chorus. Health was the only class that a large number of graduates did not rank on the returned questionnaires.

Six subjects showed that higher than average grades were received by the students that gave these classes a high classification. The six subjects were typing, bookkeeping, algebra, home economics III, government, and world history. Table IV, page 35 indicated the classification and grade average for these subjects.

It had been determined that 68.25 per cent of the students that ranked the subject as "indispensable" or "very helpful" received a higher grade in that subject than the overall grade average of all students in all courses, and 31.75 per cent of students ranking subjects as "indispensable" or "very helpful" received lower than the overall grade average in that course. Students that ranked classes as "contributing little" or "contributing nothing" received 25.93 per cent higher than the overall

TABLE IV

GRADE AVERAGE AND CLASSIFICATION OF SUBJECTS

Class	Average grade point within each classification				
	I	II	III	IV	V
Typing	3.11	2.69	2.46	2.25	2.17
Bookkeeping	2.91	2.22	2.12	2.00	
Algebra	3.14	2.46	2.45	1.67	1.50
Home Economics III	3.32	3.13	3.10	3.00	
Government	3.05	2.67	2.15	2.04	2.00
World History	3.33	2.83	2.09	1.69	1.50

grade average of all students in all classes and 74.07 per cent received lower than the overall grade average. Figure I, page 37 shows the comparison of the average grade point for each subject classification to the overall average grade point for the complete curriculum.

When comparing the grade received in a class to the average grade of that class, and the classification given the class by the student, 79.03 per cent of the students ranking the class as "indispensable" or "very helpful" received higher grades in that class than the average class grade, and 20.97 per cent received lower than average grades.

Students classifying the subject as "contributing little" or "contributing nothing" received 21.43 per cent higher than the class average grade and 78.57 per cent received lower than the class average grade. Figure II, page 38 notes a comparison of the average grade point of students that classified the subject in each classification and the average grade point of that subject.

No subject in the Severy High School curriculum was not beneficial to the majority of the students without showing some benefit to part of the graduates in this study.

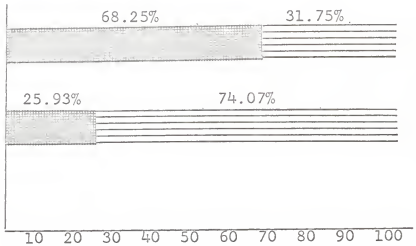

FIGURE I

THE AVERAGE GRADE POINT FOR EACH CLASSIFICATION COMPARED TO THE OVERALL AVERAGE GRADE POINT

GRADES ABOVE CLASS AVERAGE

GRADES BELOW CLASS AVERAGE

*Classification

I--Indispensable
II--Very Helpful
IV--Contributed little
V--Contributed nothing

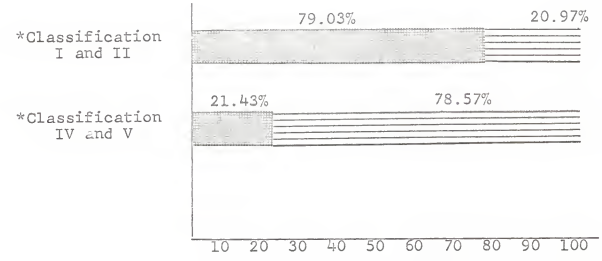

FIGURE II

THE AVERAGE GRADE POINT FOR EACH CLASSIFICATION COMPARED TO THE AVERAGE GRADE POINT OF THAT CLASS

GRADES ABOVE CLASS AVERAGE

GRADES BELOW CLASS AVERAGE

*Classification

I--Indispensable
II--Very Helpful
IV--Contributed little
V--Contributed nothing

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine whether the courses offered at Severy High School were meeting the needs of students that graduated. Also, if there was a relationship between the classification and the grade received in that subject. The former students were asked to evaluate each class taken in high school as "indispensable," "very helpful," "helpful," "contributed little," or "contributed nothing" in preparing them for life after graduation.

The next objective was to determine what courses offered at Severy High School were most beneficial and what courses were least beneficial to students after graduation.

This study was to determine also if any course was of "little" benefit in the opinion of the students and should be eliminated from the curriculum at Severy High School.

Subjects found to be the five most beneficial to the highest number of students taking the subject were vocational agriculture, home economics, English, bookkeeping, and typing. The five least beneficial subjects to the students taking the subject were band, American history, shorthand, athletics and chorus.

Subjects considered to be more useful to the student after graduation tended to be the subjects in which the student received higher than average grades. This was supported by the fact that 68.25 per cent of the students classifying the subjects in the top two usefulness categories received grades above the average overall grade, and 79.03 per cent of the students received grades above the class average for the subject. When comparing the student classification of the subjects ranked in the less useful categories and the grades received in the subject, 74.07 per cent received lower grades than the overall grade point average, and 78.57 per cent received grades less than the class grade point.

The study did not find that any of the subjects offered to the students were not of some benefit after graduation. This indicated to the writer that all subjects offered to the 1961 through 1965 graduates were of value in the Severy High School curriculum and should be retained until further evidence showed a curriculum revision was necessary.

The opinions needed for additional course offerings of the curriculum were not included in this study. The scope and importance of this type of study were believed

to be so large that justice could not be done in conjunction with the inquiries covered by this paper.

The writer recommended that a follow-up study be made to determine the necessity and type of course addition to the Severy High School curriculum.

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BIBLIOGRAPHY

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APPENDIX

Severy Common School District 82

L. C. HAUGHN, Superintendent
Phone RE 6-2383
WILLARD SHAW, Elementary Principal
Phone RE 6-2301

SEVERY, KANSAS 67137

April 1966

Dear Severy High School Alumni:

Severy High School is very interested in improving the education offered to the students in attendence here. You have been chosen as a select group to help in a study to determine the quality of education that Severy High is producing and any improvement in education offered by Severy High, that is necessary. By filling out the enclosed questionnaire you would help this study considerably.

The purpose of this study is to determine which classes offered in the curriculum are most useful, and least useful, to students after graduation. Being useful not only includes vocational preperation, but in general, meeting people, and being able to communicate and associate with those around you in every day life. In other words, what classes contributed the most. or least, in preparing you for the "adult world".

Your cooperation in filling out this questionnaire and returning it to me in the stamped, self-addressed envelope would be very much appreciated. Please return the information as quickly as possible.

All material will be kept confidential.

Sincerely yours,

Jerry Hall

Jerry Hall
Voc. Ag. Instructor
Severy High School
Severy, Kansas

This study will be used in completing the requirements of my Master's Degree.

NAME: _____ ADDRESS: _____

PRESENT OCCUPATION: _____

I. From the list below, select the classes you attended in high school. Evaluate each class you attended and mark if the class was indispensable very helpful, helpful, contributed little, or contributed nothing as to preparing you for a successful life after high school graduation.

Use the numbers preceding each of the values below in your evaluation:

I - Indispensable
II - Very helpful
III - Helpful
IV - Contributed little
V - Contributed nothing

CLASS	I	II	III	IV	V
Typing					
Shorthand					
Office Practice					
Bookkeeping					
General Business					
Biology					
Chemistry					
General Science					
Physics					
General Math					
Algebra					
Trignometry					
Geometry					
Home Economics I					
Home Economics II					
Home Economics III					
Home Economics IV					
American History					

CLASS	I	II	III	IV	V
Government					
World History					
Economics					
Vocational Ag. I					
Vocational Ag. II					
Vocational Ag. III					
Vocational Ag. IV					
English I					
English II					
English III					
English IV					
Speech					
Health					
Band					
Chorus					
Athletics					
Industrial Arts					
French					

A. Which of the above classes do you feel has helped you the most?

_____

B. Which of the above classes do you feel has helped you the least?

_____

POST-STUDENT EVALUATION OF THE CURRICULUM OFFERED AT SEVERY HIGH SCHOOL

by

JERRY DUANE HALL

B. S., Kansas State University, 1960

AN ABSTRACT OF A REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1966

The purpose of this study was to determine whether courses offered at Severy High School were meeting the needs of students after graduation. The former students were to evaluate each class taken in high school as "indispensable," "very helpful," "helpful," "contributed little," or "contributed nothing" in preparing them for life after graduation. Also, if there was a relationship between the classification given each subject by the graduate and the grade received in that subject.

The next objective was to determine what courses offered at Severy High School were most beneficial and those that were least beneficial to them after graduation, in the opinion of the student.

This study was also to determine if any course was of "little" benefit to the student, in their opinion, and should be eliminated from the curriculum.

The former students contacted by this study graduated from Severy High School from 1961 to 1965. The names of the graduates and the grades they received in each class were taken from the permanent records located at the high school. The graduates' addresses were obtained from parents, friends, and school faculty.

Questionnaires were mailed to all 101 of the graduates of Severy High School from 1961 through 1965 asking them to evaluate each class taken in high school as "indispensable," "very helpful," "helpful," "contributed little," or "contributed nothing." The graduates were also requested to list, within their opinion, the most beneficial and the least beneficial class taken in high school. Eighty-two questionnaires were returned and tabulated for this study.

The five most beneficial subjects were vocational agriculture, home economics, English, bookkeeping, and typing. The five least beneficial subjects were band, American history, shorthand, athletics, and chorus.

Vocational agriculture I through IV, home economics I through III, and English I through IV were listed as "indispensable" or "very helpful" by a higher number of students taking the course than other classes offered at Severy High School. The courses that were listed by the highest per cent of students taking the course as "contributed little" or "contributed nothing" were band and chorus. Health was the only class that a large number of graduates did not rank on the returned questionnaires.

Subjects considered to be more useful to the student after graduation tended to be the subjects in which the student received higher than average grades. This tendency was shown by the fact that 68.25 per cent of the students classifying the subjects as "indispensable" or "very helpful" received a higher grade in that class than the overall grade average, and 79.03 per cent of the students received above the class average for the subject. When comparing the student classification of the subjects in "contributed little" or "contributed nothing" and the grades received in the subject, 74.07 per cent received lower grades than the overall grade point average and 78.57 per cent received grades less than the class grade point.

The study did not find that any of the subjects offered to the students were not of some benefit after graduation.